



Implementation of Accreditation Management At Madrasah Aliyah Negeri 2 Sumedang

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ABSTRACT

This research is motivated by the inadequate accreditation preparation time as the main cause of the madrasah unpreparedness in the accreditation assessment process. The head of the madrasah needs to provide special time for teachers and staff to take care of the required documents. In addition, the head of the madrasah must always be ready with information regarding summonses and notifications from the Agency, as well as changes in the accreditation assessment schedule. This study aims to find out the accreditation management of MAN 2 Sumedang which includes the planning, implementation and evaluation of accreditation. This research uses a qualitative method. This research is located at MAN 2 Sumedang, a flagship madrasah with an accreditation status of "A" and a score of 93 based on the decision of the National Accreditation Board for Madrasahs/Madrasahs. The results of the study show that accreditation planning is carried out through deliberations involving all stakeholders and the formation of an accreditation team that collects the necessary documents. The implementation of accreditation was carried out online using Zoom for two days, including questions and answers and learning observations. Accreditation evaluations are conducted after the grades come out, with a focus on identifying deficiencies and continuous improvement. The evaluation aims to measure the program's achievement, generate recommendations, and make decisions for continuous improvement.

Keywords: Implementation, School Accreditation, Madrasah Aliyah Negeri

INTRODUCTION

Madrasah accreditation can measure the feasibility of educational institutions in organizing teaching and learning activities. Accreditation activities can affect the quality achievement of the madrasah concerned. Because of the demand for achieving good madrasah accreditation scores, accreditation activities sometimes become a burden for teachers in educational institutions. It is not surprising that the implementation of accreditation is only limited to formal recognition to obtain grades. Based on the facts that occurred in the field, accreditation activities are still limited to administrative demands that must be prepared. Educators and education staff will feel pressure when madrasahs will be accredited due to the unpreparedness of administrative demands so that they do not panic if data manipulation occurs.¹ Other problems in madrasah accreditation are the preparation of documents that are not neatly arranged, incomplete documents, poor management of preparation, lack of socialization and the absence of a special work team as well as lack of support from teachers and education personnel and finally the lack of adequate facilities. So that it hinders the accreditation process in madrasahs.²

Based on this, there needs to be seriousness in accreditation activities. As done by the Ministry of Religious Affairs, Sangihe Islands Regency held an activity "Optimizing

¹ Hasyim Asy'ari, Zahrotul Munawwaroh, dan Ulul Azmi, "Analisis Pelaksanaan Akreditasi Sekolah dalam Meningkatkan Mutu Pendidikan di MTs Pembangunan UIN Jakarta," *Idarah (Jurnal Pendidikan dan Kependidikan)* 5, no. 2 (2021): 143–62, <https://doi.org/10.47766/idarrah.v5i2.124>.

² Hasyim Asy'ari, Zahrotul Munawwaroh, dan Ulul Azmi.

Accreditation Results in 2024" to assist Raudhatul Athfal (RA) and Madrasah who will be accredited. This activity aims to help overcome technical difficulties that are often faced by madrasah and madrasah managers in preparation for accreditation. The Head of the Islamic Education Section emphasized the importance of the seriousness of madrasahs that receive C or TT accreditation, with a minimum target of B accreditation.³ Because the results of accreditation will give an image and self-esteem of an educational institution. In a sense, the better the qualification of the madrasah accreditation achievement, the more weighty the influence will also be on the view and self-esteem of the educational institution concerned.

The policy on madrasah accreditation starts from the idea that every citizen has the right to obtain quality education. So standards are needed that become guidelines in improving the quality of madrasahs. Madrasah accreditation is an assessment of madrasahs based on the National Education Standards (SNP), carried out by the government and authorized institutions. Madrasah accreditation is carried out objectively, fairly, transparently, and comprehensively. The results of accreditation are a benchmark for the quality of education in madrasahs, the higher the accreditation value, the higher the quality of the madrasah.⁴ Inadequate accreditation preparation time is the main cause of madrasah unpreparedness in the accreditation assessment process. The head of the madrasah needs to provide special time for teachers and staff to take care of the required documents. In addition, the head of the madrasah must always be ready with information regarding summonses and notifications from the Agency, as well as changes in the accreditation assessment schedule. Madrasah heads and teachers also need to hold meetings to form a team on duty, so that the division of work according to ability and performance will make the process faster and more effective.⁵ Therefore, the head of the madrasah needs to use proper management in the implementation of accreditation.

The solution is to overcome the problem of implementing accreditation carried out by madrasahs by implementing management functions. In line with Mulyasa's opinion that education management/management is an arrangement of educational fields carried out through planning, organizing, staffing, coaching, coordinating, communicating, motivating, budgeting, controlling, supervising, assessing and reporting systematically to achieve quality educational goals.⁶ Madrasah accreditation management is an effort made by educational units to improve the quality of accreditation. As done by MAN 2 Sumedang, every accreditation implementation is carried out with the implementation of good management. Because in essence, management is an effort or step to improve something through the application of management functions.⁷ Thus, based on this, the Implementation of Accreditation Management at MAN 2 Sumedang is important to discuss.

