

## PREPARATION OF SCHOOL/MADRASAH ACCREDITATION FORMS IN IMPROVING EDUCATIONAL QUALITY

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### Keywords

*school accreditation, accreditation forms, educational management, educational quality*

*akreditasi sekolah, borang akreditasi, manajemen pendidikan, mutu pendidikan*

### Abstract

*The preparation of school/madrasah accreditation forms is an important part of improving educational quality. Accreditation forms are not only used as administrative requirements, but also reflect the quality of school management. This study aims to describe the process of preparing accreditation forms, the role of educational management, the obstacles faced by schools, and the strategies that can be applied to improve the quality of accreditation form preparation. This research uses a library research method by reviewing various journals, books, and scientific sources related to school accreditation and educational management. The results show that the preparation process includes planning, data collection, instrument completion, verification, and document validation. In this process, educational management has an important role in organizing teamwork and managing school administration. In addition, several obstacles are still found in preparing accreditation forms, such as limited understanding of accreditation instruments, weak documentation systems, limited facilities and infrastructure, and time constraints. Therefore, strategies such as improving human resource competence, strengthening administrative systems, utilizing information technology, and increasing cooperation among school members are needed. Thus, the preparation of accreditation forms can become a means of evaluation and continuous improvement of educational quality.*

*Penyusunan borang akreditasi sekolah/madrasah menjadi salah satu bagian penting dalam upaya meningkatkan mutu pendidikan. Borang akreditasi tidak hanya digunakan sebagai pelengkap administrasi, tetapi juga menjadi gambaran mengenai kualitas pengelolaan sekolah. Penelitian ini bertujuan untuk menjelaskan proses penyusunan borang akreditasi, peran manajemen pendidikan, kendala yang dihadapi sekolah, serta strategi yang dapat dilakukan untuk meningkatkan kualitas penyusunan borang akreditasi. Penelitian ini menggunakan metode studi kepustakaan dengan mengkaji berbagai jurnal, buku, dan sumber ilmiah yang berkaitan dengan akreditasi sekolah dan manajemen pendidikan. Hasil penelitian menunjukkan bahwa penyusunan borang akreditasi dilakukan melalui tahap persiapan, pengumpulan data, pengisian instrumen, verifikasi, dan validasi dokumen. Dalam proses tersebut, manajemen pendidikan memiliki peran penting dalam mengatur kerja sama tim dan pengelolaan administrasi sekolah. Selain itu,*

*masih terdapat beberapa kendala dalam penyusunan borang akreditasi, seperti kurangnya pemahaman terhadap instrumen akreditasi, lemahnya sistem dokumentasi, keterbatasan sarana prasarana, dan keterbatasan waktu. Oleh karena itu, diperlukan strategi seperti peningkatan kompetensi sumber daya manusia, penguatan sistem administrasi, pemanfaatan teknologi informasi, dan kerja sama seluruh warga sekolah. Dengan demikian, penyusunan borang akreditasi dapat menjadi sarana evaluasi dan peningkatan mutu pendidikan secara berkelanjutan.*

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## **1. INTRODUCTION**

Education plays a very important role in shaping the quality of human resources in a country. The progress and development of a nation are closely related to the quality of education owned by its society. Countries with good educational systems generally have more advanced human resources, better social welfare, and stronger competitiveness in various fields. Therefore, education is often regarded as one of the main foundations in national development. Through education, individuals are expected not only to gain academic knowledge, but also to develop character, discipline, responsibility, creativity, and the ability to adapt to social changes.

In the current era, educational institutions are required to continuously improve the quality of educational services they provide. Schools and madrasahs are expected to create learning environments that are effective, organized, and able to support students in developing their potential. The quality of education does not only refer to academic achievement, but also includes management systems, learning processes, facilities, administration, and the professionalism of educators. Because of this, improving educational quality has become an important concern for both the government and educational institutions themselves.

As part of efforts to maintain and improve educational quality, the government conducts various forms of supervision and evaluation of educational institutions. One of the most important forms of evaluation is school or madrasah accreditation. Accreditation is a process carried out to assess the feasibility and quality of educational institutions based on standards determined by the government. Through accreditation, schools are evaluated comprehensively to determine whether educational services have been implemented properly according to national education standards.

