

Accreditation Management Of Madrasah Aliyah Negeri (Man) For Enhancing The Performance (A Case Study At Man Katingan, Man Kapuas, And Man Kotawaringin Timur)

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Abstract

Madrasah accreditation management to improve the quality of education provided by educational institutions and provide trust to parents and the general public. By undergoing a suitable accreditation process, madrasahs can measure their achievements and continue to improve the quality of the education they provide. Problems that arise from the implementation of accreditation at the state madrasah aliyah (MAN) level include: there are still many madrasahs that have not been accredited and have not reached the minimum standards formulated in the 2020-2024 Islamic Education Strategic Plan. This research aims to obtain information and analyze management planning, organizing, implementing, and evaluating problems, solutions and performance of madrasah accreditation in improving performance at MAN Katingan, MAN Kapuas and MAN Kotawaringin Timur. The approach used in this research is a qualitative approach with a case study method. Research techniques are interviews, observation, documentation studies and triangulation. The research results found that (1) Accreditation planning at the madrasah aliyah (MA) level was carried out by referring to planning principles and guided by the provisions of the decree (SK) of the Chairman of the National Accreditation Body (BAN). (2) The organization has been carried out by MAN based on the division of duties of each

standard coordinator through the Madrasah Head's Decree regarding the Accreditation team, (3) Systematic implementation of accreditation based on the stages of the Madrasah Accreditation Standard Operational Procedure (POS) and filling in the Accreditation Form Data (DIA). 4) Accreditation evaluations carried out by madrasahs have been carried out through joint evaluation activities and internal audits. (5) The problem of accreditation is that data still needs to be well documented, some teaching staff need to pay more serious attention to accreditation activities, and limited infrastructure is available. Standardized, and there still needs to be madrasa financing. 6) Solutions have been implemented by MAN Katingan, MAN Kapuas and MAN Kotawaringin Timur to resolve the problems that arise from their proportions. In general, this research shows that accreditation management in improving the performance of MAN Katingan, MAN Kapuas and MAN Kotawaringin Timur is implemented based on the Standard Operating Procedures (POS) for implementing School Accreditation, which have been determined by the National Accreditation Board (BAN).

Keywords: Management, Accreditation, Madrasah Performance

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1. Introduction

Accreditation is a comprehensive assessment of the suitability and performance of an institution or educational program carried out as a form of public accountability, a regulatory tool in education. Accreditation empowers schools or madrasahs to produce graduates by established standards (Suriyati et al., 2023). Thus, for the central government and local governments, the accreditation results can be used as material for consideration in formulating policies to improve the quality of education for which they are responsible (Sofanudin et al., 2016).

The results of accreditation are an encouragement to continually improve oneself and work hard in providing the best service for students to maintain and improve school quality (Silviani et al., 2022). Excellent accreditation results will foster a sense of confidence that they are receiving a quality education, and an accreditation certificate

proves they are attending a quality school (Siahaan & Siahaan, 2023).

There are many obstacles faced by madrasas that still need to be accredited. For the government, the madrasa accreditation process cannot be carried out simultaneously but is carried out in stages according to budgeted funds so that applications for accreditation must wait on a waiting list (Pranata et al., 2023). Another problem is that there are madrasa heads who need help understanding the process of applying for accreditation, and there are also madrasahs whose certification period has ended but still need to apply for re-accreditation (Neliwati et al., 2023).

Accreditation and its results are considered essential because they are linked to the assumption that accreditation is designed to help educational institutions improve ongoing performance efforts for the benefit of their students (Maslacha & Istikomah, 2023). The results of accreditation will provide information to the public regarding the level of service and performance of the learning process in each educational unit (Neliwati et al., 2023).

Accreditation is an assessment of the performance and performance achievements of an educational institution to determine madrasah policies or programs. It is used as an improvement effort to improve madrasah performance (Neliwati et al., 2023). So that the results of accreditation can be appropriately utilised, accreditation policies and procedures, including steps to establish policies or intervention programs, these policies must be written clearly and communicated to relevant stakeholders (Maslacha & Istikomah, 2023).

However, the implementation of National education, which includes assessing the suitability of an educational institution or what is often referred to as accreditation, in practice still reaps many problems (Khodijah et al., 2022). The existence of policies decided by the government for educational institutions, both formal and non-formal, still leaves a multitude of problems, including the frequent inaccuracy of data obtained in the field with the reality of each educational unit (Harahap et al., 2023). According to Saefudin (Roosmawati et al., 2022), there are 3 aspects of accreditation policy issues in Indonesia, namely: quality of education, equality of education, and management. From the aspect of education quality, several essential indicators that greatly influence are the curriculum, educational content, learning and evaluation processes, teacher quality, educational facilities and infrastructure and textbooks as learning media.

In Central Kalimantan Province, based on data from the Madrasah Education Division, the Regional Office of the Ministry of Religion for Central Kalimantan Province states that the number of Madrasahs in Central Kalimantan Province is 695

madrasahs. The number of MAs in Central Kalimantan Province is 83, consisting of 14 state MAs and 69 private MAs. Of the 83 MAs in Central Kalimantan Province in 2021, according to data from BAN-S/M Central Kalimantan Province, Madrasahs have carried out accreditation activities with quite varied scores. The results of the MA accreditation data in Central Kalimantan Province totalled 82 MAs who received A status, 31 MAs who received B status, 12 MAs who received C status, 12 MAs who received Unaccredited status and 1 who received Not Accredited status.

This data shows that there are still many madrasahs that need to be accredited, and there are still many madrasahs that are accredited but have yet to reach the minimum standards formulated in the 2020-2024 Islamic Education Strategic Plan. The results of school evaluations will significantly contribute to the accuracy of government policies in efforts to improve the quality of education in the future (Mukhtar et al., 2023). According to (Ula & Suwarno, 2023), the existence of accreditation has yet to be seriously used as a measure to improve the overall performance of madrasahs. Accreditation is more of a five-year routine for madrasahs whose accreditation period has expired. According to (Nasir, 2021), the current reality is that the implementation of accreditation is still not feasible because it still does not meet the criteria stated in the accreditation procedure and is still focused on formal education pathways, even though its implementation still experiences many obstacles due to the large number of discrepancies between the data obtained and the reality on the ground. There is often an agreement between the assessor and the party being accredited, so there needs to be public accountability.

Based on the results of a preliminary study at the research location, several problems were found regarding the implementation of the accreditation policy, including limited or insufficient human resources in the number of teachers at MAN Katingan, where the number of civil servant teachers was 15, which was not comparable to the number of students at MAN Katingan, which was 274 students. Preparation of documents that could be better organized. The physical evidence documents required for accreditation still need to be updated, and their existence needs to be clarified. The limited facilities and infrastructure do not correspond to the number of students at MAN Kotawaringin Timur. One example is the lack of laboratory availability, which is not comparable to MAN Kotawaringin Timur students, which number 1,072 students.