³ Kementerian Agama provinsi Sulawesi Utara Humas, "Optimalisasi Hasil Akreditasi Tahun 2024, Bidang Pendidik Lakukan Pendampingan Langsung," 2024, <https://sulut.kemenag.go.id/berita/517223/Optimalisasi-Hasil-Akreditasi-Tahun-2024-Bidang-Pendidik-Lakukan-Pendampingan-Langsung>.

⁴ Widodo dkk., *PERCEPATAN AKREDITASI SEKOLAH MELALUI PEMBIAYAAN MANDIRI* (Jakarta: Penerbit : Pusat Penelitian Kebijakan Pendidikan dan Kebudayaan, Badan Penelitian dan Pengembangan, Kementerian Pendidikan dan Kebudayaan, 2018), 11.

⁵ Stevany, Bedjo, dan Masduki, "Manajemen Sekolah Berbasis Partisipasi Dalam Rangka Akreditasi Sekolah," *Visipena Journal* 11, no. 1 (2020): 77–98, <https://doi.org/10.46244/visipena.v11i1.1091>.

⁶ Ahmad Rusdiana, *Manajemen Sumber Daya Manusia Pendidikan* (Bandung: Prodi Magister Manajemen Pendidikan Islam UIN Sunan Gunung Djati Bandung, 2022).

⁷ Afridoni Afridoni dkk., "Manajemen Akreditasi Sekolah Upaya Peningkatan Mutu Pendidikan," *Jurnal Pendidikan Tambusai* 6, no. 3 (2022): 13832–38, <https://doi.org/10.31004/jptam.v6i3.4402>.

METHOD

In this study, the author uses a qualitative research method. According to Molong, qualitative research is research that intends to understand the phenomenon of what is experienced by the research subject such as behavior, perception, motivation, action and others holistically and by means of description in the form of words and language, in a special context that is natural by utilizing various natural methods. In the process of research approach, the researcher uses a qualitative descriptive approach, because in this study it aims to make a systematic description by comparing theories with facts in the field obtained through interviews. The subject of the study was the head of the madrasah and the education staff in the field of personnel of Madrasah Aliyah Negeri 2 Sumedang. The respondents who were active in the discussion of this research were the head of the madrasah and educators in the field of public relations who helped communicate related to the implementation of the research and the education staff of the personnel section who provided samples and data related to accreditation management at MAN 2 Sumedang. The location used for this research is in MAN 2 Sumedang. The reason why the researcher chose MAN 2 Sumedang is because this madrasah is one of the favorite madrasahs in Sumedang Regency.

The data collection method is a very important step in a research, because the main purpose of the research is to obtain the data that you want to search. The data collection methods used are 1) interviews, namely direct interviews with the deputy head of the Madrasah Aliyah Negeri 2 Sumedang Curriculum 2) observation, namely direct observation of the places and objects observed, namely the results of the MAN 2 Sumedang accreditation assessment 3) documentation, researchers collect physical data, photos of activities, and others 4) literature studies, namely the process of collecting data from articles that come from reputable journals and have scientific standards in terms of methodology and has extensive studies related to this research and using books published in the last 5 years. The data analysis techniques used in this study include data reduction, data presentation and conclusion drawn. The data obtained will be processed using qualitative research, then conduct domain analysis to obtain a general and comprehensive picture of the research object through the process of data reduction, *display* and *verification*.

RESULT AND DISCUSSION

Implementation of Accreditation

This research is located at MAN 2 Sumedang which is located at Jalan Cermai, Situ, North Sumedang District, Sumedang Regency, West Java 45621. This madrasah is one of the favorite Aliyah madrasahs in Sumedang district. With an excellent "A" accreditation status with a score of 93 based on the Decree of the National Accreditation Board for Madrasah / Madrasah Number 999/BAN-SM/SK/2021. The results of this superior accreditation are certainly inseparable from the implementation of management functions carried out by MAN 2 Sumedang when facing accreditation. The management functions implemented by MAN 2 Sumedang are starting from planning, organizing the accreditation team, implementation and evaluation after the implementation of accreditation. Planning is carried out in advance with meeting activities to increase the accreditation value and form an accreditation team for each standard. The next step is to study and collect the documents needed for accreditation activities. At the planning stage, all stakeholders were involved in order to make accreditation activities at MAN 2 Sumedang a success.

The implementation of accreditation was carried out for two days online, because in 2021 there was still an atmosphere of the Covid-19 pandemic so there were no assessor visits to the madrasah. The first day was held via zoom using a big screen, conducting questions and answers

with assessors. The second day of learning was via video call and recording. The implementation of online accreditation for two days at MAN 2 Sumedang in 2021 is proof of the adaptation of educational institutions to the Covid-19 pandemic situation. Even though there is no physical visit from the assessor, the online implementation still allows accreditation activities to run smoothly through the use of technology. The use of the Zoom application and the video call feature allows the assessor team to conduct observations, questions and answers, and verify physical evidence virtually. This step reflects the importance of madrasah digital readiness in responding to the challenges of emergency situations⁸, as well as demonstrating the ability to innovate and maintain the quality of the accreditation process in the midst of limitations. This is also a lesson for educational institutions to continue to strengthen technological infrastructure to support academic and administrative activities in the future.