Accreditation is not merely a process for giving scores or rankings to schools. More than that, accreditation serves as a means of evaluation and self-reflection for educational institutions. Through accreditation activities, schools can identify strengths that should be maintained as well as weaknesses that still need improvement. Therefore, accreditation can encourage schools to continue improving the quality of education in a sustainable manner. In addition, accreditation results are often used by the community as a consideration in choosing educational institutions because accredited schools are generally considered to have better educational quality and management systems.

One important component in the accreditation process is the preparation of accreditation forms. Accreditation forms are documents containing various information and data related to school conditions. The forms include data about curriculum implementation, learning activities, teacher administration, student affairs, facilities and infrastructure, financial management, school programs, and other supporting activities. These documents become the main basis used by assessors in evaluating the quality and feasibility of educational institutions.

The preparation of accreditation forms cannot be considered a simple task because it requires accuracy, readiness, and cooperation among all school members. Schools must prepare complete and valid supporting documents according to the required assessment indicators. In addition, the data presented in the accreditation forms must reflect the real condition of the school. If the information provided is inaccurate or incomplete, the accreditation results may not truly represent the actual quality of the institution.

In reality, many schools and madrasahs still experience difficulties in preparing accreditation documents. One of the common problems is the lack of readiness in administrative management. Some schools only begin organizing documents when the accreditation schedule is approaching. As a result, the preparation process is often rushed and less organized. This condition may lead to incomplete documents, inaccurate data, and weak coordination among school members.

Another challenge frequently faced by schools is the limited understanding of teachers and educational staff regarding accreditation procedures and assessment instruments. Not all teachers fully understand the technical aspects of preparing accreditation forms because their main focus is often directed toward classroom

teaching and learning activities. Consequently, accreditation administration is sometimes considered an additional burden rather than a shared responsibility within the school environment.

In addition, weak documentation and archiving systems also become significant obstacles in the accreditation process. Many schools still use manual administrative systems, making documents difficult to organize and retrieve when needed. Some important files may even be lost or not updated regularly. This situation creates difficulties during accreditation preparation because schools need complete and up-to-date documents to support the assessment process.

The rapid development of digital technology has also influenced the accreditation system. Nowadays, many accreditation activities are conducted online, including data submission and document management. This condition requires schools to adapt to technology-based administrative systems. However, not all schools are equally prepared to face digital transformation. Some institutions still lack technological facilities, while others face limitations in human resource capabilities related to operating digital systems.

In facing these challenges, educational management becomes a very important factor. Good educational management helps schools organize accreditation preparation in a more systematic and effective manner. Through proper planning, organizing, implementation, and supervision, schools can prepare accreditation requirements more efficiently. Educational management also helps create coordination among school members so that accreditation preparation can run smoothly.

The role of the principal is particularly important in this process. As the leader of the educational institution, the principal is responsible for coordinating accreditation activities and ensuring that all school members participate actively. Principals are expected to build teamwork, provide motivation, and create a disciplined work culture within the school environment. Effective leadership greatly influences the success of accreditation preparation because good coordination can reduce administrative problems and improve teamwork among teachers and staff.

Team cooperation is another important factor in accreditation preparation. Accreditation cannot be completed successfully by only one or two individuals. Instead, it requires collective participation from teachers, administrative staff, and other school members according to their respective responsibilities. When cooperation is

established effectively, the process of collecting documents and preparing accreditation forms becomes easier and more organized. Besides teamwork, schools also need to establish sustainable quality assurance systems. Continuous quality assurance allows schools to prepare and update documents regularly rather than only when accreditation approaches. Schools that maintain good administrative systems throughout the year are generally more prepared for accreditation because they already possess organized and updated documentation.

Essentially, accreditation should not only be viewed as an effort to achieve high scores or rankings. More importantly, accreditation is part of a continuous effort to improve educational quality. Schools that prepare accreditation seriously often develop stronger management systems, better administrative discipline, and more organized educational programs. Therefore, the preparation of accreditation forms should be understood as part of the broader process of evaluation and educational development.