Meanwhile, the existing infrastructure at MAN Kapuas was inadequate for development because it concerns the availability of school land, so it is difficult for MAN Kapuas to develop the availability of infrastructure. Due to limited land conditions, the madrasah needs adequate fields, limited sports fields, and extra-curricular activities, which are also quite challenging to develop. MAN Kapuas has a

total number of students per academic year 2022-2023 of 889 students.

Apart from this, another problem that often occurs in the field is the implementation of accreditation, which needs to be by the principles of accreditation, which include being objective, fair, transparent and comprehensive using instruments and criteria that refer to National Education Standards. This was triggered by collaboration between assessors and educational institutions. So that the principles of fairness and transparency need to be implemented better. Even when filling out the accreditation instrument, there is still a lot of data that needs to match the reality that occurs in the field. As the author stated above, a lot of data is fictitious, and many infrastructures and infrastructure are made up.

Based on the problems described, this research aims to obtain information and analyze management planning, organizing, implementing, and evaluating problems, solutions and performance of madrasah accreditation in improving performance at MAN Katingan, MAN Kapuas and MAN Kotawaringin Timur.

2. Methodology

The research method used in the research is the case study method. The case study here is focused on efforts to study in more depth to obtain information and analyze the management of planning, organizing, implementing, and evaluating problems, solutions and performance of madrasah accreditation in improving performance at MAN Katingan, MAN Kapuas and MAN Kotawaringin Timur.

2.1. Data Collection Technique

Data collection was carried out in natural settings, primary data sources, and data collection techniques mainly were participant observation, in-depth interviews and (DeJaeghere, 2022) documentation. The use of data (after being processed and analyzed) is as an objective basis in the process of making decisions or policies to solve problems by decision-makers.

2.1.1. Interview

In contrast to in-depth interviews, directed interviews have areas for improvement. Namely, the atmosphere could be more lively because the researcher is tied to questions that have been prepared previously (Rahmatullah, 2021). It often happens that the interviewer or researcher pays more attention to the list of questions asked than to meeting the informant face to face so that the atmosphere feels stiff (Rumatiga et al., 2023). In this research, interviews were conducted with research subjects who

had been determined. The research subjects themselves are people who know and can provide information and descriptions to reveal data and information about accreditation management in improving the performance of MAN Katingan, MAN Kapuas and MAN Kotawaringin Timur. In collecting data using interview techniques, researchers took several informants and the things they would explore to complete the data for preparing this dissertation, including:

- 1) Madrasah Supervisor of the Ministry of Religion of Katingan, Kapuas and Pulang Pisau Regencies
- 2) Head of MAN Katingan, MAN Kapuas and MAN Kotawaringin Timur
- 3) Deputy Head of MAN Katingan, MAN Kapuas and MAN Kotawaringin Timur
- 4) Teachers at MAN Katingan, MAN Kapuas and MAN Kotawaringin Timur

Some of the information that researchers will extract from the research subjects is planning, organizing, implementing, and evaluating problems and solutions to accreditation management in improving the performance of MAN Katingan, MAN Kapuas and MAN Kotawaringin Timur. The research subjects determined are based on the subject's ability to know and understand the research focus and the data extracted. Some of the information that researchers will extract from the research subjects is planning, organizing, implementing, and evaluating problems and solutions to accreditation management in improving the performance of MAN Katingan, MAN Kapuas and MAN Kotawaringin Timur. The research subjects determined are based on the subject's ability to know and understand the research focus and the data extracted.

2.1.2. Observation

Observation is a data collection technique that is carried out through observations, accompanied by notes on the condition or behaviour of the target object (Khusnu et al., 2022). According to (Ismail & Khairiah, 2023), observation is the systematic observation and recording of the symptoms being studied. Observation techniques are the systematic observation and recording of the phenomena being investigated. Actual observations are not only limited to observations carried out either directly or indirectly (Azmi et al., 2022). The object of observation or observation in this research is the condition of MAN, including the availability of infrastructure, educational service support (UKS, BK Room, OSIM Room, Teacher Council Room, Teacher and Student Toilet, parking, yard, sports facilities and others).

2.1.3. Documentation

Many facts and data are stored in the material in the form of documentation. Most

available data is in letters, diaries, souvenirs, reports, artefacts, photos, etc. The main characteristic of this data is that it is not limited to space and time, so it allows researchers to find out about things that have happened in the past. In detail, documentary materials are divided into several types, namely autobiographies, personal letters, books or diaries, madrasa news, clippings, government documents in the form of policies, data on servers, and data stored on websites.

1) Daily documents

Personal documentation is a person's written record or composition about their actions, experiences and beliefs. This documentation aims to obtain an original point of view of real-life events. In this research, the documents extracted include training modules, teaching materials, daily documents regarding planning, organizing, implementing, evaluating problems and accreditation management solutions in improving the performance of MAN Katingan, MAN Kapuas and MAN Kotawaringin Timur.

2) Official document

Official documents provide a picture of activities and individual involvement in a particular community in a social setting. In this research, official documents were collected, namely skills program implementation policy rules, syllabus, curriculum, Learning Implementation Plans, assessment documents, alumni tracking data, and others related to planning, organizing, implementing, evaluating problems and accreditation management solutions in improving the performance of MAN Katingan, MAN Kapuas and MAN Kotawaringin Timur. Documentation techniques are used to obtain data that cannot be obtained using interview or observation techniques. The results obtained from documentation techniques are in the form of media used to improve madrasah performance, including learning documents, SKL documents, vision and mission documents, MAN strategic plans, educational administration, teaching journals, value lists, photos, drawings, charts, structures and notes. Obtained from research subjects.

2.2. Data Collection Instrument

Developing instruments is an essential step in the research procedure pattern ref). The instrument functions as a tool for collecting the necessary data. The form of the instrument is related to the data collection method in this research, interviews, the instrument of which is an interview guide. Observation method, the instrument is called check-list (Ikhwan & Yuniana, 2022). Preparing an instrument is compiling an evaluation tool because evaluating is obtaining data about something being

researched, and the results obtained can be measured using standards that the researcher has previously determined.