The accreditation evaluation at MAN 2 Sumedang is a reference material for improvements in the next accreditation. Shortcomings and incompleteness of documents are fixed for the next stage. The accreditation evaluation at MAN 2 Sumedang provides a valuable opportunity to reflect on existing weaknesses and design improvement strategies in the future. Identifying shortcomings, especially in terms of incomplete documents, is a foothold for madrasahs to improve the archive management and documentation system. This process not only serves as a corrective step but also as a preventive step to ensure that at the next accreditation, every document and physical evidence has been prepared in a more systematic and organized manner. This evaluation also provides an opportunity for all stakeholders, including madrasah heads, teachers, and administrative staff, to better understand the importance of documentation as a key element in supporting transparency and accountability of educational institutions. The results of this evaluation are not only an administrative record but also an integral part of efforts to improve the quality of the madrasah in a sustainable⁹ manner.

The research stage starts from preparing a research introduction letter from the Faculty of Undergraduate Programs majoring in Islamic Education Management on April 18, 2024, then requesting research permission from MAN 2 Sumedang on May 5, 2024 and conducting research with an interview with the Deputy Head of Madrasah for curriculum on May 28, 2024. The results of the accreditation management research at MAN 2 Sumedang are as follows. The systematic and planned stages of the research reflect a professional approach to data collection. Starting from preparing administrative documents, such as research introduction letters, to obtaining official permission from the madrasah, this process shows the importance of compliance with institutional procedures. Interviews with the Deputy Head of Madrasah in the field of curriculum at the next stage provide an opportunity to obtain in-depth and relevant information related to the implementation of accreditation management. These measures ensure that the research is not only administratively valid but also capable of generating valid data to support a comprehensive analysis of accreditation management practices at MAN 2 Sumedang.

Accreditation planning at MAN 2 Sumedang is carried out first with deliberations attended by the head of the madrasah, curriculum waka, coaching supervisors, teacher councils and staff. At the deliberations, an accreditation team was formed from teachers and TU in accordance with the number of accreditation standards. Each team is led by a chairman who supervises several members. It also discussed the duties and responsibilities of each standard holder team. The next step is for the head of the madrasah to issue a decree on the accreditation

⁸ Universitas Islam dkk., "Implementation Of Islamic Religious Education (PAI) Online Learning In The New Normal Era: Opportunities and Challenges at Women Junior High School in Malang," *At-Tarbiyat : Jurnal Pendidikan Islam* 4, no. 3 (2021): 598–612.

⁹ Rahmat Santoso dan Stefanus Nova, "Preliminary Review of the Effects of Electronic Medical Administration Records (eMAR) and Electronic Doctor Order Entry (CPOE) on Patient Safety Culture in the Era of Universal Health Services," *Soepra* 5, no. 2 (2020): 243, <https://doi.org/10.24167/shk.v5i2.2462>.

committee and the accreditation team officers. Next, each team and its members collect the necessary documents according to the conditions specified from each standard. The documents collected came from the head administrative archives, teacher archives, and administrative archives. The documents needed are usually in the form of files, photos and videos of activities, both teacher activities and student activities.

Each team involved in the accreditation process must ensure that the documents collected are in accordance with the requirements that have been determined by the applicable accreditation standards. The documents collected include administrative archives from various parties, including madrasah heads, teachers, and administration, each of which has an important role in providing the necessary data. The collection of these documents not only involves administrative documents in written form, but also includes digital files, photos, and videos of relevant activities, both related to teaching and learning activities by teachers and student activities that can reflect the dynamics and quality of education in the madrasah.¹⁰ Additionally, it is important to ensure that all documents collected have been verified for correctness and are in accordance with the standards set by the accreditation body. This verification process not only checks the completeness of documents, but also assesses the suitability between the data provided and the actual implementation in the field. Photos and videos of activities, for example, must be able to describe relevant and adequate activities to show the quality of the educational activities carried out¹¹. For example, documentation in the form of videos of teaching and learning activities or extracurricular activities can be tangible evidence that shows how learning takes place and how student activities are directed to support the development of their character and skills.

Good document management and organization requires strong coordination between all parties involved, from the head of the madrasah to the administrative staff. Without effective coordination, the document collection process can experience delays or even incompleteness, which can ultimately harm the results of madrasah accreditation. Therefore, each team member must clearly understand their respective responsibilities and work collaboratively to ensure that the documents collected reflect the madrasah's commitment to high educational standards and can be accounted for in the accreditation process.