Based on the explanation above, it can be understood that the preparation of school or madrasah accreditation forms has a significant role in supporting educational quality improvement. Nevertheless, various challenges still arise during its implementation, including administrative weaknesses, limited human resources, technological barriers, and coordination problems. Therefore, this study aims to discuss the process of preparing accreditation forms, the role of educational management in supporting accreditation activities, the obstacles commonly faced by schools, and strategies that can be applied to improve the quality of accreditation preparation in a more effective and sustainable way.

### **THEORETICAL REVIEW / LITERATURE REVIEW**

Education has always been considered one of the most essential aspects of human life because it plays a major role in shaping knowledge, attitudes, skills, and character. Through education, individuals are expected to develop not only intellectually but also socially and morally. In modern society, education is no longer viewed simply as a process of transferring knowledge from teachers to students. More than that, education is seen as a long-term effort to prepare human resources who are capable of adapting to social development, technological advancement, and global competition. For this reason, improving the quality of education has become an important concern for governments, educational institutions, and society as a whole.

The quality of education is closely related to how educational institutions are managed. Schools and madrasahs are expected to provide educational services that are effective, organized, and able to support students in developing their full potential. Educational quality is not only measured through academic achievement, but also through the effectiveness of school management, learning systems, teacher performance, facilities, administration, and the overall learning environment. Therefore, schools need a system that can evaluate whether educational goals have been achieved properly.

One of the systems used to evaluate educational quality is school or madrasah accreditation. Accreditation is an assessment process conducted to determine the feasibility and quality of an educational institution based on established standards. Through accreditation, schools are evaluated comprehensively in various aspects, including curriculum implementation, learning activities, administrative management, educator competence, facilities and infrastructure, and institutional management. The results of accreditation provide information about the condition and performance of schools in carrying out educational activities.

In the field of education, accreditation has several important functions. First, accreditation serves as a tool for evaluating the quality of educational institutions. Through accreditation, schools can identify strengths that should be maintained and weaknesses that still need improvement. Second, accreditation functions as a form of accountability to society. Schools with good accreditation status are often viewed by the community as institutions that provide reliable educational services. Third, accreditation can motivate schools to continuously improve the quality of education in a sustainable way.

An important part of the accreditation process is the preparation of accreditation forms. Accreditation forms are documents that contain various information and data related to school conditions. These documents include information about curriculum management, learning activities, teachers and educational staff, student affairs, school administration, facilities and infrastructure, as well as supporting educational programs. The forms become one of the primary references used by assessors in evaluating the quality of schools because they reflect the actual condition of educational institutions.

The preparation of accreditation forms requires careful planning and proper administrative management. Schools are expected to provide complete and accurate supporting documents according to the required assessment indicators. In addition, all data presented in the accreditation forms must match the real conditions within the school environment. If the information provided is incomplete or inconsistent, the accreditation results may not accurately represent the actual quality of the institution. From the perspective of educational management, the preparation of accreditation forms is closely connected with management functions such as planning, organizing, implementing, and supervising. These functions are important because accreditation preparation cannot run effectively without proper management. Schools need clear systems and coordination to ensure that every administrative requirement can be fulfilled correctly.

Planning is considered the first and most important stage in accreditation preparation. At this stage, schools develop work programs related to accreditation activities, including forming accreditation teams, scheduling activities, identifying required documents, and assigning responsibilities to teachers and staff. Good planning helps schools work in a more organized and systematic manner. Schools that prepare accreditation gradually are generally more ready than schools that only begin preparing documents shortly before the accreditation schedule.

Organizing is also an important part of educational management in accreditation activities. School principals usually establish accreditation teams consisting of teachers and educational staff according to their respective responsibilities. Effective organization helps schools divide tasks clearly so that the preparation process becomes more efficient. Cooperation among team members is essential because accreditation preparation involves many documents from different areas of school management.

Implementation refers to carrying out all planned accreditation activities. In this stage, schools begin collecting documents, organizing administration, completing accreditation instruments, and preparing supporting evidence. Successful implementation depends greatly on discipline, cooperation, and commitment among school members. Accreditation preparation often requires additional time and effort because teachers and staff must complete administrative tasks while continuing their regular educational responsibilities.

Supervision is another important management function in accreditation preparation. School principals and quality assurance teams need to monitor the progress of accreditation activities to ensure that all requirements are completed properly. Supervision helps identify mistakes, incomplete documents, or weaknesses in administration before the assessor visitation takes place. Through regular monitoring, schools can make improvements more quickly and avoid problems during the accreditation assessment.