Table 1: (W) Interview, (O) Observation, (SD) Documentation Study

No	Research purposes	Research Indicators	Data source	Research Techniques		
				W	O	SD
1	Planning	a. Vision, mission, goals and strategies b. Madrasah strategic plan c. Madrasa Operational Plan d. Policy plan e. Madrasa SOP	a. Madrasah Supervisor Ministry of Religion b. MAN Head c. Deputy Chief of Staff MAN d. Teachers' Council	√	-	√
2	Organizing	a. Determination of HR b. Determination of Division of Work c. Creation of Organizational Structure d. Accreditation SOP	a. Madrasah Supervisor Ministry of Religion b. MAN Head c. Deputy Chief of Staff MAN d. Teachers' Council	√	-	√
3	Implementation	a. Preparation of EDM reports b. Preparation of Madrasah performance reports c. Field assessor	a. Madrasah Supervisor of the Ministry of Religion b. MAN Head c. Deputy Chief of Staff MAN d. Teachers' Council	√	√	√
4	Evaluation	a. External Audit b. Internal Audit	a. Madrasah Supervisor Ministry of Religion	√	√	√

			b. MAN Head c. Deputy Chief of Staff MAN d. Teachers' Council			
5	Problem	a. Human resource problems (teaching and educational staff) b. Infrastructure problems c. Problems with budget availability	a. Madrasah Supervisor of the Ministry of Religion b. MAN Head c. Deputy Chief of Staff MAN d. Teachers' Council	√	√	√
6	Solution	a. Human resource solutions (teaching and educational staff) b. Infrastructure solutions c. Budget availability solution	a. Madrasah Supervisor Ministry of Religion b. MAN Head c. Deputy Chief of Staff MAN d. Teachers' Council	√	√	√
7	MAN Performance	a. Leadership style and organizational environment b. Organizational culture c. Job design d. Motivational model e. HR Policy	a. Madrasah Supervisor Ministry of Religion b. MAN Head c. Deputy Chief of Staff MAN d. Teachers' Council	√	√	√

2.3. Location And Research Subjects

2.3.1. Research Sites

This research was carried out at MAN Katingan with the latest accreditation status B, MAN Kapuas accreditation status A and MAN Kotawaringin Timur with accreditation status A in the Central Kalimantan Province region.

2.4. Research Subject

Meanwhile, research subjects or research respondents were selected purposively. That is, the informants selected were people who had sufficient knowledge and experience related to the research problem. This is based on the opinions of Sugiyono (2017:2015) and Moleong (2017:242). As informants, they are assumed to have the critical information needed. The key informants in this research are:

- 1) Madrasah Supervisor Ministry of Religion District. Katingan, Kab. Kapuas and Kotawaringin Timur.
- 2) Head of MAN Katingan, MAN Kapuas and MAN Kotawaringin Timur
- 3) Deputy Head of MAN Katingan, MAN Kapuas and MAN Kotawaringin Timur.
- 4) Teachers' Council of MAN Katingan, MAN Kapuas and MAN Kotawaringin Timur.

2.5. Research Steps

The steps for this dissertation research are observation or observation. The researcher observes every activity that occurs at the research location. Second, qualitative interviews; third, collection of documents in audio and visual recordings. The stages passed in the research are as follows:

2.6. Research Preparation

Activities carried out at this stage include::

- 1) Selection of topics and problems to be researched.
- 2) Conduct an assessment of the location and research subjects to obtain initial data so as to obtain a complete and clear picture of the problem being studied.
- 3) Conduct in-depth reading material or study literature related to the research problem.
- 4) Preparation of research design along with data collection grid and interview guidelines, observation guidelines and document study guidelines.
- 5) Apply for a research permit to the competent authorities, including submitting a request for research recommendations to the Head of the Regional Office of the Ministry of Religion, Central Kalimantan Province, to the Head of the Office of the Ministry of Religion, Katingan Regency, Kapuas Regency and Pulang Pisau

Regency, submitting a research permit to the Head of MAN Katingan, MAN Kapuas and MAN Kotawaringin Timur.

2.7. Research Implementation

There are three stages in this research, namely the orientation or problem study stage, the exploration or research implementation stage and the member check stage. Overall, these activities are:

- 1) Conduct preliminary discussions with the head of the madrasah who will be used as the research subject.
- 2) Carrying out intensive data collection activities through interviews, observation and documentation studies.
- 3) During the research, data analysis activities were also carried out as outlined in field data transcripts, triangulation by clearly expressing the data obtained back to other data sources and asking for comments on the same matter in order to obtain a more reliable level of trust and member check.
- 4) To confirm or check the correctness of the field notes that have been analyzed to the source.

Describe and analyze field data in substance by referring to the results of literature studies and studying field reports

3. Results And Discussion

3.1. MAN Katingan

3.2. Madrasah Accreditation Planning In Improving Performance At MAN Katingan.

Based on the results of interviews and document studies, the planning of the vision, mission, goals and strategies was determined through joint meetings involving the head of the madrasah, teaching and education staff, as well as the Madrasah committee and the results were contained in the MAN Katingan profile. The madrasah strategic plan is designed to achieve the vision and mission as well as the goals of the madrasah by making the activities carried out by the Madrasah run in synergy between these ideals through a strategic plan for developing educational quality. Madrasah operational plans are designed through the results of Madrasah Operational Development Team meetings, which are adjusted to the technical guidelines submitted by the Director General of Education while continuing to analyze madrasah developments. By analyzing the basic needs of madrasahs and the needs in madrasah development. Madrasah operational plans are prepared together, including making a Madrasah Work Plan (RKM) and a Budget Plan involving the

Madrasah Committee. The Madrasah Policy Plan was designed with the teacher council and all Madrasah components through the results of the Madrasah Operational Development Team meeting by the Technical Guidelines submitted by the Director General of Education while continuing to analyze Madrasah development by analyzing the basic needs of madrasahs and the needs in madrasah development. Officers appointed by the madrasah design Madrasah SOPs. The SOP was designed jointly by members of the madrasah service unit by studying the applicable regulations regarding madrasahs in the technical guidelines and then adapting them to the conditions of the madrasah. Implementation of SOP based on Accreditation POS, which includes activities for filling out accreditation adequacy instruments at MAN. Apart from that, the supervisor also explains each point in the 8 standards. Second, carry out a checklist on the accreditation instrument provided by the supervisor. Madrasahs must complete the accreditation instrument the supervisor gave by providing a check mark or checklist. The checklist must be filled in at each point of the 8 standards. The tick mark is given according to the target the school wants to achieve, namely having an A grade and must be based on the results of the assessment or School Self-Evaluation (EDS).

3.3. Organizing Madrasah Accreditation To Improve Performance At MAN Katingan.

Organizing madrasah accreditation requires careful planning and coordination so all parties can contribute effectively. With good preparation, madrasahs will be better prepared to face the accreditation process and improve the quality of education provided. Based on the results of interviews and document studies for Determining Madrasah Human Resources, a plan for determining human resources must first be made so that it is in accordance with their respective duties and functions. Determining human resources in madrasahs is done by analyzing the institution's needs for teaching staff by providing information about the HR needs by the required job formation to the parties involved. The authority, in this case, is the district ministry of religion, which informs the public about this and carries out the acceptance and selection process based on the qualifications required. Determining the division of work for madrasah accreditation is done by forming a committee for the eight standards determined through a meeting of teaching and education staff. Then, the committee works with the group and maintains synergy between members. The distribution of tasks is carried out randomly but still considers personal capacity. Forming an accreditation committee begins with appointing the committee's chairman, usually the Deputy Head of the Madrasah for Curriculum, as a leader, then making a list of names according to the structure of those responsible for the position. Appointments and placements are based on the abilities and experience of teachers who are used to preparing for accreditation, as well as involving inexperienced

teachers to provide experience. Determination of the Madrasah organizational structure includes Chairman, Secretary, Coordinator, and Members. Arranged based on the planned committee structure. The organization of madrasa accreditation at MAN is carried out by dividing the main tasks and functions according to the eight SNPs and preparing a special place to store all complementary documents for accreditation in the form of MAP. This makes it easier to organize the madrasa accreditation program in preparation for madrasa accreditation. To prepare for accreditation, tasks have now been divided according to the new SNP, namely, 4 competency standards in the accreditation instrument.

