



FACILITY ASSESSMENT AND ACCREDITATION TRENDS IN INDONESIAN MADRASAH ALIYAH: OPPORTUNITIES FOR ENHANCING EDUCATIONAL INFRASTRUCTURE**Refina¹, R. Madhakomala²**

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Abstract:

This study analyzes Madrasah Aliyah (MA) accreditation in Indonesia, drawing upon data sourced from the Ministry of Religion. The results illuminate optimistic trends, showcasing substantial proportions of MAs achieving Accreditation B (51%) and Accreditation A (43.9%). Notably, regional variations accentuate diverse educational priorities, with private MAs consistently outpacing their public counterparts in accreditation levels. Despite overall alignment with infrastructure standards, it is imperative to address the 26% of MAs with Accreditation C and the 1% lacking accreditation. The strategic distribution of laboratories and facilities underscores a resolute commitment to providing comprehensive learning experiences. In conclusion, Indonesia's MA system has attained commendable achievements, yet there exists a pressing need for concentrated efforts to rectify regional disparities, enhance public school accreditation, and elevate facility quality, thereby enriching the overall educational landscape. A call for continuous monitoring and targeted interventions is sounded, urging stakeholders to actively engage in sustained improvement initiatives. Through such dedicated endeavors, the Indonesian MA system can fortify its foundations and uphold its commitment to delivering quality education across diverse regions.

Keywords: Madrasah Aliyah accreditation, Indonesia education system, comprehensive learning experiences

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INTRODUCTION

Certainly, improving education quality is a definite necessity in the education system. Change is essential to keep up with the current situation and adapt to the needs of students. It is likely mandatory as it is the way schools can evolve to meet the requirements of students effectively. In this context, there are various formal and informal education systems in Indonesia that need to be improved. Generally speaking, Indonesia has two different kinds of educational systems: one is run by the Ministry of Education, while the other is run by the Ministry of Religion (Nasir, 2021). General education, the name given to the educational framework overseen by the Ministry of Education, is commonly known as a modern system. However, the school run by the Ministry of Religion is frequently referred to as religious education. The religiously run school is frequently referred to as a Madrasah. The word "Madrasah" itself is Arabic in origin. In this educational system, the load of religious instruction is predominant.

Since the National Education System Law No. 20 of 2003 was passed, Madrasahs have gained popularity and contributed to the country's overall improvement. Additionally, the law benefits the expansion and advancement of Islamic education (Hidayat & Machali, 2014). In actuality, though, the law's mandate has not been applied as best as it could have. The government has different ideas about

what an Islamic Madrasah is. Create laws based solely on one another's perspectives, which will lead to injustice (Umar, 2016).

Madrasah, as an Islamic educational institution, is now positioned as a school within the national education system. The issuance of a joint decree by three ministers (Minister of Religious Affairs, Minister of Education and Culture, and Minister of Home Affairs) indicates that the existence of Madrasah is well-established alongside public schools. Additionally, this joint decree is seen as a positive step toward improving the quality of Madrasahs in terms of their status, diploma values, and curriculum. One of the considerations mentioned in the joint decree emphasizes that measures should be taken to enhance the quality of education in Madrasahs. This is aimed at ensuring that graduates from Madrasahs have the opportunity to continue their education or transfer to public schools, spanning from elementary to higher education levels.

The government has not given equal attention to Madrasahs, even though they play a crucial role in educating the nation (Maulana et al., 2019). The ongoing problem, especially in Madrasahs, is the quality of education. Public and private Madrasahs are treated differently by the government in terms of managing resources, finances, and infrastructure. This unequal treatment results in Madrasahs lacking in educational quality (Maulana et al., 2019).

Enhancing the quality of education in schools involves numerous factors, with the adequacy and fulfillment of educational facilities and infrastructure playing a crucial role in supporting the teaching and learning system. Well-maintained and sufficient facilities contribute to the effectiveness of the learning process. Managing educational facilities and infrastructure is essential for ensuring that educational activities proceed smoothly (Ramli et al., 2018). According to Siswanto and Hidayati (2020), educational facilities encompass all resources required for the learning process, whether mobile or stationary, while infrastructure refers to facilities specifically employed to bolster the learning environment.