In practice, however, many schools still experience difficulties in preparing accreditation forms. One of the most common problems is the limited understanding of accreditation instruments among teachers and educational staff. Some teachers focus mainly on classroom instruction and are less familiar with accreditation administration. As a result, mistakes often occur during document preparation, and schools may need additional time to revise incomplete data.

Another challenge is weak administrative and documentation systems. Many schools still lack organized filing systems, making documents difficult to locate when needed. Some important files are not updated regularly, while others may be lost due to poor document management. This condition can slow down the accreditation preparation process and reduce the effectiveness of school administration.

Limited facilities and infrastructure also become obstacles for some schools. Educational institutions with inadequate classrooms, libraries, laboratories, or learning media may struggle to meet accreditation standards. In addition, schools located in remote areas sometimes face greater challenges because of limited access to resources and technology. The development of digital-based accreditation systems has created new challenges as well. Many accreditation processes are now conducted online, requiring schools to use information technology for managing data and submitting documents. However, not all schools are equally prepared for digital systems. Some institutions still experience limitations in internet access, technological facilities, or human resource capabilities in operating digital platforms.

To overcome these challenges, schools need to implement several improvement strategies. One important strategy is improving the competence of teachers and educational staff through training and guidance programs. By understanding accreditation systems and administrative procedures better, school personnel can perform their responsibilities more effectively. Schools also need to strengthen

administrative and documentation systems. Documents should be organized properly and updated regularly so they can be accessed easily whenever needed. In addition, the use of information technology can help schools store and manage data more efficiently.

Teamwork among school members is another essential factor in successful accreditation preparation. Accreditation should not be viewed as the responsibility of only the principal or a small committee. Instead, all school members should participate according to their duties and responsibilities. Strong cooperation can make the accreditation process more organized and less burdensome.

Based on the discussion above, it can be understood that school or madrasah accreditation is closely related to educational management and administrative systems within educational institutions. The preparation of accreditation forms is not simply an administrative task, but also part of a broader effort to evaluate and improve educational quality continuously. Therefore, schools need to build effective management systems, strengthen administrative culture, and encourage cooperation among all school members in order to face accreditation processes more successfully and sustainably

## **2. RESEARCH METHOD**

This study employed a qualitative approach using a library research method. A qualitative approach was chosen because the purpose of this research was to gain a deeper understanding and provide a detailed description of the process of preparing school or madrasah accreditation forms, the role of educational management, the challenges faced during the implementation process, and the strategies that can be applied to improve the quality of accreditation form preparation. This approach was considered appropriate because the study did not focus on numerical data or statistical calculations, but rather emphasized understanding, interpretation, and analysis of information related to the research topic.

The library research method was used because the data sources in this study were obtained from various written materials related to school accreditation and educational management. Library research is a method conducted by collecting, reading, understanding, and analyzing scientific references that are relevant to the research problem. Through this method, the researcher was able to gain broader insight into

concepts, theories, and findings from previous studies concerning educational accreditation.

The data sources in this study consisted of primary and secondary data. Primary data were obtained from scientific journals discussing school accreditation, educational management, educational quality assurance, and strategies for preparing accreditation forms. Meanwhile, secondary data were collected from books, scientific articles, academic documents, and other supporting references related to the topic of the study. The selection of sources was carried out carefully by considering the relevance of the content, clarity of information, and its connection to the focus of the research.

In the data collection process, the researcher first searched for relevant references through scientific journals, books, and academic documents. After the references had been collected, the researcher carefully reviewed the materials to understand the information related to the study. Important points connected to the preparation of school or madrasah accreditation forms were then identified and recorded for further analysis.

The data collection technique used in this study was documentation. Documentation was applied to obtain written information related to the research problem. The collected data were then organized and arranged according to the needs of the research. The documentation sources included research journals, educational books, scientific articles, previous studies, and documents discussing school accreditation and educational management.

After the data collection process was completed, the next stage involved data analysis. The data in this study were analyzed using descriptive qualitative analysis. Descriptive analysis was used to explain and describe information obtained from the data sources in a systematic and understandable manner. In this process, the researcher did not merely gather information, but also interpreted the data in order to produce deeper and more meaningful discussions.