3.4. Implementation Of Madrasa Accreditation In Improving Performance At MAN Katingan.

Implementing accreditation is a process that involves cooperation and coordination across educational institutions or programs. Where the steps for implementing accreditation are expected to have implications for improving the quality of madrasas. With good implementation, educational institutions or programs can successfully obtain or maintain accreditation, which is recognition of the quality of education they provide. Based on the results of interviews, observations and document studies designed by observing and studying the condition of the madrasah and carrying out evaluations for further improvement and development of the madrasah by observing, studying and analyzing the expected targets of the madrasah and the madrasah's achievements and then evaluating. Madrasah performance reports are prepared periodically every year. Prepared according to the assessment instrument with complete reporting documents for each implementation of the madrasa activity program. Madrasah Field Assessments are carried out by assessors according to a set schedule to obtain valid data according to the instrument through observations and interviews at the madrasah. The field assessment is carried out online at registration on the official accreditation page, accompanied by filling in the DIA and uploading the requested files and a direct visit will be carried out by the Assessor TEAM after filling in the DIA. Evaluation results can also be used as a tool for continuous improvement and development of madrasas.

3.5. The Problem Of Madrasah Accreditation In Improving Performance At MAN Katingan.

Problems in madrasa accreditation: it is essential to have careful planning, commitment from all stakeholders, and joint efforts to meet accreditation standards. Support from the government, accreditation bodies and local communities can also help overcome various human resource problems (teaching and educational staff) in improving the quality of madrasah performance, namely the lack of teaching staff so

that 1 teacher must hold two or more subjects. Apart from that, the mismatch between the educational qualifications of teaching staff and the subjects taught is also one of the factors that causes problems in improving the quality of madrasah performance. Another problem is that the facilities and infrastructure at MAN cannot fully support the learning process, including not having a science laboratory that meets standards. This is illustrated by the results of observations of the facilities and infrastructure owned by the madrasah. Limited budget and limited POS for constructing facilities and infrastructure so that development by accreditation standards is hampered by implementation. Limited budget and limited specific posts which can only be used for reportable funding.

3.6. Solution To Accreditation Problems In Improving Performance At MAN Katingan.

Solutions to madrasah accreditation problems will vary depending on the situation of each Madrasah and the challenges they face. What is essential is to have commitment and awareness to continue to improve the quality of education and ensure that all parties are involved in these efforts. Based on the results of interviews, observations and document studies, Human Resources Solutions (educators and education staff) ensure that educators and education staff frequently attend training. Empowering the existing budget to fulfil infrastructure needs and empower community self-help within the relevant committees related to infrastructure and infrastructure needed by madrasahs. Empowering the existing budget to fulfil infrastructure needs and empower community self-help within the relevant committees related to infrastructure and infrastructure needed by madrasahs. Striving to manage the budget as optimally as possible, carrying out an inventory of Madrasah needs selectively using a priority scale. As well as trying to manage the budget as wisely as possible to meet needs related to improving Madrasah's performance.

3.7. MAN Katingan Performance

Performance of Madrasah Aliyah Negeri (MAN) Katingan factors influencing performance in accreditation. This influence contributes significantly to improving the performance of MAN Katingan, and the numbers vary. In madrasahs, leaders can apply a leadership style that promotes the active participation of staff, teachers, students, and the community in decision-making. This creates a democratic and collaborative environment. Based on the results of interviews, the head of the madrasah rarely accepts criticism and carries out suggestions given by the supervisor. Sometimes, for some issues, the decision-making does not involve the relevant parties. In meetings and decision-making, teachers are rarely involved but only entrusted to the deputy head of the madrasa; in terms of preparing plans, teachers are also rarely involved.

Regarding preparing madrasah program plans, rarely involved components located in the madrasah. Madrasah organizational culture refers to the values, norms, beliefs, practices, and behavior that define how work and interactions within the madrasah are based on interview results. Organizational Culture is running well, but several things need to be improved because there still needs more awareness. Teaching and educational staff in carrying out discipline and leadership in Madrasah rarely take the initiative to evaluate the rules, which are considered good enough, but there are still many violations. There are still students who still need high discipline in relationships, attendance, and lessons. The job design at the madrasah was made with the madrasah head, deputy madrasah heads, and the teacher council, considering educational needs in managing MAN Katingan. There are still several things to improve. Among them are elements that still need improvement in understanding Madrasah management to achieve good performance. So, the work design needs to run according to the vision and mission carried out by the madrasah. For example, the madrasah head is not optimal in supervising the administrative staff, so the implementation of archiving, document management, and scheduling still needs to be better organized. Teachers must be more creative in creating an exciting and comfortable learning atmosphere. This is indicated by the fact that the classroom atmosphere needs to be more conducive, so the work design still seems unable to be shown optimally. Due to the lack of facilities and infrastructure, teachers tend to teach and create learning tools conventionally, and students need more support and understanding of teaching materials.

4. MAN Kapuas

4.1. Madrasah Accreditation Planning In Improving The Performance Of Man Kapuas

Accreditation planning is the process of planning and preparing an educational institution or program to participate in the evaluation and accreditation process carried out by an authorized accreditation body. Based on the results of interviews and document studies, the vision, mission, goals, and strategies of Madrasah Aliyah Negeri (MAN) Kapuas were determined through the Vision and Mission Meeting and Evaluation, Teacher Council, and TU Meetings. Through evaluation of the vision and mission and meetings of all components in the madrasah. Each person can interpret it differently, leading to disputes in its implementation. When replacing a madrasah leader, the new madrasah head often gives a different interpretation from the previous madrasah head. The vision and mission that has been prepared have yet to be optimally accompanied by formulating vision and mission indicators. In formulating the mission of the madrasah, the main tasks of the madrasah and interest groups related to the madrasah are considered. The Madrasah Strategic Plan is designed and

adapted to the vision and mission of MAN Kapuas. The madrasah strategic plan involves all components, such as Kamad, the Deputy Head of the Madrasah, Teachers, and Education Personnel. Adapted to the vision and mission as well as the goals and strategies of the Meeting madrasah. The Madrasa Operational Plan is adjusted to the strategic plan by following existing SNP guidelines and is managed through the Teacher Council, TU, and TIM meetings. Madrasah Work Plan involving the participation of stakeholders such as the Madrasah Principal, teachers, employees, parents, guardians, and the community.