A number of variables, such as the quality of educators, administrative support, facilities, and infrastructure, affect how well knowledge is presented. Education quality infrastructures include these elements. The scarcity of educational resources poses a barrier to quality control in education administration. Because of this, quality control initiatives in the form of assurance are required to guarantee that every facet of the educational services that schools offer either meets or surpasses national education requirements. Quality assurance is the term used to describe this idea in quality management (Siswanto & Hidayati, 2020).

This also occurs at Madrasah Aliyah (MA), a religious school run by the Ministry of Religion that is a high school. Numerous issues that MA faces result in quality that is not up to par with the present environment. Later on, accreditation will become apparent as this issue. The process of accreditation itself is one way to gauge or assess a school's quality. The Ministry of Education is in charge of accreditation in Indonesia. According to Istikomah and Ayuwanti (2017), the accreditation of Madrasahs is expected to increase educational production. It also guarantees that graduates are capable of adapting to real-world circumstances and are well-prepared (Ryan, 2011; Murray et al., 2022). It has been demonstrated that accreditation plays a part in a nation's educational performance by serving as a system of quality assurance for schools. As demonstrated by Conchada & Tiongco (2015) and Hanh (2020), for example, both Vietnam and the Philippines have successfully built accreditation as a dependable quality assurance method.

Management, as defined by Echols and Shadily as cited in (Siswanto & Hidayati, 2020), involves organizing and overseeing activities within an organization to achieve specific objectives. It is a process that encompasses planning, organizing, and supervision aimed at attaining organizational goals and utilizing human resources and other resources. Moreover, the management of education facilities and

infrastructure is an integral part of school administration (Nurabadi et al., 2020; Munandar et al., 2023). Infrastructure management involves a collaborative approach related to all equipment and the effective utilization of educational resources. In accordance with Law Number 20 of 2003 on the national education system, every school bears the responsibility of managing facilities and infrastructure (Trisnamansyah et al., 2023).

The head of the Madrasah holds the responsibility for planning, managing, and maintaining these resources. Proper management of facilities and infrastructure is crucial as it is an integral aspect of education management. Well-maintained and adequate facilities enhance the learning process, making it enjoyable and of high quality. Conversely, limitations in school facilities and infrastructure may impede the learning process, leading to a decline in students' interest and engagement. This research aims to depict the current accreditation status and describe the condition of facilities in Madrasah Aliyah (Islamic senior high schools) across Indonesia.

METHOD

Every year, BAN-S/M conducts accreditation for educational institutions at the elementary school (SD/MI), junior high school (SMP/MTs), and senior high school (SMA/MA) levels. The main focus for accreditation is on newly established schools and Madrasahs that have not been accredited before, as well as those whose certification has expired and requires reaccreditation. This article analyzes the accreditation data specifically for Madrasah Aliyah (MA) and focuses on an overview of the accreditation related to the condition of the facilities. Subsequently, an analysis is conducted to identify any deficiencies in meeting the eight national education standards and assess their effectiveness. The data for this research was obtained from the Indonesian Ministry of Religion.

RESULT AND DISCUSSION

General Result of Accreditation

The table provided below displays the accreditation status attained by all Madrasah Aliyah (MA), whether they are private or public, across Indonesia.

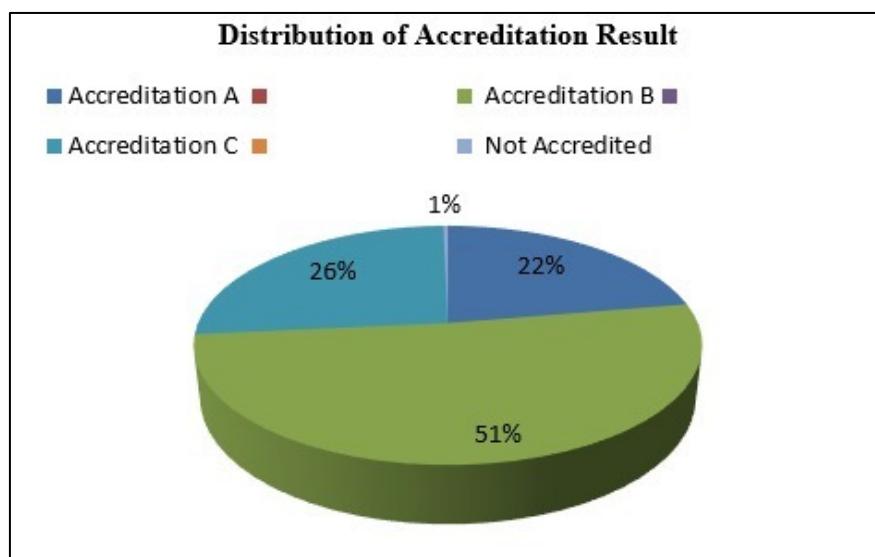
Indonesia.Table 1: The Result of Accreditation