Effective planning in the accreditation process also involves thorough preparation for all stakeholders in MAN 2 Sumedang, including the committee as a parent representative and all students as a relevant source of data. Although committees and students are not directly involved as part of a committee or a dedicated team in document collection and other technical activities, they still have a crucial role in providing the information needed during the evaluation process. Therefore, careful planning steps involve giving clear briefings to the committee and students regarding their role in the accreditation process, particularly related to interviews by the assessor team. This briefing includes an understanding of the importance of honesty and openness in conveying information, as well as how to provide accurate and relevant responses to the standards assessed by the assessor. With proper preparation, the committee and students will be able to contribute optimally¹² without adding to the administrative burden, while strengthening the reliability of the data collected during the accreditation process.

¹⁰ Daniatun Khasanah dan Danang Dwi Prasetyo, "Manajemen Kesiswaan dalam Upaya Meningkatkan Prestasi Akademik dan Non Akademik Peserta Didik," *Al-fahim : Jurnal Manajemen Pendidikan Islam* 5, no. 1 (2023): 155–72, <https://doi.org/10.54396/alfahim.v5i1.484>.

¹¹ H Aliyah dan S Masyithoh, "Tinjauan Literatur: Peran Teknologi Digital dalam Meningkatkan Kualitas Pembelajaran di Sekolah," *Jurnal Teknologi Pendidikan Dan ...* 01, no. 04 (2024): 681–87.

¹² Setiyati Setiyati dkk., "Perencanaan Strategik dalam Membangun Mutu Pendidikan di Madrasah Syaichona Kholil Teluk Pandan," *Jurnal Tarbiyah dan Ilmu Keguruan Borneo* 5, no. 2 (2024): 267–81, <https://doi.org/10.21093/jtikborneo.v5i2.8749>.

The implementation of accreditation at MAN 2 Sumedang in 2021 faced considerable challenges due to the Covid-19 pandemic situation, which forced all accreditation activities to be carried out online. Although the accreditation process usually takes place face-to-face, in that year, all interactions with the assessor team are carried out through the Zoom application. On the first day of implementation, the entire committee, the standard holder team, and the Administrative staff gathered in the room that had been prepared to listen to the questions asked by the assessor. Zoom meetings are carried out using a wide screen that has been prepared by the accreditation committee to ensure adequate visual and audio quality, so that all participants can interact clearly and effectively. Although the online implementation brings technical obstacles such as the stability of the internet network, this does not reduce the enthusiasm and commitment of all parties involved to undergo the accreditation process seriously and in accordance with applicable procedures. This condition is a new experience that tests the adaptability of MAN 2 Sumedang in maintaining the quality of education in the midst of limited facilities and pandemic challenges.

On the second day of accreditation, interview activities were carried out with a team of assessors who interacted directly with the head of the madrasah, deputy heads, teachers, committees, and students. This interview aims to verify the physical evidence documents that have been prepared and proven on the first day. Each party interviewed is expected to explain in detail the implementation of programs and activities recorded in the document. In addition to interviews, on that day there was also classroom learning observation, which was carried out online via live streaming using the Zoom application. This allows the assessor team to observe the learning process firsthand, even if they are not in the same location. To support the observation process, video recording was also carried out which was then sent to the assessor team as further verification material. Even though it was carried out online, all of these processes were able to run well thanks to careful preparation from the madrasah, which ensured smooth communication and the quality of data submitted to the assessor team.

The evaluation of MAN 2 Sumedang accreditation is carried out after the accreditation score comes out. The evaluation is intended to see what shortcomings and weaknesses are so that it becomes a reference material for improvement in the next accreditation. The repair consists of two ways, namely some are immediately repaired and some are not directly repaired. If there are incomplete documents, they will be repaired immediately, but if they are related to facilities and infrastructure, they will not be directly repaired, but they need preparation that takes time. The evaluation carried out after the implementation of accreditation results in recommendations and decisions related to the work program that are certain. The results of this evaluation were then discussed in a deliberative manner with all related parties, ranging from the head of the madrasah to the chairman of the committee at MAN 2 Sumedang. This deliberative process aims to ensure that all stakeholders are involved in decision-making and understand the implications of accreditation results. This discussion also made it possible to plan the necessary follow-up measures to address the findings of accreditation and correct the identified shortcomings, so as to improve the quality of education in the madrasah.

Management At Madrasah

A good plan is a plan that can be fulfilled completely or at least close to the whole. So that planning is based on three dimensions of time, namely the past, present and future. The past ushers in the present so that it becomes a reference for planning the future. The past and present can predict circumstances for the future.¹³ A good plan is a plan that is not only carefully designed, but can also be fully realized or at least close to the target that has been set. The

¹³ Rusdiana, *Manajemen Sumber Daya Manusia Pendidikan*.

planning must consider three dimensions of time, namely the past, present, and future. The past provides valuable lessons and useful experiences to understand the current conditions, which then become a reference in designing future steps.¹⁴ By utilizing data and evaluations from the past and current conditions, planning can be more precise in predicting and anticipating future needs and challenges, so that more effective and efficient goals are achieved.

