Strategic Management of Accreditation Improvement in Public Elementary Schools

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ABSTRACT

The implementation of accreditation should be in accordance with the new paradigm in the implementation of accreditation, which no longer differentiates between state and private institutions, utilizes community involvement and participation, and adheres to the principle of openness. The focus of this study is to obtain a role model for strategic management of accreditation held by public elementary schools. The research method used is a qualitative case study. The results of this study indicate the implementation of strategic management by improving teacher competence in the field of learning strategies in the classroom, in the implementation of independent curriculum, always learning independently and also learning together in the intra-school learning community. Involving stakeholders from all stakeholders, including teachers, students, parents, and the community is very important in supporting efforts to improve accreditation. The results of this study support the strategic management theory that emphasizes the importance of internal and external environmental analysis as a basis for strategic decision making. In the context of elementary school accreditation, data collection and SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis have proven to be crucial initial steps in determining a comprehensive school quality improvement strategy.

Keywords: Strategic; Management; Accreditation; Quality

INTRODUCTION

In order to prepare superior and competent human resources, a nation must prioritize education[1]. One could even argue that a nation's level of education can reveal its level of development or deterioration. The growth and even prosperity of a country are greatly influenced by education. We can produce a superior, competitive generation through education that is equipped to handle the challenges of the future. The managerial decisions and activities that impact a company's long-term performance are known as strategic management. Both internal and external environmental scanning, strategy formulation (also known as strategic planning), strategy implementation, evaluation, and control are all included [2]. This is in line with what was stated by Kadi and Awwaliyah who said that education is the main thing that will support the progress of a nation [3]. Without education, a country will be far behind other countries. As a result, every year the Indonesian government works to raise the standard of education [4].

It is challenging to distinguish quality management from efforts to uphold educational standards [5]. In quality management, all management tasks performed by school education managers are guided to ensure that all services are as good as possible and meet or surpass client expectations [6]. Controlling quality or quality control is necessary in relation to these efforts. Formal and informal education quality assurance is governed by Minister of National Education Regulation No. 63 of 2009 about the Education Quality Assurance System. Accountability, public perception, and competitiveness in the execution of national education are the goals of this policy [7]. The achievement of the quality indicators of education implementation defined by BNSP in eight National Education Standards serves as the baseline for the efficacy of this policy's implementation [8]. In order to create and execute new strategic directions, strategic management focuses on tracking and evaluating external opportunities and threats in light of the organization's internal strengths and weaknesses [9].

Accreditation is one strategy to raise the standard of education in Indonesia. Educational

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[1] Moh. Rois Abin, 'Manajemen Strategik Dalam Peningkatan Mutu Pendidikan', *Ta'allum: Jurnal Pendidikan Islam*, 5.1 (2017), 87–102 <https://doi.org/10.21274/taalum.2017.5.1.87-102>.

[2] Thomas L Wheelen J David Hunger, *Essentials of Strategic Management*, *Sustainability (Switzerland)*, Fifth Edit (London: Pearson Education, 2014); J David Hungher Thomas L Whelen, *Essentials of Strategic Management*, *Essentials of Strategic Management*, Fifth Edit (New Jersey: Pearson Education, 2011) <https://doi.org/10.34156/9783791057705>.

[3] Titi Kadi and Robiatul Awwaliyah, 'Inovasi Pendidikan : Upaya Penyelesaian Problematika Pendidikan Di Indonesia', *Jurnal Islam Nusantara*, 1.2 (2017), 144–55 <https://doi.org/10.33852/jurnalin.v1i2.32>.

[4] Wiwin Mistiani, 'Penerapan Manajemen Strategik Dalam Meningkatkan Mutu Pendidikan Madrasah', *Paedagogia: Jurnal Pendidikan*, 7.1 (2019), 171–86 <https://doi.org/10.24239/pdg.vol7.iss1.38>.

[5] Departement of Education, 'Improved Oversight and Controls Could Help Education Better Respond to Evolving Priorities', *Government Accountability Office*, February, 2011.

[6] Keith P Hubbard, 'The Role of School Leadership Teams in Elementary Schools Identified as Accreditation Denied in the Commonwealth of Virginia', *Doctoral Dissertation*, May 19, 2019, 1–157; Kristine Vardanyan, 'The Significance of National Association for the Education of Young Children Accreditation in Elevating Quality of Early Childhood Education: Administrators', Teachers', and Parents' Beliefs about Accreditation and Its Process', 2013, 225.