Province	Accreditation	Accreditation B	Accreditation C	Accreditation A	Not Accredited	Private	State
Aceh	2	120	85	61	4	223	69
Bali	0	17	5	6	0	29	5
Banten	0	191	161	48	4	446	22
Bengkulu	1	21	15	17	1	44	15
Daerah Istimewa Yogyakarta	0	22	5	31	0	58	15
Daerah Khusus Ibukota Jakarta	0	32	2	58	0	74	22
Gorontalo	0	23	10	11	0	41	6
Jambi	3	99	97	23	2	205	31
Jawa Barat	3	647	101	506	0	1305	77
Jawa Tengah	0	381	141	174	0	725	65
Jawa Timur	4	1051	421	361	3	2034	91
Kalimantan Barat	0	69	43	31	3	148	19
Kalimantan Selatan	0	85	49	28	0	137	42
Kalimantan Tengah	0	35	33	11	2	77	15

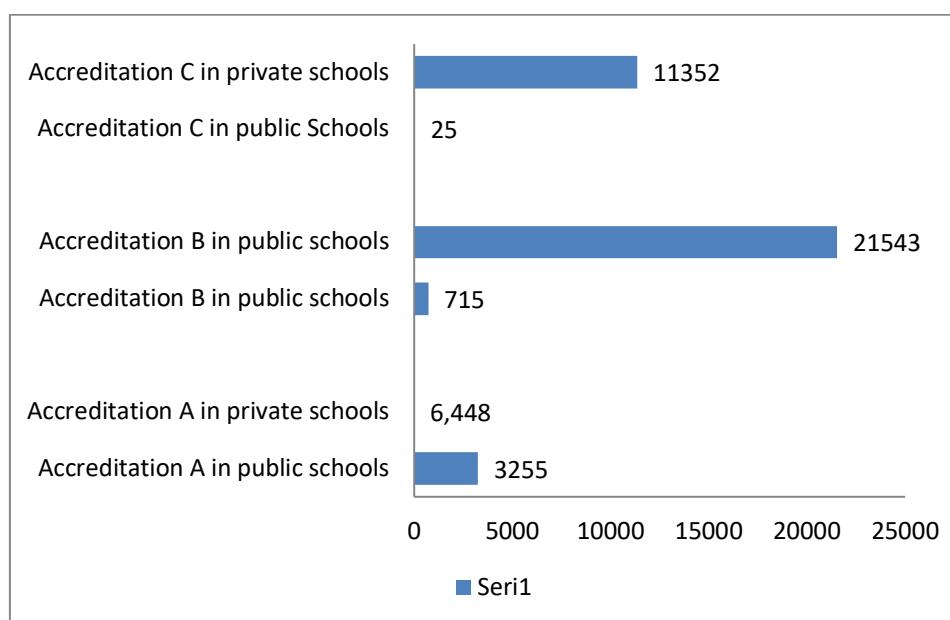
Kalimantan Timur	0	37	10	19	1	73	11
Kalimantan Utara	0	4	6	4	0	19	2
Kepulauan Bangka Belitung	0	10	11	6	1	28	5
Kepulauan Riau	0	17	12	4	2	32	7
Lampung	0	148	132	26	2	303	18
Maluku	3	24	32	7	1	68	10
Maluku Utara	2	32	30	18	1	79	12
Nusa Tenggara Barat	1	323	147	74	3	574	19
Nusa Tenggara Timur	0	13	13	3	0	39	14
Papua	0	10	6	5	0	20	2
Papua Barat	0	7	5	6	0	17	5
Riau	1	154	83	78	4	352	23
Sulawesi Barat	1	31	57	6	0	99	5
Sulawesi Selatan	2	207	148	68	0	427	32
Sulawesi Tengah	0	66	77	14	4	154	17
Sulawesi Tenggara	0	39	71	19	0	120	17
Sulawesi Utara	0	17	18	5	1	40	5
Sumatera Barat	1	91	61	59	3	176	48
Sumatera Selatan	3	107	126	36	0	297	22
Sumatera Utara	3	320	61	117	1	558	42
	4450	2274	1940	43			