The stages of data analysis were conducted through several steps. The first step was data reduction, which involved selecting and focusing on data relevant to the research topic. At this stage, the researcher sorted information related to the preparation of school or madrasah accreditation forms and removed data that were not connected to the focus of the study.

The second step was data presentation. In this stage, the selected data were organized and explained systematically to make them easier to understand. The data were presented in descriptive form, discussing the process of accreditation form preparation, the role of educational management, the obstacles faced by schools, and the strategies that could be implemented to improve the quality of accreditation preparation.

The third step was drawing conclusions. At this stage, the researcher interpreted all analyzed data in order to produce conclusions that matched the objectives of the study. The conclusions were formulated based on the results of the discussion and were intended to provide a clearer understanding of the importance of educational management in supporting the successful preparation of school accreditation forms.

To maintain the validity of the data, the researcher compared and reviewed information from several different sources. This process was carried out to ensure that the information used in the study was accurate and trustworthy. In addition, the researcher selected scientific references that were directly related to the research topic so that the collected data would be more relevant and supportive of the analysis process.

This research focused on discussing the preparation of school or madrasah accreditation forms from the perspective of educational management. The focus of the study included the accreditation preparation process, the functions of educational management in supporting accreditation activities, the obstacles faced by schools, and strategies that could improve the quality of accreditation form preparation. This focus was chosen because accreditation has become an important part of efforts to improve educational quality in schools and madrasahs.

Through this study, the researcher expected to provide a better understanding of the importance of administrative management and educational management in supporting successful school accreditation. Furthermore, the findings of this study were also expected to become useful input for principals, teachers, and educational staff in preparing for accreditation activities more effectively.

The library research method was selected because it was considered capable of providing a broader understanding of theories and previous studies related to school accreditation. By examining various scientific sources, the researcher was able to understand how accreditation forms are prepared, what obstacles are commonly faced

by schools, and what strategies can be applied to improve the quality of school management.

In addition, this method allowed the researcher to compare different opinions and findings from several experts so that the discussion could become more comprehensive and detailed. Library research is not merely about collecting theories, but also serves as a way to understand educational problems in a broader and more systematic manner.

By using a qualitative approach and a library research method, this study was expected to provide a more detailed explanation regarding the preparation of school or madrasah accreditation forms in improving educational quality. Moreover, the study was also expected to contribute ideas and insights for the development of educational management, particularly in the fields of school accreditation and sustainable educational quality assurance.

### **3. RESULTS AND DISCUSSION**

#### **1. The Process of Preparing School/Madrasah Accreditation Forms**

The preparation of school or madrasah accreditation forms is considered one of the most important stages in the implementation of educational accreditation. Accreditation forms are not merely viewed as collections of administrative documents, but also as comprehensive representations of how a school manages and carries out educational activities. Through these documents, schools demonstrate the implementation of educational processes, including administration, teaching and learning activities, management of educators and staff, facilities and infrastructure, as well as various supporting programs. Therefore, the preparation of accreditation forms must be carried out carefully, systematically, and in accordance with the actual condition of the school.

Based on findings from various references and studies, the process of preparing accreditation forms generally begins with the establishment of an accreditation team. This team is usually formed by the school principal and consists of teachers, administrative staff, and other individuals considered capable of supporting the accreditation preparation process. The formation of the team is intended to divide responsibilities clearly so that the preparation of documents does not rely on only one person. In practice, task distribution is very important because accreditation preparation involves many documents from different areas of school administration.

After the accreditation team is formed, the next stage involves identifying accreditation instruments and required documents. At this stage, the team studies the assessment indicators contained in the accreditation guidelines. Each indicator must be understood properly so that the school knows what types of documents need to be prepared. Understanding the assessment instruments is essential because many schools experience difficulties due to limited knowledge of accreditation standards and requirements.

The next step involves collecting data and supporting documents. These documents may include lesson plans, teacher administration records, school work programs, activity reports, student data, educator and staff information, assessment records, and documentation related to school facilities and infrastructure. During this process, cooperation among all school members becomes highly important because each division within the school is responsible for different types of documents.

In reality, the document collection stage is often the most challenging part of accreditation preparation. Many schools still lack organized documentation systems, making important files difficult to locate when needed. Some schools continue to store documents manually without proper archiving procedures. As a result, schools often spend additional time searching for old files scattered across different locations. Such conditions frequently make the accreditation preparation process slower and less efficient.