[7] Permendiknas, *Peraturan Menteri Pendidikan Nasional No 63 Tahun 2009 Tentang Sistem Penjaminan Mutu Pendidikan* (Indonsia, 2009).

[8] Undang-Undang, *Undang-Undang Republik Indonesia No 20 Tahun 2009 Tentang Sistem Pendidikan Nasional*, 2009.

[9] Forest R. David Fred R. David, *Strategic Management Concepts and Cases, Global Edition* (London: Pearson Education, 2015); J David Hunger.

institutions must meet certain criteria through accreditation in order for their programs to be considered high-quality [10]. Accreditation is essentially the process of evaluating programs and/or educational units according to predetermined standards [11]. According to Article 60, Paragraph 1 of Law Number 20 of 2003, accreditation evaluates the viability of formal and informal educational units and programs at all levels. Additionally, the National Accreditation Board for Schools/Madrasahs (BAN-S/M) was created by Regulation of the Minister of National Education Number 29 of 2005 as an independent organization that assesses the viability of formal educational programs and/or units at the elementary and secondary levels in accordance with national education standards [12].

The study of the relationship between education and society, where social interaction takes place, includes accreditation [13]. For the government, prospective students' parents, and the labor market on a national and worldwide scale, accreditation is crucial [14]. Authorities recognize and evaluate an educational institution's quality of instruction through accreditation [15]. This acknowledgement or evaluation serves to reassure the public that the institution is deserving and serves as the primary source of information for the educational process, ensuring that the results are reliable and usable by the community, which employs the institution's graduates [16].

School accreditation can be interpreted as a process of assessing whether or not an educational institution is worthy [17]. The assessment process in accreditation is carried out through a direct visitation process carried out by professional school accreditation assessors. All assessment components in the accreditation process refer to national education standards that have been processed and compiled into school accreditation instruments according to the level of each school [18]. The implementation of accreditation, as one of the activities to improve the quality of education, is essentially an effort so that education providers can achieve the set quality standards and in turn students can achieve educational success, both in mastering knowledge, skills and personality formation [19]. In addition, it is necessary to strive to implement accreditation in

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[10] Fred David, R. and Forest David, R, *Strategic Management Concepts and Cases A Competitive Advantage Approach*, Sixteenth (London: Pearson Education, 2017); Fred R. David.

[11] Undang-Undang.

[12] Permendiknas, 'Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 29 Tahun 2005 Tentang Badan Akreditasi Nasional Sekolah/Madrasah', 2005, 1–5.

[13] Myroslava Hladchenko, 'The Strategic Management of the German Higher Education Institutions As a Transparent, Cyclic and Participative Process', *Euromentor Journal*, 4.4 (2013), 14–36; Intha Siriwana and others, 'Strategic Management Education of Thai Sangha', *Turkish Journal of Computer and Mathematics Education*, 12.8 (2021), 2351–56.

[14] Vardanyan.

[15] Michael A Burroughs, 'Accreditation As a Framework for School Improvement: A Quantitavite Study', 2023.

[16] Debbie Meadows, 'Accountability, Teacher Quality, and Accreditation : A Case of Provider Perceptions of the Aaqep Process', *School of Social Sciences and Education*, VIII.I (2023), 1–19.

[17] Effrosyni Taraza and others, 'Evaluation of Quality and Equality in Education Using the European Foundation for Quality Management Excellence Model—A Literature Review', *Sustainability (Switzerland)*, 16.3 (2024) <https://doi.org/10.3390/su16030960>; Hubbard.

[18] Ali Mashar, 'Manajemen Strategik Kepala Madrasah Dalam Peningkatan Mutu Lembaga Pendidikan', *Jurnal Isema : Islamic Educational Management*, 4.1 (2019), 39–54 <https://doi.org/10.15575/isema.v3i2.5268>; Rizki Izefti Aulia, 'Pengaruh Manajemen Strategi Pendidikan Dalam Meningkatkan Mutu Dan Daya Saing', *Edukatif : Jurnal Ilmu Pendidikan*, 3.4 (2021), 1578–86 <https://doi.org/10.31004/edukatif.v3i4.626>.

[19] Hilya Gania Adilah and Yaya Suryana, 'Manajemen Strategik Dalam Meningkatkan Mutu Pendidikan Madrasah Ibtidaiyah', *Jurnal Isema : Islamic Educational Management*, 6.1 (2021), 87–94 <https://doi.org/10.15575/isema.v6i1.11037>; Mistiani.

accordance with the new paradigm in accreditation implementation, including no longer distinguishing between state and private institutions, utilizing community involvement and participation, and the principle of openness. Schools must constantly enhance the quality of education they provide as part of the national education system in order to generate graduates who can compete and meet today's challenges [20].