A deeper understanding of the Madrasah Aliyah (MA) distribution among Indonesian provinces may be obtained via the data table analysis. East Java leads the pack, accounting for 15.5% of Indonesia's total MAs, followed by West Java (9.8%) and Central Java (5.7%). North Kalimantan has the lowest percentage of MAs, making up just 1.6% of the total. It is apparent that most MAs in each province have attained accreditation levels; the most common accreditation level is Accreditation B (51%), followed by Accreditation A (43.9%) and Accreditation C (1%). However, there is still an opportunity for improvement since over 28.8% of MAs are either not recognized at all or have not attained the highest degree of certification.

There are notable differences between the provinces when it comes to the ownership kinds of schools. West Kalimantan has the largest percentage of private MAs (78.4%), whereas Riau has the highest percentage of public MAs (40.9%). This represents regional preferences and educational policies in each area. All things considered, the percentage analysis offers more detailed insights into the distribution and ratios of every category, enabling policymakers to create educational plans that are better suited to the particular features of every province. By knowing these statistics, targeted actions can be implemented to raise the standard of education across the country.

**Figure 1. Distribution of Accreditation Result**

Interpreting the data on Madrasah accreditation in Indonesia, it is evident that a substantial portion of these educational institutions have achieved commendable standards. The significant number of Madrasahs holding Accreditation A (22%) suggests a prevailing commitment to quality and compliance with established educational criteria. Moreover, the widespread presence of Accreditation B (51%) indicates a satisfactory overall standard within the Madrasah system. However, it is crucial to address the portion of institutions with Accreditation C (26%), signifying a baseline level of compliance. While this suggests adherence to essential criteria, there may be opportunities for improvement to meet higher standards. Additionally, the presence of a small fraction (1%) that is not accredited underscores the need for focused efforts to ensure all Madrasahs adhere to recognized quality benchmarks. In summary, the data reflects a positive trend in Madrasah Aliyah accreditation. However, it highlights areas for potential enhancement, emphasizing the importance of continuous improvement in the quality of education across all Madrasahs Aliyah in Indonesia.

**Figure 2. Accreditation and the Status of the MA**

The provided data on school accreditation levels reveals interesting disparities between public and private educational institutions. Accreditation A, indicative of high-quality standards, is notably more prevalent in private schools, with 6,448 accredited compared to 3,255 in public schools. Accreditation B sees a substantial contrast, with 21,543 private schools meeting the criteria compared to only 715 public schools. Even in the case of Accreditation C, private schools, with 11,352, surpass public schools by a considerable margin. These observations suggest a consistent trend where private schools, according to the available dataset, tend to have higher accreditation levels across all categories compared to their public counterparts. The absence of public schools listed as "Not Accredited" implies a commitment to meeting standards. However, it is important to interpret these findings cautiously, recognizing that the data may not capture the full spectrum of educational dynamics and factors influencing accreditation.