Likewise, accreditation planning at MAN 2 Sumedang is carried out carefully, starting from deliberations, the formation of committees, the determination of the standard holder team. The planning was carried out to predict that the implementation of accreditation could run smoothly. MAN 2 Sumedang is always ready to be accredited because the results of accreditation can measure the quality achievements of the madrasah. Educational units to be ready to be accredited continuously and continuously with the hope that the accreditation process can improve the quality of educational units.¹⁵ The deliberation of teachers and staff at MAN 2 Sumedang is a very important first step in planning accreditation activities, because accreditation involves all parties involved in the educational institution, be it teachers, staff, committees, and students. This deliberation process not only serves to formulate strategies and roles for each party, but also strengthens the cooperation and involvement of all stakeholders in achieving the desired goals. In the Islamic perspective, deliberation (shura) is indeed placed as an important guideline, as taught by the Prophet SAW¹⁶. Islam teaches that deliberation is an effective way to make decisions together, listen to different views and opinions, and establish harmony in the face of challenges, including in managing accreditation planning that is complex and requires contributions from all parties.¹⁷

The next step in planning accreditation is the formation of a team of standard holders. This is important to be formed because accreditation activities involving several parties cannot be carried out by the head alone. The formation of the team will be responsible for the standards it holds. Of course, the responsibilities carried by each of these standard holders can ease the accreditation workload. Educational institutions can make better use of human resources (educators and educators) in educational institutions. Through careful human resource planning, work effectiveness can also be further improved.¹⁸ The next stage is to collect the necessary documents. The document is very important as part of the physical evidence of the implementation of the program that has been carried out by MAN 2 Sumedang. This document archive is a very important activity considering that this archive is a legal document in helping the running of educational institutions. Hence it depends heavily on its storage process and its tracing strategy.¹⁹

The management of documents as physical evidence is a key element in ensuring the success of the accreditation process. A well-organized document reflects the professionalism and readiness of the madrasah in meeting the assessment standards that have been set. In the context of MAN 2 Sumedang, document archives not only serve as administrative requirements

¹⁴ Muh. Arif dkk., "Tantangan dan Peluang dalam Inovasi Pembelajaran Islam di Era Digital," *Global Education Journal* 2, no. 1 (2024): 73–80, <https://doi.org/10.59525/gej.v2i1.322>.

¹⁵ Yulian Dinihari, Muchlas Suseno, dan Samsi Setiadi, "Evaluasi Hasil Akreditasi Sekolah Dasar Dan Madrasah Ibtidaiyah Dki Jakarta," *Jurnal Holistika* 5, no. 2 (2021): 75, <https://doi.org/10.24853/holistika.5.2.85-95>.

¹⁶ Safira Malia Hayati, "Relasi Kepemimpinan dalam Tafsir Al-Azhar (Studi Analisis Munasabah Al-Qur'an)," *Jurnal An-Nur* 11, no. 2 (2022): 80, <https://doi.org/10.24014/an-nur.v11i2.19994>.

¹⁷ Zamakhsyari Abdul Majid, "Urgensi Musyawarah dalam Alqur'an (Kajian Tafsir Tematik)," *Hikmah Journal of Islamic Studies* 15, no. 2 (2020): 141, <https://doi.org/10.47466/hikmah.v15i2.139>.

¹⁸ Rusdiana, *Manajemen Sumber Daya Manusia Pendidikan*, 81.

¹⁹ Ifonilla Yenianti, "Google Drive sebagai Alternatif Penyimpanan Arsip Digital Dokumen Akreditasi Perpustakaan (Best Practice Pada Perpustakaan IAIN Salatiga)," *Pustablibia: Journal of Library and Information Science* 5, no. 2 (2021): 207–24, <https://doi.org/10.18326/pustablibia.v5i2.207-224>.

but also as an evaluation tool that can be used to identify strengths and weaknesses in the implementation of educational programs. Therefore, it is important to develop an efficient records management system, for example by utilizing digital technology to store and search documents quickly and accurately. In addition, a structured archive tracing strategy is essential in this process. A good record-keeping system, including consistent file naming and categorization of documents according to accreditation standards, can reduce the risk of losing important information and make it easier to access during the evaluation process. This approach not only accelerates the accreditation preparation process but also increases the credibility of the madrasah in the eyes of assessors. Effective document management not only supports the smooth accreditation process but also contributes to the overall management of the educational institution²⁰.