Through the implementation of school accreditation activities, it will provide benefits to help schools/madrasahs in determining and facilitating student transfers, help identify schools/madrasahs in order to provide assistance/support, and provide feedback in efforts to empower school performance in conducting continuous self-evaluation for schools. The 2020 Education Unit Accreditation Instrument will be assessed in 2020 for schools whose accreditation period ends in 2020, according to a new regulation released by the National Accreditation Board for Madrasah Schools in early 2020 [21]. It appears that both requirements will be implicitly met by schools in the hopes that SNP implementation will become a cultural necessity. Creating educational units that can be turned into public services in compliance with the National Accreditation Board's standards is one of the requirements that basic education institutions must meet in order to achieve the quality of education. The Educational Unit Accreditation Instrument (IASP 2020) changed the accreditation of schools and madrasas from compliance-based to performance-based or rule-based to principle-based [22].

This change in instrument is a consequence of the perspective on accreditation, meaning that accreditation is not only marked by the use of the 2020 educational unit accreditation instrument but is more directed towards a change in attitude. This change in attitude from assessors, principals and stakeholders. Therefore, it is necessary to view accreditation not only as a matter of ticking the instrument items. But rather to dig up information to find out the performance of each educational unit. This latest instrument emphasizes more on teacher performance and quality. Allah SWT said in Surah Al-Isra 17: 36)

وَلَا تَقْفُ مَا لَيْسَ لَكَ بِهٖ عِلْمٌ ۗاِنَّ السَّمْعَ وَالْبَصَرَ وَالْفُؤَادَ كُلُّ اُولٰۤىِٕكَ كَانَ عَنْهُ مَسْـُٔوْلًا

Meaning: Do not follow that which you have no knowledge of. Verily, the hearing, the sight, and the conscience, all of these will be questioned.

In comparison to public schools, private schools participate in the accreditation process at a lesser rate. The BAN S/M Chairman disclosed this, particularly with regard to the achievement of infrastructure standards and teaching and education staff standards, which remain below average—a problem that has gained significant attention. Effective principals are able to fulfill

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[20] Charles E Bamford Thomas L Wheelen, J David Hunger, Alan N Hoffman, *Strategic Management and Business Policyn Globalization, Innovation and Sustainability*, *Global Edition*, Fifteenth (London: Pearson Education, 2018), XCVI; Imelda Paulina Soko and Damianus Dao Samo, 'Education and Training Strategic Management Course to Improve Students' Self-Directed Learning and Learning Outcomes', *Journal of Education and Learning (EduLearn)*, 16.3 (2022), 400–411 <https://doi.org/10.11591/edulearn.v16i3.20370>.
[21] Abdul Malik and others, 'Instrumen Akreditasi Satuan Pendidikan 2020', *IASP (Instrumen Akreditasi Satuan Pendidikan)*, 1.1 (2022), 1–5.
[22] Malik and others.

their leadership responsibilities in a responsible manner and recognize schools as complicated, one-of-a-kind organizations [23]. In addition, a study on the success of principals came to the conclusion that "school success is the success of the principal." According to the survey, effective principals are people who can set the tone for the school, have high standards for both staff and kids, and have a solid grasp of their responsibilities.

RESEARCH METHODOLOGY

A qualitative research methodology is employed in this study. With the researcher serving as the main tool, qualitative methods—which are exploratory in character and founded on post-positivism—are used to investigate the object's natural conditions. Triangulation—observation, interviews, and documentation—is used to collect data, and the results are typically qualitative in character. Understanding meaning, identifying uniqueness, creating phenomena, and formulating hypotheses are the main objectives of qualitative research findings, which are analyzed inductively and qualitatively [24].

A qualitative case study was employed as the research methodology. A case study, according to Sugiono, is a type of qualitative research in which investigators delve deeply into programs, events, processes, and activities pertaining to one or more people. A case is constrained by time and activity, and researchers use a variety of data gathering methods to obtain comprehensive information over a long period of time [25].

RESULTS AND DISCUSSION

1. **Environmental analysis on Improving School Accreditation for Educational Quality Services**

In order to prepare human resources for the shift to a knowledge-based society, the education sector is essential. Given this, it is obvious that education needs sufficient funding and capacity to be at the forefront of strategic solutions to demographic problems and provide relevant and useful answers [26].