4.2. Organizing Madrasah Accreditation To Improve Performance At MAN Kapuas.

Madrasah organizers need careful coordination so that all parties involved can contribute effectively. Based on the results of interviews and study of madrasah documents, it is determined through evaluation of formation and analysis of existing positions in the Madrasah. This is done by assessing employee performance targets (SKP) and Teacher Performance Assessments (PKG) based on each area of expertise. So far, Madrasah Aliyah Negeri (MAN) has attempted to improve the abilities of teachers and administrative staff by Involving teachers or staff in appropriate training. Determination of the division of work for accreditation in Madrasahs is carried out through meetings and according to the results of performance assessments. The division of tasks is carried out professionally by the abilities and fields that handle accreditation. The organizational structure is divided according to the areas of madrasa accreditation assessment. Existing regulations make it by guiding regulations from both ministries and institutional ministries that deal with education according to their respective areas of duty. Usually, before the implementation of accreditation, the Madrasah makes preparations for accreditation. Standard Operating Procedures (SOP) are used as guidelines for MAN accreditation. By the BAN SP SOP, Clear Regulations are always guided by the Accreditation POS issued by BAN-S/M Eight standards. Standard operational procedures and organization of accreditation Accreditation Committee Structure, including Accreditation Supervisor, Person Responsible for Accreditation (Head of Madrasah), Chair of the Accreditation Committee, Secretary, Treasurer, and Madrasah Operator (Sispena officer). Person Responsible for 8 Competency Standards according to the Accreditation Instrument, namely: Content Standards, Process Standards, Graduation Standards, Educator and Education Personnel Standards (GTK), Facilities and Infrastructure (Sarpras), Management Standards, Financing Standards, Management Standards.

4.3. Implementation Of Madrasah Accreditation In Improving Performance At MAN Kapuas.

Implementing accreditation is a process that involves cooperation and coordination across educational institutions or programs. With exemplary implementation, educational institutions or programs can successfully obtain or maintain the accreditation given through the preparation of Madrasah self-evaluation reports designed and evaluated by the vision and mission, involving the Head of Madrasah, Deputy Head of Madrasah, Teachers, and Administration through evaluation of previous year's activities and Teacher Meetings. The aim of preparing the EDM is: 1) Knowing the level of performance achievement/quality map of madrasahs. 2). Knowing the strengths, weaknesses, and challenges of the madrasah. 3.) Recognize opportunities to improve the quality of education, assess success, and adjust existing programs. 4). Know the types of needs needed for quality improvement. 5). Identify priority programs/activities to improve madrasah performance. 6). Form of accountability to stakeholders. 7) input material for preparing the strategic plan/RPJM/RKM. 8) Materials for preparing RKAM. 9). Input material for planning activity programs at district/city, provincial, and central levels. Preparation of madrasah performance reports is carried out through meetings and evaluation of strategic plans achieved through meetings of the madrasah, deputy head of the madrasah, and teachers. Based on the SIEKA report. The purpose of preparing the Performance Report is as a form of realizing MAN's commitment and responsibility for reporting performance during the period 2022 Quarter II, performance evaluation, and as consideration or basis for planning and preparing work programs and improving performance for the coming year, so that MAN's performance is expected to be optimized both qualitatively and quantitatively. This Performance Report contains the Performance Agreement outlined in 2022. Field assessments are carried out through MAN performance evaluations by Madrasah Supervisors. Supervisors only monitor/coach. Through performance assessment by the madrasa supervisor.

4.4. Evaluation Of Madrasa Accreditation In Improving Performance At MAN Kapuas.

Madrasah accreditation evaluation is a critical process to ensure that the educational institution provides quality education and meets the standards set by the authorities. Based on the results of interviews, observations, and studies of External Audit documents carried out by assessors through visitation activities scheduled by badan akreditasi nasional (BAN) sekolah/madrasah (SM). Assessment by assessors is based on the suitability between physical document instruments and documents uploaded via the DIA application. The Madrasah Supervisor also carries it out. Carried out offline using an Android cellphone and Fortopolio. Internal audits are carried out at MAN through meetings with committee administrators, through meetings with madrasah committee administrators regarding reports where there is information that they have never carried out internal audits but only on coaching as described from the

results of the Madrasah Self Evaluation Data (EDM) documentation study.

4.5. The Problem Of Madrasa Accreditation In Improving Performance At MAN Kapuas.

Problems in madrasah accreditation, it is important to have careful planning, commitment from all stakeholders, and joint efforts to meet accreditation standards. Support from the government, accreditation bodies and local communities can also help in overcoming various problems from the human resource aspect (teaching and education staff) in improving the quality of madrasah performance, as can be seen from the lack of interest in teachers taking part in PKB, there are still teachers whose educational background does not match in carrying out tasks and infrastructure constraints. Problems from the infrastructure aspect faced by MAN include inadequate RKB, inadequate laboratories due to a lack of facilities, and some infrastructure that is not suitable for its intended purpose. Lack of funds to fulfill infrastructure, lack of classrooms, lab equipment and limited land, this is illustrated by observations of the facilities and infrastructure owned by madrasahs. The financing problems from the budget or financing aspect that MAN faces in implementing accreditation are the lack of budget provided by the government and there is no plan in the budget for accreditation, there is still a lack of budget support from the ministry to facilitate improvements in supporting components for accreditation.

4.6. Solution To Accreditation Problems In Improving Performance At MAN Kapuas.

Solutions to madrasah accreditation problems will vary depending on the situation of each madrasah and the challenges they face. What is important is to have commitment and awareness to continue to improve the quality of education and ensure that all parties are involved in these efforts. The solution to human resource problems (teaching and educational staff) is to empower and send human resources to participate in training. Implement technical guidance and encourage teachers to take part in training outside the madrasah. Madrasah leaders strive to empower teachers more intensely by inspiring teachers to empower themselves, encouraging teacher participation in various educational and teaching activities, encouraging the growth of innovation among teachers, providing the widest access to information to teachers through information facilitation, and encouraging teachers to have accountability. high level, creating a conducive school organizational climate that allows teacher potential to grow and develop optimally, providing strengthening of teacher competence, providing optimal protection to teachers, providing full support to teachers so that they can actualize their competence optimally, and maintaining teachers in conducive conditions and comfortable. The solution from the aspect of

improving MAN's infrastructure in carrying out accreditation is to use it as efficiently as possible to facilitate the teaching and learning process. Adding infrastructure and infrastructure through regional government assistance, improving and maximizing existing infrastructure. To obtain quality facilities and infrastructure, management and strategies needed to be implemented in managing facilities and infrastructure at MAN. Apart from a good strategy, human resources who are competent in their field are also needed. When managing facilities and infrastructure, management standards and basic principles in managing facilities and infrastructure must also be taken into account. With the existence of a strategy for managing madrasa facilities and infrastructure, it can be hoped that the educational process will be smoother so that the educational goals and objectives of the madrasa can be achieved. Solutions to financing aspects in improving MAN's performance empower committees and entrepreneurship in Madrasahs, such as empowering committee assistance funds and assistance funds from outside ministries, requesting assistance from the Regional Government and Madrasah Committees. Ideally, in preparing a Madrasah Budget Plan, activities are carried out, namely: (1) preparing a Cost Plan. (2) calculate cost and funding plans. (3) adapting the Cost Plan to Funding sources and. (4) preparing a Madrasah Activity Plan and Budget (RKAM).