Besides collecting documents, schools must also ensure that the data used are updated and consistent with actual conditions. Inaccurate or outdated information may create problems during assessor visitation because assessors compare the accreditation forms with the real situation in the school environment. For this reason, schools need to recheck all documents before submitting them as part of the accreditation process.

The following stage is completing the accreditation instruments. At this point, all collected data and information are entered into the accreditation form according to the required indicators. The completion of accreditation forms must be done honestly and carefully. Schools are not allowed to provide inaccurate information simply to obtain higher scores. This is important because the main purpose of accreditation is not only to achieve good results, but also to evaluate school quality objectively.

In completing the forms, schools are also required to attach physical evidence supporting the submitted information. Such evidence may include administrative

documents, photographs of activities, program reports, lesson schedules, and other supporting files. The completeness of supporting evidence strongly influences the assessment process because it becomes the basis for assessors in verifying the accuracy of the submitted data. After all instruments have been completed, the next stage involves verification and validation. During this process, the accreditation team reviews all prepared documents to ensure that there are no writing errors, missing documents, or inconsistencies in the data. Verification is very important because even small administrative mistakes may affect accreditation results.

The final stage is preparing for assessor visitation. Visitation is a direct observation process conducted by assessors at the school. During the visitation, assessors compare the information contained in the accreditation forms with actual school conditions. Therefore, schools must be fully prepared not only administratively, but also in terms of the school environment and educational implementation. Good preparation will support a smoother accreditation assessment process.

From the discussion above, it can be understood that the preparation of accreditation forms cannot be carried out suddenly or without planning. It requires proper administrative readiness, teamwork, and organized document management. Schools that already have strong administrative and documentation cultures are usually more prepared to face accreditation compared to schools that only begin preparing documents shortly before the accreditation schedule. Furthermore, the preparation process can also function as a form of self-evaluation for schools. Through accreditation preparation, schools are able to identify areas that still require improvement. In this way, accreditation is not simply an assessment activity, but also part of continuous efforts to improve educational quality.

## **2. The Role of Educational Management in Preparing Accreditation Forms**

Educational management plays a very significant role in supporting the successful preparation of school or madrasah accreditation forms. The success of accreditation is not determined solely by the completeness of documents, but also by how effectively schools manage the entire preparation process. Therefore, educational management becomes the main foundation in organizing accreditation activities. In practice, educational management includes several important functions, namely planning, organizing, implementation, and supervision. These functions are interconnected and greatly influence the effectiveness of accreditation preparation.

The first function is planning. At this stage, schools prepare work programs and strategies related to accreditation preparation. School principals together with accreditation teams determine schedules, identify required documents, assign responsibilities, and establish targets to be achieved. Proper planning helps schools work in a more organized manner and prevents rushed preparation when accreditation schedules approach. Planning also allows schools to identify weaknesses that still need improvement. If certain accreditation indicators have not been fulfilled, schools can make improvements before the assessment process begins. Consequently, schools with good planning are generally more prepared for accreditation activities.

The second function is organizing. In this stage, the principal forms an accreditation team and distributes tasks according to the abilities and responsibilities of each member. Clear task distribution helps the document preparation process become more effective because every team member understands their duties. Organizing is also closely related to communication and coordination among team members. Good cooperation simplifies the process of collecting data and preparing school administration. On the other hand, poor coordination often leads to disorganized work and delays in accreditation preparation.

The school principal also has an important role in creating a positive working atmosphere. Principals are expected to motivate teachers and staff to remain committed during accreditation preparation. This is necessary because preparing accreditation documents often requires considerable time and energy. The next function is implementation. At this stage, all planned programs and activities are carried out. Accreditation teams begin collecting documents, organizing administration, and preparing assessment requirements. Successful implementation is strongly influenced by the discipline and responsibility of all school members.

In practice, accreditation preparation often encounters obstacles, especially when teamwork among members is weak. Some schools still assume that accreditation is only the responsibility of principals or a small group of teachers. In fact, successful accreditation requires participation from the entire school community. The final management function is supervision. Supervision is conducted to ensure that all activities proceed according to the planned objectives. Principals and quality assurance teams need to monitor documents and data regularly throughout the preparation process.