Adopting a strategic approach to innovation encourages an organization to view the entire system not just products or processes as a source of value creation. Schools that excel in innovation take a comprehensive and structured approach, aligning their innovation strategies with their mission and goals, while also ensuring that their organizational culture and systems support these strategies. Strategic innovation focuses on the future and involves creative exploration. It requires the application of suitable strategic management tools to enhance the effectiveness of innovation efforts in driving the School's growth and performance [27].

Strategic management has several processes, including: environmental analysis, meaning

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[23] Mashar.

[24] Fenti Hikmawati, *Metodologi Penelitian* (Depok: Rajawali Press, 2020); Rifa'i Abubakar, *Pengantar Metodologi Penelitian*, 1st edn (Yogyakarta: SUKA-Press UIN Sunan Kalijaga Jl., 2021).

[25] Abubakar.

[26] Venelin Terziev, Marusya Lyubcheva, and Marin Georgiev, 'The Contemporary Strategic Challenges Facing Higher Education', *IJASOS- International E-Journal of Advances in Social Sciences*, VII.20 (2021), 444–51 <https://doi.org/10.2139/ssrn.3919111>.

[27] Ebru Dogan, 'A Strategic Approach to Innovation', *Journal of Management, Marketing and Logistics – (JMML)*, 4.3 (2017), 290–300 <https://doi.org/10.17261/pressacademia.2017.491>.

that in determining a place or building, the situation and conditions of the surrounding environment must be considered so that they are in accordance with the development plan. Environmental analysis of improving school accreditation for educational quality services at SDN Mayung Cirebon is carried out in the initial steps that form the foundation for these activities. In environmental analysis activities, it is designed in the formulation of the vision and mission activities, which are involved in formulating the vision and mission, using SWOT analysis, analyzing internal and external factors to improve school accreditation for educational quality services at SDN Mayung Cirebon.

The main force behind strategic changes is environmental analysis. Strategic planning, which tries to place a company in a strategically favorable position throughout its evolution, includes strategic environmental study. Both internal and external environmental analyses are included in the scope of strategic environmental analysis. All elements outside of an organization's borders that have a major impact on its long-term viability, growth, and survival are considered to be part of the external environment. As a result, organizations must continuously observe and respond either proactively or reactively to changes in these external conditions[28].

In environmental analysis, the results of the study state that there is a formulation of a vision and mission. Vision and Mission are statements of ideals, "what we want to become," mission is an action taken to realize the vision, "what is our business or what is our business". The actions required to accomplish a goal might be characterized as a mission. The process of creating strategic educational steps that outline the vision and mission in order to actualize the attainment of educational goals in society within a given timeframe is known as educational policy. This public policy governs behavior in the educational sector as well as the distribution, allocation, and absorption of resources [29]."As a component of the broader objectives of nation-state development, educational policy is defined as a policy in the field of education that aims to accomplish those objectives" [30].

An educational institution's goals will be clear and well-directed with a vision and mission statement. Every business or organization needs a vision in order to succeed. The company's vision is its desired future state. In addition to offering direction or indicators while creating business strategy, vision can inspire goals and motivation. A precise explanation of the business that has to be built is what makes a vision statement effective. The company's vision serves as a roadmap for making changes. Employees are informed of our direction by our vision. The following is a definition of vision from several experts or experts in the field of organization. Indrakaralesa is as follows: Vision is a reflection of beliefs and basic assumptions about everything, about humanity, science and technology, economics, politics, arts and culture, and ethics. The definition of vision according to Ancok is as follows: Vision is a statement that

[28] Nasser Khamis Nasser AL Ghadani, Mohd Burhan bin Ibrahim, and Muhammad Sabri bin Sahri, 'Strategic Management Is Necessary To Ensure The Ability To Adapt To The Changing External Environment', *IJASOS-International E-Journal of Advances in Social Sciences*, X.28 (2024), 93–101.

[29] Mustofa Doruk Mutlu, 'The Role of Top Management on Leading Strategic Change', *Turkish Journal of Political Science*, 4.2 (2021).

[30] Abdoulwaed Aboudaber, 'Strategic Planning In Libya's Higher Education System: A Theoretical Evaluation', *Quantrade Journal of Complex Systems in Social Sciences*, 5.1 (2023), 1–16 <https://doi.org/10.5281/zenodo.8084007>.

contains clear directions about what the company will do in the future. The definition of vision according to Mita is something that we imagine ideally that we will achieve in the future. Vision is a long-term view of the company, the company's goals and what must be done to achieve those goals in the future. Vision is a statement that defines something that the company/organization wants to achieve in the future.