Infrastructure Conditions

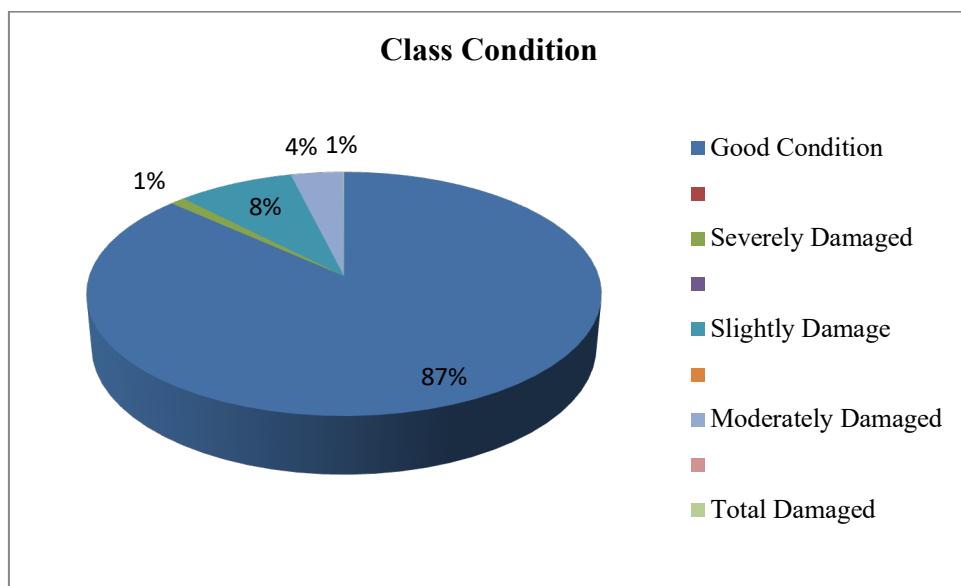
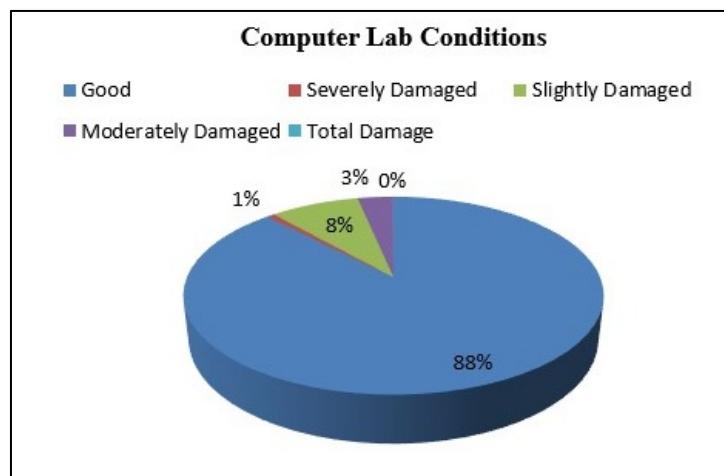
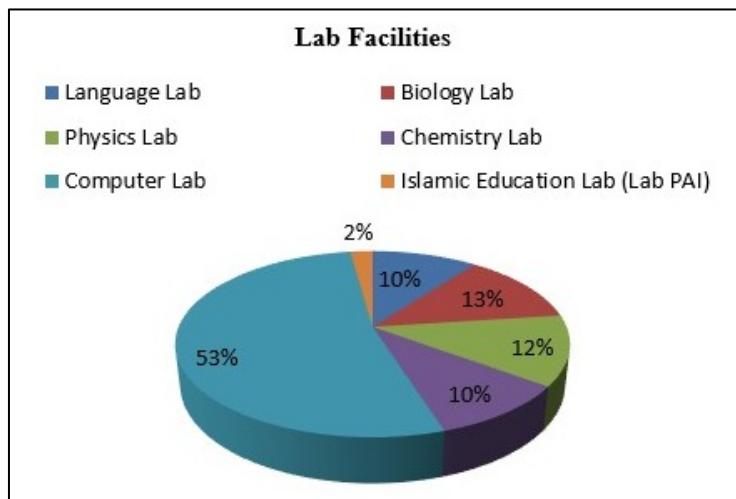