Through supervision, schools can identify weaknesses that still need improvement before assessor visitation occurs. Supervision also helps schools maintain data accuracy and administrative completeness so that accreditation results truly reflect actual school conditions. Based on this discussion, it can be understood that educational management has a major influence on the success of accreditation preparation. Schools with effective management systems are generally more prepared because their administration and work programs are already organized systematically.

In addition, the leadership of school principals becomes another important factor in supporting accreditation success. Principals are not only responsible for administration, but also act as leaders who build teamwork, provide motivation, and create disciplined work cultures within schools.

### **3. Obstacles in Preparing Accreditation Forms**

In practice, schools still face various obstacles in preparing accreditation forms. These challenges may come from both internal and external factors within educational institutions. One of the most common problems is the limited understanding of accreditation instruments among teachers and educational staff. Not all teachers understand how to complete accreditation forms or what documents need to be prepared. Many teachers focus mainly on classroom instruction and pay less attention to accreditation administration.

This lack of understanding often causes mistakes in completing accreditation instruments and preparing documents. As a result, schools need to revise documents repeatedly, which requires additional time and effort. Furthermore, limited accreditation training opportunities also make some teachers feel unprepared to understand the assessment system. Another obstacle is weak administrative and documentation systems within schools. Many schools still do not have organized filing systems, making documents difficult to locate when needed. Some important documents are even lost or not updated regularly.

Limited facilities and infrastructure also become barriers in fulfilling accreditation standards. Schools with inadequate facilities often face difficulties meeting certain indicators, especially those related to learning facilities and educational services. Time limitations are another common challenge. Teachers must divide their attention between teaching responsibilities and accreditation preparation. Consequently, document preparation is often completed hastily before assessor visitation.

The transition toward digital-based accreditation systems also creates difficulties for some schools. Not all educational institutions possess equal abilities in utilizing information technology. Several schools still struggle with online administrative systems due to limited technological resources or lack of digital skills. In addition, weak cooperation among school members is another issue frequently encountered. Some people still believe that accreditation is only the responsibility of principals or accreditation teams, even though successful accreditation requires involvement from the entire school community.

#### **4. Strategies for Improving the Quality of Accreditation Form Preparation**

To improve the quality of accreditation preparation, schools need to implement various planned and sustainable strategies. These strategies are intended to help schools become more prepared for accreditation while ensuring that the documents produced accurately reflect actual school conditions. The first strategy involves improving human resource competence through training and mentoring. Teachers and educational staff need to understand accreditation systems, accreditation instruments, and proper administrative management. Through training, schools can build accreditation teams that are more prepared and capable of carrying out their responsibilities effectively.

The second strategy is strengthening school administration and documentation systems. Important documents should be organized systematically and updated regularly. Schools also need proper filing systems so that documents can be located easily whenever required. In addition, the use of information technology has become an important strategy in supporting accreditation preparation. Digital systems can help schools store data more securely and systematically. Digitally stored documents are also easier to access and less likely to be damaged or lost.

Another important strategy is strengthening teamwork among school members. School principals should involve all teachers and staff in accreditation activities so that responsibilities are shared collectively rather than relying on a few individuals. Good teamwork makes accreditation preparation more manageable and organized. Schools also need to build a quality culture through sustainable quality assurance systems. By developing a culture of evaluation and continuous improvement, schools will become more prepared to face accreditation processes at any time.

Furthermore, principals need to strengthen their leadership and managerial abilities in managing accreditation activities. Principals should be able to provide direction, supervision, and motivation to ensure that all activities run according to established objectives. Through these strategies, the preparation of accreditation forms is expected to become more than just an administrative requirement. Instead, it can function as an important effort to improve the quality of educational management within schools. With proper preparation and cooperation among all school members, accreditation processes can run more effectively and contribute positively to the continuous improvement of educational quality.

#### **4. CONCLUSION**

Based on the discussion presented in this study, it can be understood that the preparation of school or madrasah accreditation forms is an important part of efforts to improve educational quality. Accreditation forms do not merely function as administrative documents used during the assessment process, but also represent a comprehensive picture of how educational management is carried out within an institution. Through these documents, schools demonstrate the implementation of educational activities, including administrative management, learning processes, educator performance, facilities and infrastructure, as well as various supporting programs. Therefore, the preparation of accreditation forms must be conducted carefully, systematically, and in accordance with the actual conditions of the school.