An organization's mission and vision are a set of beliefs or objectives that define the course that the firm or organization will pursue. The mission statement identifies the short-term (often one to three years) objectives or aims of the organization. However, the company's vision is its outlook for the future. Vision is usually prepared for the long term (usually 3 to 10 years). Missions are statements that define what is being/will be done or wants to be achieved in the (very) near future or now. Mission is still something that has a global meaning and tends to be generic. Therefore, several objectives are determined to be achieved in several ways in connection with the stated mission. A company that has a mission to become the fastest courier company in the world has several objectives to be achieved.

Usually the objectives set are customer-oriented such as:
1. Providing individual customer satisfaction by delivering goods worldwide quickly and safely.
2. Providing special facilities to corporate customers who periodically send their goods to all corners of the world.

The study's findings demonstrate the significance of SWOT analysis as a concept for environmental assessment. A managerial technique called SWOT analysis aids businesses or organizations in methodically creating a well-considered strategic plan to accomplish both immediate and long-term objectives [31]. Because it methodically discovers different aspects for strategy formation, a SWOT analysis is essential for businesses to adopt. This approach is the main manual for educational establishments. Moreover, a descriptive analysis that offers a summary of the circumstances and state of affairs is another definition of a SWOT analysis.

The process of examining a company's internal and external data by posing the "what, why, where, and when" questions regarding an event is known as a SWOT analysis. Additionally, by classifying these elements according to their respective contributions, SWOT is a descriptive analysis that offers a summary of the circumstances. Strengths, Weaknesses, Opportunities, and Threats are all referred to by the acronym SWOT [32].

When making strategic decisions, an organization must carefully weigh its external (opportunities and threats) and internal (strengths and weaknesses) considerations. As a result, a SWOT analysis is a crucial factor to take into account while making decisions.
1. Strengths are an organization's or company's current internal conditions that make it superior, particularly in terms of quality and technology, and hence call for continued development.
2. Weaknesses are an organization's or company's current internal problems that seriously impede its growth and development.

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[31] Fabricio Almeida and others, 'Associated Tools Strategic Model Canvas and Swot Analysis Applied in Strategic Planning of Public Projects', *IJASOS-International E-Journal of Advances in Social Sciences*, IX.27 (2023), 375–88 <http://ijasos.ocerintjournals.org>.
[32] Almeida and others.

3. Opportunities are outside circumstances that give a business or organization the chance to advance in the future, frequently via making new discoveries.
4. Threats are difficulties or outside circumstances that have the potential to cause an organization or corporation to experience setbacks and, if left unchecked, will become significant business roadblocks in the present and the future.

Combining a SWOT analysis's four components—strengths, weaknesses, opportunities, and threats—to create a solid strategy is its main goal and advantage. SWOT analysis, the most fundamental analytical technique, aids in our comprehension of a subject or issue. This analysis, when properly implemented, will maximize the accomplishment of a program's intended vision and objective [33]. By pointing up opportunities and strengths that may be taken advantage of, as well as threats and weaknesses that must be addressed, SWOT analysis helps create action plans. It also enables the evaluation of offensive and defensive skills and offers insight into strategic direction [34].

2. Formulation for Improving School Accreditation for Quality Education Services

Strategic formulation is formulating or taking steps in forming an educational institution plan, which is reviewed from the availability of resources, infrastructure and other supporting facilities. Based on the results of interviews with informants, observations and documentation studies related to strategic formulation are: making short, medium and long term plans, formulating Renstra, superior strategies, formulating strategies and steps taken. Long Term Planning is a type of organizational planning for a period of up to 25 years. In this long term planning the organization plans the direction, namely where the organization wants to be taken and what strategies to achieve it. This is called strategic planning. So, Strategic Planning is a process carried out by an organization to determine strategy or direction, and make decisions to allocate resources to achieve the strategy. The term long term plan for various types of entities often differs even though it has the same meaning. In companies, long term plans are often called School Long Term Plans. In the Indonesian government, long term plans are called Long Term Development Plans, or Outlines of State Policy. A SWOT analysis, which stands for Strengths, Weaknesses, Opportunities, and Threats, is typically used to determine a plan. In order to determine the organization's strengths and weaknesses, this study looks at both its internal and external environments, identifying opportunities and threats [35].