Figure 3. Class Condition

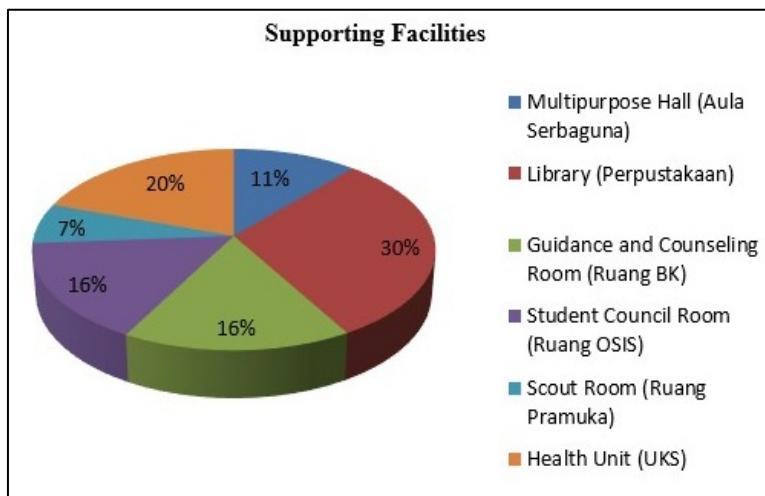
Examining the data on classroom conditions through the lens of Indonesian accreditation quality standards reveals a predominantly positive scenario, with 73,737 classrooms reported in good condition. This constitutes a significant percentage of the total classrooms surveyed. However, it is crucial to address the presence of damaged classrooms, which, while numerically small (58), account for a notable percentage of the total. Specifically, 1% of classrooms exhibit severe damage, 8% display slight damage, and 4% show moderate damage. These percentages underscore the imperative for targeted interventions and improvements to ensure that all classrooms align with the rigorous quality standards outlined in the accreditation criteria. While the majority of classrooms meet the desired standards, addressing the identified issues becomes pivotal in enhancing the overall educational environment and fostering a conducive atmosphere for effective learning (Darling-Hammond & Cook-Harvey, 2018).

**Figure 4. Computer Lab Conditions**

Analyzing the data on computer lab conditions, the majority of labs (3,770) are reported to be in good condition. However, there is a noticeable presence of damaged labs, with 29 severely damaged, 352 slightly damaged, and 140 moderately damaged. The total number of damaged labs is 2, indicating a relatively low percentage of the total. While the majority of computer labs meet the standard for accreditation, addressing the identified damaged labs becomes crucial in maintaining a high-quality educational environment. The data underscores the importance of ongoing monitoring and maintenance to ensure that computer labs align with the prescribed accreditation standards, fostering an optimal learning experience for students.

**Figure 5. Lab Conditions**

Examining the data in terms of percentages provides additional insights into the distribution of laboratory ownership. The Computer Lab stands out as the most prevalent, constituting a significant 53% of the total labs, underscoring the importance of technology in the educational curriculum. Biology, Physics, and Chemistry labs contribute moderately, ranging from 13% to 12%, reflecting a balanced emphasis on science education. Language Lab and Islamic Education Lab (Lab PAI) have smaller but still meaningful percentages at 10% and 10%, respectively, contributing to a well-rounded educational approach. This diverse distribution of laboratory ownership aligns with the institution's commitment to providing comprehensive and specialized learning environments to meet various educational needs.

**Figure 6. Class Condition**

Expressed as percentages, the data provides a clearer understanding of the distribution of supporting facility ownership. The Library stands out as the most significant facility, constituting 30% of the total facilities, highlighting the importance placed on academic resources. Other essential facilities, such as the Multipurpose Hall, Guidance and Counseling Room, Student Council Room, Scout Room, and Health Unit, contribute meaningfully, ranging from 7% to 20%, showcasing a well-rounded approach to student development and well-being (Silverman & Little, 2021). This diverse ownership distribution reflects a commitment to providing comprehensive support services for a holistic educational experience.

CONCLUSION

The analysis of Madrasah Aliyah (MA) accreditation in Indonesia reveals a generally positive trend in meeting quality standards. The predominant attainment of Accreditation B (51%) and Accreditation A (43.9%) signifies a commitment to educational excellence. However, there is room for improvement, as 28.8% of MAs are either not accredited or have not reached the highest level of certification. East Java leads in the number of MAs, and disparities in accreditation levels between provinces suggest regional variations in educational priorities. Private MAs tend to have higher accreditation levels than public ones, indicating potential areas for improvement in the public education sector. Despite the positive trend, addressing the 26% of MAs with Accreditation C and 1% without accreditation is crucial for overall improvement. Infrastructure conditions are generally positive, with the majority of classrooms and computer labs meeting accreditation standards. However, the presence of damaged facilities emphasizes the need for targeted interventions to enhance the overall educational environment. The distribution of laboratories and supporting facilities demonstrates a commitment to a comprehensive and specialized learning environment. The emphasis on technology, science education, and support services showcases a well-rounded approach to student development. In summary, while Indonesia's Madrasah Aliyah system exhibits commendable achievements, there are opportunities for enhancement, particularly in addressing regional disparities, improving public school accreditation, and ensuring all facilities meet rigorous quality standards. Continuous monitoring and targeted interventions will be essential for sustaining and improving the quality of education across the country.

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