4.7. MAN Kapuas Performance

The performance of Madrasah Aliyah Negeri (MAN) Kapuas is relatively significant, where the factors that influence MAN's performance are very few and small in influencing the performance of MAN Kapuas. The transformational leadership style applied by the head of MAN Kapuas is very much needed and a good organizational environment is very necessary in improving MAN's performance, by always trying to provide opportunities for the wakmad and trusted people to manage and run the madrasa according to their duties and functions, so that they can help and work together in improve MAN performance. In making policies, always invite parents and the surrounding environment through meetings so that the organizational environment has a big influence in making decisions made by the madrasah head to improve madrasah performance. Organizational culture in improving MAN performance must always be maintained and accustomed to continuously so that it can filter out bad culture that will enter the madrasah based on interviews with the madrasah. Always familiarize everyone in the madrasah environment to comply with written and verbal norms and rules from the results mutual agreement to create a madrasah environment that matches the vision and goals of the madrasah. All parties within the madrasa environment accustom students, teachers and TU to attend on time, greet and say hello to each other, and instill high motivation in achieving the vision, mission and goals of the madrasa. Job design in improving MAN performance should be designed by considering the quality and quantity of existing human

resources based on interviews. Job design is left entirely to teachers and education staff to improvise in developing learning models using the suggestions and infrastructure available in the madrasah. So that job design can improve MAN's performance, each job is handed over to a competent teacher or TU.

5. MAN Kotawaringin Timur

5.1. Madrasah Accreditation Planning In Improving Performance At MAN Kotawaringin Timur

Planning the vision and mission of a madrasah is an important first step in developing the long-term direction and goals of the madrasah. The madrasah vision and mission will be a guide for the entire educational community, including madrasah principals, teachers, students and parents, in developing goals and policies. Based on the results of interviews and document studies in determining the vision, mission, goals and strategies usually at the beginning of the school year by forming a Curriculum Development team and the results of the team are conveyed to all existing stakeholders to be determined jointly. Madrasah strategic plans are usually designed at the beginning of the learning year of the Madrasah Head together with the Curriculum Development Team, Madrasah Committee and all madrasah residents. The Madrasah Operational Plan is designed in accordance with the vision, mission and objectives of the madrasah which were created as guidelines for the five madrasahs. next year as a reference for making policies. Madrasah Standard Operations and Procedures (SOPs) are designed by the madrasah principal at the beginning of the school year together with the curriculum development team, madrasah committee and all madrasah residents as a document containing organizational work procedures.

5.2. Organizing Madrasa Accreditation To Improve Performance At Man Kotawaringin Timur

Based on the results of interviews, observations and document studies, the head of the madrasah places human resources in accordance with their scientific disciplines and abilities as well as input from various parties. The madrasah head determines the division of tasks in accreditation by forming an accreditation team with the appointment of several teachers to collect accreditation documents and ask for input from various parties. MAN's educational staff and education staff, both civil servants and private employees, are provided with a vehicle for the coaching and development process. The organizational structure for MAN Kotim accreditation is in the form of a Decree (SK) from the Madrasah Accreditation Team, and is made continuous every year. The accreditation team is determined by a decision letter. The team consists of 8

sections in accordance with the 8 standards set by BNSP Schools/Madrasahs. each team consists of 4-5 members, prepares a work plan, divides work, determines the time for carrying out activities and conducts regular evaluations. Standard Operating Procedures (S.O.P) which are used as guidelines in MAN accreditation are based on regulations issued by BAN S/M Schools/Madrasahs on more substantive quality fulfillment. IASP-2020 was developed by focusing on assessment on 4 (four) assessment components, namely: 1. Quality of Graduates, 2. Learning Process, 3. Quality of Teachers 4. School/Madrasah Management. Madrasah accreditation results can be used as evaluation material. The purpose of evaluation is to see whether the planned program has been achieved or not, is valuable or not, and whether it is efficient in its implementation. Evaluation of the quality of an educational unit is an important thing that must be carried out by the educational unit itself, educational providers and external parties.

5.3. Implementation Of Madrasa Accreditation In Improving Performance At MAN Kotawaringin Timur

Implementing accreditation is a process that involves cooperation and coordination across educational institutions or programs. With good implementation, educational institutions or programs can successfully obtain or maintain accreditation, which is recognition of the quality of education they provide. Based on the results of interviews, observations and document studies, the preparation of the madrasah self-evaluation report was designed by the Head of the Madrasah together with related parties. Every madrasah is required to prepare and submit the 2021 EDM and 2022 RKAM. The technical preparation and delivery are divided into three madrasah groups. Namely for madrasahs that have participated in EDM and e-RKAM technical guidance, madrasahs that have not participated in technical guidance but have a BOS Portal account, as well as madrasahs that have not received technical guidance and do not have an account on the BOS Portal. The preparation of the madrasah self-evaluation report is designed by the Head of the Madrasah together with related parties. This performance reporting is also related to EDM, where EDM or Madrasah Self-Evaluation is a strategic instrument that can be used by each madrasah education unit to determine the objective conditions of madrasah strengths and weaknesses in the context of achieving educational quality standards. Meanwhile RKAM or Madrasah Work Plan and Budget is the planning of madrasah activities and financial management in one year. The RKAM preparation is based on the previous year's EDM. Both EDM and RKAM are now one of the conditions for disbursing BOS for madrasahs.

5.4. Evaluation Of Madrasa Accreditation In Improving Performance At MAN Kotawaringin Timur

Madrasah accreditation evaluation is a very important process to ensure that the educational institution provides quality education and meets the standards set by the authorities. The evaluation results can also be used as a tool for continuous improvement and development for madrasahs. Based on the results of interviews, observations and document studies, external audits were carried out by assessors through visitation activities that had been scheduled by BAN SM. Audits were carried out by external auditors to verify the accuracy of the financial reports. This audit was carried out in depth on several aspects of the audit carried out in accordance with applicable audit standards with the final result being the examiner's opinion on the financial reports. The Internal Audit of MAN Kotim was carried out by Kamad, as well as the Regency and Provincial Ministry of Religion. Internal audits are carried out to ensure that the various documents and equipment produced comply with quality management principles. The madrasa internal auditor team carefully checks various documents held by the auditee. Auditees in this internal audit range from principals, deputy principals, teachers, to TU. After examining and reviewing documents and collecting evidence of the implementation of the management system by conducting interviews with the madrasah.