Medium-term planning is a type of organizational planning for a period of up to 5 years or 10 years. In this long-term planning, the organization plans work programs to achieve the goals of the organization as set. This is called program planning. So, Program Planning is the process of compiling a program. The program outlines the actions to be taken, by which party, when, and where. Assumptions, commitments, and areas to be influenced are also determined. Objectives, policies, procedures, methods, standards, and a budget are all possible components of a program,

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[33] Almeida and others; Gulin Idil and Arzu Karaman Akgul, 'Analysis of the Relationship between Strategic Planning and Total Quality Management', *Çağ Üniversitesi Sosyal Bilimler Dergisi Cilt*, 16.2 (2019), 1–19 <https://dergipark.org.tr/cagsbd>.
[34] Almeida and others.
[35] Mutlu.

however not all of them are required.

Strategic management has emerged as an essential instrument for public managers to generate value and guide the direction of their organizations. The rising complexity of societal challenges and the heightened expectations of citizens toward public institutions are among the key reasons why strategic management and leadership are necessary within the public sector[36].

A schools's core strategy can be described as a set of action plans designed to carry out management functions in an effective and efficient manner. The development of such a strategy aims to expand the business, attract a larger customer base, ensure sustainability, achieve competitive success, enhance the effectiveness of management operations, and boost overall company performance[37]. Strategic planning will be increasingly important in the future, as public managers are required to anticipate and navigate change while addressing rapidly emerging challenges. This implies that local governments must consider long-term directions in response to evolving trends, issues, and external forces that lie beyond their direct control[38].

Short-term planning is a type of organizational planning for a period of up to 1 year. In this short-term planning, the organization plans financial plans to achieve the goals of the organization as set. Budgeting, also known as financial planning, is the process of creating a future financial plan that details management's projections for income, costs, and other financial activities over a yearly period. A SWOT analysis's main goal is to integrate its four elements—strengths, weaknesses, opportunities, and threats—in order to produce a solid plan. The simplest analytical technique, SWOT analysis, aids in our comprehension of a subject or issue. This analysis will maximize the accomplishment of a program's intended vision and mission when properly implemented. By emphasizing opportunities and strengths that can be capitalized on and pointing out threats and weaknesses that require attention, SWOT analysis helps create action plans. The evaluation of offensive and defensive skills is also made possible, and it offers insight into strategic orientation.

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[36] Harika Suklun, 'Strategic Management and Strategic Leadership in Public Organization', *Finans Ekonomi ve Sosyal Araştırmalar Dergisi*, 5.4 (2020), 795–803 <https://doi.org/10.29106/fesa.829187>.
[37] Aboudaber.
[38] Ángel Iglesias, 'Making Strategic Planning Work in Local Government: An Empirical Study of Success And Failure', *Strategic Public Management Journal*, 1.1 (2015), 40–40 <https://doi.org/10.25069/spmj.289937>.

Table 1. Result of the SWOT Analysis

INTERNAL FACTORS	*Strength*	*Weakness*
EXTERNAL FACTORS	1. Strategic Vision & Mission: The schools, especially SDN Mayung Cirebon, have developed a clear vision and mission that guide educational planning and development. 2. Implementation of Independent Curriculum: Teachers continuously improve their competencies and adapt to curriculum changes through workshops and independent learning. 3. Stakeholder Involvement: The accreditation process involves collaboration among teachers, students, parents, and the community, creating a strong support system. 4. Teacher Professional Development (TPD): Regular training and workshops (like IHT) enhance teacher capabilities and classroom effectiveness. 5. Structured Strategic Planning: Adoption of short-, medium-, and long-term planning aligned with Renstra (Strategic Plans).	1. Low Awareness of Quality Culture: Many within the school community lack awareness of the importance of maintaining continuous quality improvement. 2. Resource Limitations: Some schools face challenges in fulfilling infrastructure and human resource standards set by accreditation bodies. 3. Policy Implementation Challenges: Translating plans into effective and measurable action can be inconsistent across schools. 4. Monitoring & Evaluation Gaps: Although evaluation is mentioned, practical and sustainable systems for continuous feedback are not yet fully implemented. 5. Reliance on Internal Efforts: External expert involvement or benchmarking best practices across institutions is not emphasized.
Opportinities	**Strength-Opportunity (SO) Strategy**	**Weakness-Opportunity (WO) Strategy**
1. Policy Support from Government: National policies and updated instruments (IASP 2020) support	Leverage internal strengths to capitalize on external opportunities. 1. Maximize TPD & Stakeholder Involvement to take advantage of	Use external opportunities to address internal weaknesses. 1. Launch awareness campaigns about quality culture using government