The process of preparing accreditation forms requires cooperation from all members of the school community. Principals, teachers, educational staff, and other related parties all play important roles in preparing the necessary data and documents. Accreditation preparation cannot be completed suddenly or without planning because it requires administrative readiness, organized document management, and a proper understanding of accreditation instruments and assessment indicators. Schools that already possess strong administrative and documentation systems are generally more prepared to face accreditation processes compared to schools that only begin preparing documents shortly before the accreditation schedule.

The findings of this study also show that educational management has a major influence on the success of accreditation preparation. Management functions such as planning, organizing, implementation, and supervision become important foundations

in supporting accreditation activities. Through effective planning, schools are able to determine work strategies, distribute responsibilities, and identify the documents that need to be prepared. Organizing helps schools create better teamwork, while implementation and supervision ensure that all activities are conducted according to established objectives.

The principal, as the leader of the educational institution, carries significant responsibility in coordinating the entire accreditation preparation process. Leadership greatly affects the readiness of schools in facing accreditation activities. Principals are not only responsible for administrative management, but are also expected to motivate teachers and staff, strengthen teamwork, and create a disciplined and responsible work culture within the school environment. Effective leadership encourages school members to become more active and committed in carrying out accreditation responsibilities.

In addition, the discussion reveals that schools still encounter various obstacles during the preparation of accreditation forms. One of the most common challenges is the limited understanding of accreditation systems among teachers and educational staff. Not all teachers fully understand accreditation indicators or the types of documents required in the assessment process. This condition often results in mistakes during document preparation and causes the process to take longer.

Another obstacle involves weak administrative and documentation systems within schools. Many schools still lack proper filing systems, making important documents difficult to locate when needed. Some files are not updated regularly, while others are still stored manually. Such conditions create difficulties during accreditation because schools are required to provide complete, accurate, and updated information that reflects actual school conditions. Besides administrative problems, limited facilities and infrastructure also become barriers in fulfilling accreditation standards. Schools with inadequate facilities often experience difficulties in meeting certain indicators, especially those related to learning resources and educational services. Time limitations are another issue commonly faced by teachers because they must divide their attention between teaching responsibilities and accreditation preparation activities.

The transition toward digital-based accreditation systems has also become a challenge for many schools. Not all institutions possess adequate technological facilities or human resources capable of operating digital systems effectively. Some schools still

struggle with online administrative applications due to limited technological infrastructure and insufficient digital skills. This situation indicates that technological readiness has become an important factor in supporting successful accreditation processes.

To address these challenges, schools need to implement planned and sustainable strategies. One important strategy is improving the competence of teachers and educational staff through training and guidance related to accreditation systems and school administration. Through training programs, teachers and staff can develop a better understanding of accreditation procedures and document preparation. Schools also need to strengthen administrative and documentation systems so that data and files can be organized properly and accessed easily whenever needed. The use of information technology can assist schools in storing and managing documents more effectively and efficiently. With stronger administrative systems, schools will be more prepared to face accreditation activities at any time.

Cooperation among all school members is another important factor in supporting accreditation success. Accreditation preparation should not be viewed solely as the responsibility of principals or accreditation committees, but rather as a shared responsibility of the entire school community. When cooperation is established effectively, the processes of data collection and document preparation become more organized and manageable. Ultimately, it can be concluded that school or madrasah accreditation is not simply an administrative assessment conducted to obtain scores or rankings. More importantly, accreditation is part of a continuous effort to improve and develop educational quality. Schools that prepare accreditation seriously and systematically usually possess more organized management systems, stronger work discipline, and greater commitment toward educational improvement.

This study concludes that the successful preparation of accreditation forms is strongly influenced by the quality of educational management, administrative readiness, teamwork among school members, and the ability of schools to manage data and documents effectively. Therefore, schools should view accreditation not merely as a temporary activity carried out before assessments, but as part of a sustainable quality culture within educational institutions. In this way, accreditation can provide broader benefits in supporting continuous improvement of educational quality in schools and madrasahs.

## 5. REFERENCES

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