5.5. The Problem Of Madrasa Accreditation In Improving Performance At MAN Kotawaringin Timur

Problems in madrasa accreditation, it is important to have careful planning, commitment from all stakeholders, and joint efforts to meet accreditation standards. Support from the government, accreditation bodies and local communities can also help in overcoming various problems. Based on the results of interviews, observations and document studies, there are still some teachers who do not meet their academic qualifications for the subjects taught. Infrastructure. The problem from the infrastructure aspect faced by MAN Kotim is the completeness of the science and language laboratories. Currently, there are no budget or financing obstacles facing MAN in implementing accreditation. There are many problems faced by educational institutions related to financing, starting from limited funding sources, inappropriate financing and budget cuts carried out by the government which is still focused on the infrastructure sector and the implementation of regional autonomy, the authority for education management to change financing patterns in the education sector. The limited budget that exists in work units in Madrasahs is a serious problem in the midst of ensuring that existing financing in Madrasahs can be met and fulfilled.

5.6. Solution To Accreditation Problems In Improving Performance At Man Kotawaringin Timur

Solutions to madrasah accreditation problems will vary depending on the situation of each madrasah and the challenges they face. What is important is to have commitment and awareness to continue to improve the quality of education and ensure that all parties are involved in these efforts. Based on the results of interviews, observations and document studies, the Ministry of Religion needs to pay attention to madrasahs which are currently still experiencing a shortage of teachers and educational staff, including MAN Kotim. Madrasah parties can make efforts to provide training and assistance to teachers and madrasahs to help optimize learning in class. This training is provided for teaching staff in facing the challenges of the world of education. The solution to the aspect of improving MAN Kotim's infrastructure in carrying out accreditation is that the facilities and infrastructure that are still lacking can be equipped and improved further. Not all madrasahs can provide the facilities and infrastructure as expected. It is necessary to identify the school to find out the real condition of the availability of the infrastructure they have.

5.7. Performance Of MAN Kotawaringin Timur

Madrasah Aliyah is one of the institutions that plays an important role in preparing intelligent and comprehensive human resources in the future. To prepare for this, a madrasa head is needed who has a strong personality and strong managerial competence based on interviews. Madrasah heads have a democratic and transformational character and often provide a clear vision, promote innovation, and create a culture where all stakeholders in the madrasa feel motivated to learn and develop. The madrasah environment really supports learning, involvement and growth by involving effective communication, appreciation for achievements, as well as respect and attention to the needs of all administrators in the madrasah. Decision making in implementing policies in the Madrasah always involves teachers and staff, so as to accommodate proposals from stakeholders and involving teachers in planning activities at the madrasah, trying to facilitate teachers in change, so that there is no jealousy that forms groups that are always antipathetic to madrasah policies. A democratic and participatory organizational culture continues to be used to improve MAN's performance. Reflected through joint activities between education providers and students involving the students' parents. This can be seen from the implementation of the norms and good habits at the madrasah which are implemented by students outside the madrasah environment and can be seen from the interactions between Educators, Education Personnel, Students and the Community outside the madrasah. The work is designed by taking into account the availability and capabilities of human resources as well as facilities and infrastructure in madrasahs based on daily interviews. Teachers and education staff always try to develop themselves through either online media or organizers from the Ministry of Religion. Students are given access to additional knowledge from online media. With

the availability of supporting infrastructure funds. In terms of job design, there are still shortcomings where there are several teachers and education staff who have not been able to utilize the technological facilities that are available. But there are still teachers who in the teaching process do not use these technologies and facilities.

6. Discussion

6.1. Madrasah Accreditation Planning In Improving Performance At MAN Katingan, MAN Kapuas And MAN Kotawaringin Timur

Madrasah heads in an effort to improve institutional performance of course have a lot to prepare, including planning the vision and mission as well as the goals of the madrasah. Good planning can be achieved by considering future conditions. The various responsibilities in planning depend on the magnitude of the organization's goals and the manager's specific functions or activities. The planning function includes activities in determining the current state of the organization, environmental surveys, determining goals, forecasting future conditions, carrying out actions and sources of direction, considering proposed actions, and always communicating during the planning process.

The plans prepared by the Madrasah Head include: 1) Improving discipline, 2). Improving teacher professionalism as educators. 3) Adding programs and agendas related to madrasa goals. 4). Complete/add facilities and infrastructure. 5). Establishing relationships/collaboration with parents of students with the aim of increasing student success.

6.2. Organizing Madrasa Accreditation To Improve Performance At MAN Katingan, MAN Kapuas And MAN Kotawaringin Timur

Organizing is the process of preparing an organizational structure in accordance with the organization's goals, the resources it has, and the environment that surrounds it. There are two main aspects of preparing an organizational structure, namely departmentation and division of work. Departmentation is the grouping of work activities in an organization so that similar and related activities can be carried out together. This appears in the formal structure of an organization, and is visible or shown by an organizational chart. Meanwhile, division of labor is a breakdown of work tasks so that each individual in the organization is responsible for carrying out a limited set of activities. The organizing function is carried out by placing people according to their capacity, as well as indicating the main tasks and functions of each existing activity. The implementation function is to carry out the plans that have been prepared, then supervise the plans and carry out maintenance so that the facilities and

infrastructure are always in good condition as well as teaching and education staff by providing awards in the form of wages and other bonuses. Based on the description of the discussion regarding the organization of accreditation, the three MANs have well prepared the MAN accreditation team established by the MAN Head's Decree. Organizing indicators have been implemented by adjusting the conditions and circumstances of MAN, so that the three MANs do not fully implement the organizing principles from the opinion of management experts, but overall it has been seen that there is a division of tasks, the determination of people in carrying out MAN accreditation tasks.

6.3. Implementation Of Madrasa Accreditation To Improve Performance At MAN Katingan, MAN Kapuas And MAN Kotawaringin Timur

Implementation is a step to realize whether or not the goals that have been set in planning and organizing are achieved, namely the implementation of activities or implementation. Implementation of activities is an action carried out based on planning and organizational structure. Implementation is largely determined by the extent to which the company's human resources or workforce that has been selected and determined to show the best performance. As a management function, implementation is carried out by madrasah personnel, namely the head of the madrasah, teaching and education staff in improving educational performance in the madrasah. This indicates that the leader, namely the madrasah head, influences his subordinates to achieve the goal, namely mandrasah management in an effort to achieve madrasah quality. Based on the description of the implementation of the third accreditation, MAN seeks to improve and maintain MAN's accreditation status. Education is the key to the success of a nation so education through formal channels needs to be improved. Implementing school accreditation is a way to monitor efforts to improve quality. Anticipating rapid changes and increasingly large and complex challenges, educational institutions must make every effort to increase the competitiveness of graduates and other academic products. The provision of formal education must be managed professionally by professional people in order to achieve high quality education.