performance-based accreditation reforms. 2. Community Engagement: Broader community involvement opens opportunities for support in infrastructure, mentoring, and program sustainability. 3. Digital and Technological Tools: Integration of technology in teaching and monitoring offers opportunities to enhance quality and track progress. 4. Curriculum Flexibility: The independent curriculum provides room for innovation and contextualized learning. **5.** Collaboration and Networking: Potential to form partnerships with other schools and educational organizations for shared learning and resources.	government policy support by aligning training programs with IASP 2020 and national standards. 2. Utilize Strategic Planning Frameworks (Renstra) to pursue curriculum innovations and promote community-based education aligned with the independent curriculum. 3. Enhance teacher-led innovation using digital tools to create interactive learning environments that meet accreditation expectations and promote student engagement. 4. Promote success stories from accreditation improvements to build partnerships and networking opportunities with other schools or external organizations.	support programs and policy outreach. 2. Secure funding or grants through education ministry programs or community collaboration to address infrastructure and resource deficits. 3. Introduce external evaluation and benchmarking tools to overcome internal monitoring limitations and improve data-driven decision-making. 4. Partner with ed-tech startups or NGOs to provide teacher mentoring, especially where human resources are limited or undertrained.
Threats	**Strength-Threat (ST) Strategy**	**Weakness-Threat (WT) Strategy**
1. Policy Shifts and Bureaucratic Barriers: Changes in government policy or accreditation criteria	Use internal strengths to minimize the impact of external threats. 1. Involve the community and stakeholders actively to	Minimize internal weaknesses and avoid external threats. 1. Develop a capacity-building roadmap that addresses low-quality

can disrupt ongoing programs.

2. Inconsistent Stakeholder Commitment: Variations in stakeholder engagement levels can hinder strategic plan execution.

3. Limited Funding and Budget Constraints: Financial limitations may slow down improvements in infrastructure and teacher development.

4. External Competition: Public schools must compete with private institutions that may have better facilities and resources.

5. Resistance to Change: Some school leaders or staff may resist new systems, especially those requiring significant behavioral or structural shifts.

buffer the effects of bureaucratic delays or shifts in policy by sustaining grassroots accreditation efforts.

2. Implement adaptive leadership and continuous training to resist internal resistance and build readiness for future reforms.

3. Use robust strategic planning mechanisms to anticipate and adapt to resource constraints or competition from private schools.

4. Strengthen internal policies and school culture to sustain improvement efforts regardless of external instability or threats.

culture and trains school communities to adapt proactively to policy changes.

2. Create phased improvement plans for infrastructure and staffing that reduce dependence on unpredictable funding or political shifts.

3. Build internal M&E systems (Monitoring and Evaluation) to reduce reliance on external assessments and ensure continuity amid accreditation changes.

4. Encourage peer mentoring among schools to minimize knowledge gaps and prevent the risk of stagnation due to leadership or staff resistance.

3. Implementation of School Accreditation Improvement for Educational Quality Services

The process of organizing and allocating tasks according to individual skills is called implementation. This implementation includes: adopted policies, challenges faced, employee motivation, human resource allocation, strategies to improve HR performance, and school culture. It is based on observations, interviews, and documentation studies pertaining to improving SDN Mayung Cirebon's accreditation. Establishing regulations that act as behavioral guidelines for linked parties in problem-solving is crucial to improving school certification at SDN Mayung Cirebon [39]. Generally speaking, policy is an endeavor to address social issues for the benefit of

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[39] Yusniar Yusniar, Zaenab Hanim, and Nurlaili Nurlaili, 'Manajemen Strategik Dalam Perencanaan Peningkatan Mutu Pendidikan Di Sekolah Dasar Islam Terpadu Cordova Samarinda', *Journal on Education*, 5.3 (2023), 7282–90 <https://doi.org/10.31004/joe.v5i3.1325>; Aulia.

the broader public, grounded in the fairness principle. A good policy needs to meet at least four key criteria: (1) raising the level of living in the community; (2) maintaining social, legal, and opportunity justice; (3) offering chances for community involvement; and (4) guaranteeing sustainable growth.

According to its etymology, "policy" is derived from the Greek word "polis," which means city. Policy in this sense refers to the methods that different government agencies employ to monitor and regulate their operations. A policy is an organized approach that a government or organization has decided upon to accomplish its objectives [40].