The last stage in accreditation planning at MAN 2 Sumedang is by providing socialization and briefing to the committee as parent representatives, as well as to students related to the implementation of accreditation. This needs to be done because socialization can provide individual and group skills²¹. Socialization and briefing to the committee and students in the accreditation planning stage at MAN 2 Sumedang shows the importance of involving all stakeholders for the success of this process. This step not only provides an understanding of the implementation of accreditation, but also builds awareness of the role of each party in supporting the achievement of goals. Good socialization can improve communication and coordination skills, both individually and in groups, so that all parties can contribute to the maximum. In addition, this approach reflects the value of collaboration that is at the core of the accreditation process, where every element in the madrasah is expected to work together for the sustainable improvement of the quality of education. Based on the results of the accreditation planning that has been carried out by MAN 2 Sumedang. In this study, it emphasizes the importance of comprehensive and sustainable planning in the implementation of madrasah accreditation, as carried out by MAN 2 Sumedang. This research highlights that good planning should include three dimensions of time: the past, present, and future. By understanding and analyzing past performance and current conditions, educational institutions can predict and plan for a better future.

The implications of the results of this study emphasize that careful and continuous planning can ensure that the accreditation process runs smoothly and efficiently. The division of responsibilities through the formation of a team of standard-holders can increase work effectiveness and ease the workload. Proper documentation is essential as physical evidence of the program that has been implemented, helping to maintain the integrity and transparency of the educational institution. In addition, effective socialization to the madrasah committee and students can increase the involvement and readiness of all madrasah residents in facing accreditation. So that educational institutions can improve the quality and quality of education as a whole, as well as ensure that all relevant parties are involved and contribute to achieving accreditation goals. In addition, the importance of integration between strategic planning and operational implementation in the accreditation process. Madrasahs need to leverage a data-driven approach to evaluate previous performance and identify specific areas of improvement. Using this data, madrasahs can design relevant quality improvement programs, as well as support the implementation of accreditation with concrete evidence in accordance with the National

²⁰ Wijiharta Wijiharta dkk., "Kerjasama Perguruan Tinggi dalam Pembinaan Skill Mahasiswa : Literatur Review," *At-Tauzi: Jurnal Ekonomi Islam* 21, no. 1 (2021): 1–17, <https://doi.org/10.37820/attauzi.v21i1.140>.

²¹ CNN, "Pengertian, Tujuan, dan Contoh Sosialisasi dalam Kehidupan Sehari-hari," 2023, <https://www.cnnindonesia.com/edukasi/20240118151727-569-1051293/pengertian-tujuan-dan-contoh-sosialisasi-dalam-kehidupan-sehari-hari#:~:text=Tujuan%20sosialisasi,-Ilustrasi.&text=Membantu%20individu%20untuk%20mengetahui%20identitas,dalam%20kehidupannya%20di%20tengah%20masy.>

Education Standards (SNP).²² This approach not only helps madrasahs achieve good accreditation but also creates a work culture based on quality and accountability, which ultimately has a positive impact on public trust in the educational institution.

Active involvement of all stakeholders, including teachers, students, madrasah committees, and the community. This involvement is not only a formality, but rather to build a sense of collective responsibility for the quality of madrasah education. In the long term, this sustained engagement can create synergies between madrasahs and their communities, enabling the realization of an inclusive, collaborative, and innovative educational environment²³. Thus, this implication is an important foundation for madrasahs to continue to develop in improving the quality of education and become a model of superior educational institutions. The active involvement of all stakeholders in improving the quality of madrasah education reflects the importance of a participatory and collaborative approach. By involving teachers, students, madrasah committees, and the community, madrasahs can build an educational culture that focuses on collective responsibility. This step not only encourages involvement in the formal process, but also strengthens a sense of belonging to the achievement of the madrasah. In the long term, this synergy can create an inclusive educational environment, where ideas and innovations from various parties are valued and implemented. Furthermore, this approach makes madrasahs a model of superior educational institutions that are adaptive to the challenges of the times and are able to become a center for developing the quality of community-based education.²⁴

Accreditation at MAN 2 Sumedang lasted for two days. The first day was about questions and answers conducted by assessors and the standard holder team online through a *zoom meeting*. Although accreditation activities are carried out online, it does not create an obstacle in its implementation. This is because *Zoom Cloud Meeting* presents a lot of ease of use and is accompanied by complete features that support the online activity process.²⁵ The implementation of online accreditation at MAN 2 Sumedang through Zoom Meeting shows that technology adaptation can support the sustainability of the accreditation process even in the midst of limitations due to the pandemic. The use of this platform reflects the ability of madrasahs to innovate and utilize digital technology optimally. Complete features such as screen sharing, breakout rooms, and video recording allow for efficient communication and coordination between assessors and the standard holder team. This success also reflects the importance of technical readiness, such as a stable internet connection and the ability of users to operate the platform, to ensure the smooth implementation of online activities. This experience can be a model for other educational institutions in carrying out accreditation or similar activities online in the future.

On the first day, the entire team answered the assessor's questions by including supporting evidence. The assessor provides an objective assessment based on the physical evidence submitted by the madrasah team. No matter how good the accreditation instruments and application systems are used in the accreditation activity process, assessors who have good

²² Muhamad Iqbal Maulana, "Peran Sistem Akreditasi Dalam Meningkatkan Produktivitas di Lembaga Pendidikan," *Ar-Rosikhun: Jurnal Manajemen Pendidikan Islam* 2, no. 1 (2022): 47–57, <https://doi.org/10.18860/rosikhun.v2i1.15867>.