6.4. Evaluation of madrasa accreditation in improving performance at MAN Katingan, MAN Kapuas and MAN Kotawaringin Timur

Evaluation (Controlling) as a process to ensure that organizational and management goals are achieved. This understanding shows that there is a close relationship between planning and supervision, because it can be said that the plan is a standard or monitoring tool for ongoing work. Monitoring means that managers attempt to ensure that the organization moves toward its goals. If a certain part of the

organization is on the wrong path, the manager tries to find the cause of the error and then correct or straighten it to the right path. In this process, educational institutions will be evaluated based on certain standards that have been set by the accreditation body. If the educational institution has met these standards, the educational institution will be accredited and declared to have good educational quality; 2) With school accreditation, educational institutions will become more directed and focused in efforts to improve the quality of education provided. Evaluations carried out by accreditation bodies will provide useful feedback for educational institutions to make improvements and developments in terms of education quality; 3) Evaluations carried out by accreditation bodies are not only focused on educational institutions as a whole, but also on the competence of teachers and teaching staff within them.

The conclusion from the discussion about accreditation evaluation in improving MAN performance is that the importance of accreditation evaluation aims to provide guarantees that work is carried out according to plan, by checking the activities carried out, recording progress in accordance with the plan that has been formulated by the three MANs, strengths and problems that arise and make adjustments to the changes that continue to occur in the accreditation activity environment. Meanwhile, the importance of evaluation includes showing the success or failure of assessment and/or dissemination, showing where and how changes need to be made, showing how strengths or potential can be improved, providing information for planning and decision making and helping to see the context more closely. extent and implications for assessment or dissemination performance that can be followed up by MAN.

6.5. The problem of madrasa accreditation in improving performance at MAN Katingan, MAN Kapuas and MAN Kotawaringin Timur

There are many processes or stages in implementing accreditation, as well as how many documents or physical evidence must be prepared, so managing accreditation well is very important, long before the implementation of accreditation itself so that the preparation is much better prepared so that the documents or physical evidence provided do not tend to be manipulated. Problems that often occur include preparations carried out by schools in a hurry, insufficient physical evidence, incomplete accreditation guidelines, schools/madrasahs not having time to carry out self-evaluations and lack of coordination and communication between individuals and teams. In the accreditation process, educational units certainly experience obstacles, the most common thing that occurs is manipulating documents/evidence that activities are not carried out, so that this does not happen, of course educational institutions in the learning process must create a learning process that is in accordance with accreditation standards.

6.6. Solutions To Accreditation Problems In Improving Performance At MAN Katingan, MAN Kapuas And MAN Kotawaringin Timur

After accreditation is carried out, the educational unit must have follow-up as a form of response to the accreditation process in the context of developing the educational institution. In order to achieve good accreditation, educational units must coordinate, communicate and cooperate with all educational unit stakeholders towards the accreditation objectives to be achieved. Accreditation is one of the educational units' efforts/steps to improve the quality of their education. Because with the accreditation of educational units, educational units will continue to strive to develop educational programs or educational services that are oriented towards improving the quality of education which in the end will create educational units that have educational quality that meets standards and will create quality human resources. nationally, and improving the performance of the school/madrasah itself. With school accreditation, educational institutions will feel more confident in providing education to their students. Accredited educational institutions feel confident that they have met the standards set by the accreditation body and have good quality education. This will of course motivate educational institutions to continue to improve the quality of education provided.

The benefits for teachers, the results of accreditation are an encouragement to always improve themselves and work hard in providing the best service for students in order to maintain and improve the quality of schools/madrasahs. Morally, teachers are happy to work in schools/madrasahs that are recognized as quality schools/madrasahs. The benefits for the community and especially parents of students, the results of accreditation are expected to provide accurate information about the educational services provided by each school/madrasah, so that consciously and responsibly the community and especially parents can make the right decisions and choices regarding their children's education according to their needs and needs. his abilities.

6.7. Performance Of MAN Katingan, MAN Kapuas And MAN Kotawaringin Timur

The leadership of the madrasah head is an important part that determines the failure and success of the madrasah in achieving its goals. The success of the madrasa head in carrying out his leadership is able to mobilize all human resources in the madrasa to improve the performance of educational institutions to achieve the stated goals. The success of improving the performance of educators and education staff, without ignoring other components such as facilities, infrastructure and finances, is closely related to the implementation of superior education (The madrasa head is one of the educational staff whose position is crucial for improving teacher performance and the

quality of education in madrasas. The school principal occupies a central position in Islamic educational institutions. His role, duties and responsibilities are very important and absolute and have a big impact on his members, including students and the progress of the educational institution he leads. Madrasah leaders are also required to organize and manage the educational programs planned in the institution. As well as coaching or what is called supervisory support which needs to be carried out optimally, both in terms of aspects, facilities and infrastructure, administration, curriculum, employment, teaching staff and educational staff, or the education sector. By definition, principals of schools and Islamic educational institutions have interrelated meanings, both contain essential meaning and cannot be separated from each other.

7. Conclusion

Accreditation management in improving MAN curriculum performance is implemented based on the Standard Operating Procedures (POS) for implementing School/Madrasah Accreditation which have been determined by BAN S/M, however there is still a mismatch between POS accreditation and implementation at the madrasah level so that accreditation management has not touched upon improving MAN performance. Specifically, the conclusions from this research are as follows (1) Accreditation planning at the MA level is carried out by referring to planning principles and guided by the provisions of the Decree of the Chairman of the National School/Madrasah Accreditation Board Number: 113 of 2022 concerning SM Accreditation POS, and based on the results Madrasah Self-Evaluation (EDM), however, the accreditation planning at the madrasah level is not entirely in accordance with the provisions of the POS for accreditation from BAN SM so that the planning is less accurate and this will have an impact on the formulation of inaccurate plans. (2) The organization of accreditation to improve MAN's performance has been carried out by MAN based on the division of duties of each standard coordinator through the Decree of the Head of the Madrasah regarding the Accreditation team, although this organization is still hampered by limited human resources, but has not effectively empowered human resources as a whole in the accreditation stage. (3) The implementation of accreditation in improving performance at the three MANs is carried out systematically based on the Madrasah Accreditation POS stages, starting from creating the EDM, filling in the Accreditation Data Entry (DIA) online to the madrasah visitation stage by assessors, although the implementation of the accreditation has not been able to fully improve MAN performance. (4) Accreditation evaluations carried out by madrasas have been carried out in the form of joint evaluation activities and internal audits, but the results of the evaluation have not been seriously used to improve MAN's performance. This is because MAN has not followed up on the evaluation results as a continuous improvement effort. (5) The

problem with madrasah accreditation in improving MAN's performance is that there is still data that is not well documented, as teaching staff do not pay serious attention to accreditation activities, there are limited standardized infrastructure and there is still a lack of financing for madrasahs. (6) Solutions to overcome madrasah accreditation management problems in improving MAN performance. Various solutions have been implemented by these three madrasahs to resolve the problems that arise in accordance with their proportions, including by seeking to build standard classrooms, increasing teacher commitment, and trying to explore funding sources by maximizing the support of parents through the madrasah committee.

Declaration and statements

Ethical Consent

Not required

Conflict of interest

The authors do not have any conflict of interest.

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