According to the justification given, policies are broad rules and regulations that govern how actions are carried out. Organizational procedures and the fulfillment of mutually agreed-upon planned decisions depend heavily on these policies [41]. Kebijakan serves the purpose of resolving issues that arise from a particular tindakan. Even though it is stated as a guide to achieve the luhur goal, its implementation is frequently quite poor. In the end, kebijakan creates kebebasan, and kebebasan itself creates kedudukan and wewenang for a certain company [42]. In addition to being a plan, a policy is a declaration or comprehension that guides one's thinking when making judgments [43]. Policies provide a framework for decision-making within specific bounds, even though they are not always stated and are frequently inferred from managers' actions. The goal of these decisions—which call for action—is to establish managerial commitments. The scope of policies can therefore range from broad to constrained since they assist managers in deciding what obligations to make.

4. Evaluation of School Accreditation Improvement for Educational Quality Services

Evaluation is carried out to check the suitability of the plan with the work done. The results of the study on the evaluation of improving school accreditation for educational quality services at SDN Mayung Cirebon which was carried out through the evaluation of activities. Evaluation is an important process that must be carried out carefully so that the goals to be achieved can be carried out properly. In order for this process to achieve the goals as expected, the evaluation must be carried out in accordance with certain rules systematically. Because the process carried out is intended to find out the situation and conditions of the program that is being or has been carried out, this process is basically an in-depth research process aimed at obtaining a complete picture of the process or social intervention program being carried out. This seems like something very simple, but developing a strategy to evaluate the practice of social intervention that we do effectively is not an easy job to do. Even though we have a clear plan to evaluate the results of the intervention that has been carried out, or to evaluate the intervention program that is being run. There are many challenges that must be faced to measure this effectiveness. The evaluation process is typically an ongoing process, so we must always assess whether the short-term goals

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[40] Abin; Mashar; Mistiani.
[41] Secretary of Education, *Long-Standing Management Problems Hamper Reforms* (Washington DC: United States General Accounting Office Report, 1993); Education Consortium for Policy Research in, 'Taking Human Capital Seriously: Talented Teachers in Every Classroom, Talented Principals in Every School. Principles and Recommendations for the Strategic Management of Human Capital in Public Education', November, 2009.
[42] Aulia; Adilah and Suryana.
[43] Departement of Education; Consortium for Policy Research in.

that have been set can be achieved properly. Evaluation can also be seen as the final stage in an activity, which often underlies a joint decision between social workers and clients to end the established professional relationship.

Nowadays, attention to the importance of accountability for the implementation of social work practices is increasing. Therefore, the demand to conduct evaluations of the implementation of interventions and service programs has also increased significantly. In addition, many service institutions pay attention to measuring what practices have been carried out, to what extent the service process has been in accordance with the plan, and how the final goal has been achieved.

Monitoring and evaluation have complementary functions. Monitoring is an effort to see the service delivery process, while evaluation is an effort to see the effectiveness of the service [44]. Monitoring is actually also an evaluation. Experts typically differentiate between formative and summative assessments. Summative evaluation seeks to determine the efficacy of services after they are delivered, whereas formative evaluation tracks ongoing service processes. According to a number of experts, evaluation also acts as a monitoring tool during the course of an intervention or service. This type of evaluation is called formative evaluation. The main focus of formative evaluation or monitoring is more on the service delivery process than on the final result. For example, an evaluation in the form of delivering a questionnaire to the community who are given social counseling services by social workers. This type of evaluation aims to assess whether the planned progress can be achieved.

CONCLUSION

There are several things found in schools related to the implementation of strategic management, its implementation with increasing teacher competence in the field of learning strategies in the classroom in the implementation of independent curriculum, always learning independently and also learning together in the intra-school learning community. To promote accreditation and raise educational standards, all parties involved—teachers, students, parents, and the community-must be involved. Through workshops and training, the Teacher Professional Development program at SDN Mayung Cirebon has enhanced teacher competency in applying the Merdeka curriculum and increased the quality of learning.

The theoretical implication in this study is that with the In House Training (IHT) activities carried out at schools, teachers discuss to align perceptions Enhancing educational quality and school accreditation requires adequate infrastructure and facilities as well as a supportive learning environment. Innovative teaching strategies and curriculum adaptation to the needs and development of students can both raise the standard of instruction in classrooms. Teachers who are creative in learning activities in the classroom with students, develop students' talents and interests according to their characters. By implementing a structured evaluation and monitoring system, it helps in identifying the weaknesses and strengths of the school, so that corrective steps can be taken quickly. The limitation of this study is that it focuses more on the role of the principal and the management team, while the voices of teachers, students, parents, and other stakeholders have not been fully explored in depth. Future research should also involve perspectives from

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[44] Mashar.

various parties such as teachers, students, parents, supervisors, and school committees to obtain a more comprehensive picture of the impact of strategies on school quality culture.

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