²³ Aprella Alivia Vanya dkk., "PERAN STRATEGIS LEMBAGA PENDIDIKAN ISLAM DI ERA MODERN DENGAN MENJEMBATANI TRADISI INOVASI," *Relinesia: Jurnal Kajian Agama dan Multikulturalisme Indonesia* 15, no. 1 (2024): 37–48.

²⁴ Mochammad Arsyah dkk., "Cendikia Pendidikan Peningkatan Mutu Pendidikan Di Indonesia Melalui Kebijakan Dan Inovasi Teknologi," *Sindoro: Cendikia Pendidikan*, 4(7), 91-100. 4, no. 7 (2024): 48–58.

²⁵ Radisy Eka Putri H. dan Tine Agustin Wulandari, "Pemanfaatan Aplikasi Zoom Cloud Meeting Sebagai Media E-Learning Dalam Mencapai Pemahaman Mahasiswa Di Tengah Pandemi Covid-19," *Jurnal Common* 4, no. 2 (2021): 171–90, <https://doi.org/10.34010/common.v4i2.4436>.

competence will produce quality accreditation implementation.²⁶ The implementation of accreditation on the first day showed that the effective accreditation process not only depends on the readiness of documents from the madrasah team but also on the competence of the assessor in conducting an objective assessment. The proposed physical evidence-based assessment provides a transparent basis for assessors to ensure that the performance of the madrasah is in accordance with the set standards. On the other hand, the assessor's ability to understand accreditation instruments and use the application system optimally is a key factor that ensures the accuracy and credibility of the assessment results. This emphasizes that the implementation of quality accreditation is the result of a synergy between the readiness of the madrasah in providing supporting evidence and the professionalism of the assessor in carrying out their duties objectively and accountably.

The second day of proving physical evidence documents through observation of learning activities in the classroom and interviews with the head, teachers, committees, students and administrative staff. Learning observation through zoom live streaming, namely assessors see learning in the classroom online. Although learning observation is carried out online, the assessment can be objective and transparent. Another advantage of the online method is that the team of teachers who are assessed by the assessor becomes more relaxed, reducing tension because it is not directly witnessed physically.²⁷ The implementation of online accreditation at MAN 2 Sumedang can run effectively and smoothly thanks to the use of technology such as Zoom Cloud Meeting. The process shows that the digital platform is able to facilitate accreditation activities well, making the implementation not only objective and transparent, but also providing convenience for all parties involved. The importance of assessor competence in ensuring the quality of accreditation implementation was also highlighted, while the use of technology helped reduce strain on the assessed teacher team, creating a more relaxed and conducive environment. So it can be concluded that the online method is not only a viable alternative, but can also increase efficiency and overall experience in the process of education accreditation in madrasahs.

Accreditation Evaluation at MAN 2 Sumedang

The purpose of program evaluation must be formulated based on the starting point of the program goal itself. Program evaluation is carried out to measure the level of program achievement. The information obtained from the program evaluation will be very useful for decision-making as a recommendation. Thus, program evaluation is decision *oriented*, oriented to decision-making or carried out in the context of decision-making. Evaluation activities can be in the form of stopping, revising or correcting, continuing and disseminating.²⁸ In accordance with the evaluation theory, MAN 2 Sumedang conducts accreditation evaluation activities by paying attention to shortcomings or weaknesses to be corrected. Improvements made by MAN 2 Sumedang by direct or indirect repairs are by making the program planning first. In general, program evaluation is to measure the goals to be achieved, objective, more based on observation, measuring processes and results and carried out by working together²⁹. In addition to evaluating the results of accreditation, MAN 2 Sumedang also evaluated the accreditation implementation process. This is related to the evaluation of accreditation

²⁶ Rosma Indriana Purba, "Strategi Asesor Akreditasi Paud Dan Upaya Peningkatan Mutu Pendidikan Anak Usia Dini," *Jurnal Golden Age, Universitas Hamzanwadi* 6, no. 1 (2022): 128–42.

²⁷ Angger Gilang Praditama, Suhardi Suhardi, dan Hartono Hartono, "Kelebihan dan Hambatan Pembelajaran Daring di Sekolah Menengah Pertama pada Masa Pandemi COVID-19," *Edukasi: Jurnal Pendidikan* 20, no. 1 (2022): 137–51, <https://doi.org/10.31571/edukasi.v20i1.3923>.

²⁸ Ahmad Rusdiana, *Pengawasan dan Evaluasi Pendidikan* (Bandung: Prodi Magister Manajemen Pendidikan Islam UIN Sunan Gunung Djati Bandung, 2024), 34.

²⁹ Ahmad Rusdiana, *Manajemen Evaluasi Program Pendidikan* (Bandung: CV Pustaka Setia, 2017), 25.

management starting from planning, implementation and results. Accreditation management evaluation is important to carry out because it relates to the obstacles found during accreditation. The findings of these obstacles must be overcome by the head of the madrasah and the teachers so that the implementation of the upcoming accreditation runs smoothly and is able to increase the accreditation value.

A thorough evaluation of accreditation programs, such as those conducted by MAN 2 Sumedang, reflects a commitment to continuously improve the quality and effectiveness of accreditation management. By evaluating not only the results, but also the implementation process, madrasahs can identify obstacles faced during the implementation of accreditation. These obstacles, such as incomplete documentation, limited coordination, or technical constraints, become learning material for future improvement. It is important for madrasah heads and teachers to design proactive mitigation strategies, including capacity building of accreditation teams and optimization of documentation. This evaluation not only aims to increase the accreditation value, but also strengthens the institutional management of madrasahs in facing the challenges of accreditation in the future³⁰

The implications of the results of this study emphasize the importance of developing program evaluation objectives based on the program objectives that have been set. Program evaluations that are geared toward decision-making are essential in assessing the level of program achievement, as well as providing valuable information for recommendations and further improvements. MAN 2 Sumedang shows its commitment to conducting accreditation evaluations by paying attention to the shortcomings and weaknesses found, both directly and through careful program planning. It illustrates a strong empirical approach to measuring the objectives, objectives, processes, and outcomes of evaluations, and emphasizes the importance of cooperation in its implementation. The accreditation management evaluation conducted by MAN 2 Sumedang also provides an in-depth understanding of the accreditation implementation process, helps identify obstacles that may arise, and prepares the necessary improvement steps to improve the quality of accreditation implementation in the future.

Three main aspects of the discussion regarding the planning, implementation, and evaluation of accreditation at MAN 2 Sumedang. First, comprehensive accreditation planning, based on past, present, and future analysis, and involves deliberation and the formation of a team of standard-holders. Second, the effective implementation of accreditation is carried out online through the Zoom Cloud Meeting platform, showing that online methods can be an efficient and convenient alternative, with an emphasis on assessor competence and the success of reducing tension on the teacher team. Third, accreditation evaluations that are directed at decision-making, illustrate the importance of identifying shortcomings and weaknesses as well as necessary improvements, with a focus on cooperation and a deep understanding of the accreditation process. So that the accreditation management that has been carried out by MAN 2 Sumedang reflects the efforts of madrasahs in improving the quality and effectiveness of madrasah education accreditation. The three main aspects discussed regarding accreditation management at MAN 2 Sumedang provide an overview of best practices in improving the quality of madrasah education. Comprehensive planning, involving all stakeholders and based on a holistic time analysis, reflects a deep understanding of the needs of accreditation. The implementation of online accreditation shows adaptability to pandemic conditions, while emphasizing the importance of assessor competence in maintaining the quality of assessment. The evaluation carried out is not only a conclusion, but also a strategic foothold for continuous improvement, emphasizing the importance of collaboration and collective reflection. With this

³⁰ Zoya F. Sumampow1 dkk., "PEMBARUAN KURIKULUM DI ERA DIGITAL: TINJAUAN LITERATUR TENTANG STRATEGI MANAJEMEN DAN EVALUASI YANG EFEKTIF," *Pendas: Jurnal Ilmiah Pendidikan Dasar* 7, no. 2 (2020).

approach, MAN 2 Sumedang not only strives to meet accreditation standards, but also builds a strong quality culture as a model for other madrasahs.

CONCLUSION

Accreditation planning at MAN 2 Sumedang began with deliberations involving the head of the madrasah, curriculum waka, coaching supervisors, teacher councils, and staff. In the deliberations, an accreditation team was formed consisting of teachers and administrative staff, each led by a chairman. Each team collects the necessary documents from various archives to meet the accreditation requirements. In addition, socialization and briefing are given to the parent and student committees to prepare them for interviews with the assessor team. This planning is carried out carefully to ensure that the accreditation process runs smoothly and improves the quality of education in madrasahs. The implementation of accreditation at MAN 2 Sumedang in 2021 was carried out online via Zoom due to the Covid-19 pandemic. The first day involved the entire committee, the team of standardholders, and TU staff gathering to answer questions from the assessor, with zoom displayed on the big screen. The second day was filled with interviews by the assessor team to the head of the madrasah, deputy head, teachers, committees, and students, as well as observation of learning in the classroom through live streaming. The accreditation went smoothly for two days, utilizing Zoom's full features to support the online process. Although online, the assessment was carried out objectively and transparently, with effective observation and interviews.

The accreditation evaluation at MAN 2 Sumedang is carried out after the accreditation score is received to identify shortcomings and weaknesses as improvement materials. This evaluation includes direct improvements to incomplete documents and indirect improvements to infrastructure that require time. The results of the evaluation are then discussed with all stakeholders to formulate a definite work program. The evaluation aims to measure the achievement of the program, generate recommendations, and make decisions for continuous improvement. Evaluation also includes the accreditation management process from planning to implementation to overcome obstacles and increase the value of accreditation in the future.

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