

SELF EVALUATION OF THE PNFI SKB MALANG CITY IN DEALING WITH PERFORMANCE-BASED ACCREDITATION

¹Ahmad,²Ratih Permata Sari, ³Devi Merina Tuz Sa'diyah ⁴Jumain,

^{1,3,4}Faculty of Educational Sciences, Malang State University, Indonesia,

²Faculty of Tarbiyah Institute of Islamic Religion Al-Qolam Malang., Malang, Indonesia

email:¹ ahmad.fip@um.ac.id, ²ratih@alqolam.ac.id, ³merinasadiyah@gmail.com

¹Coresspondence address: Semarang Street, No. 5 Malang City, Indonesia, <http://orcid.org/0000-0002-2654-4941>

Abstract: SISPENA makes it easier for institutions to conduct self-evaluations independently by completing the fulfillment of national education standards. The purpose of this research is to determine and analyze the readiness of institutions in managing accreditation administration by using performance-based accreditation indicators. This descriptive research was conducted at the PNFI SKB Malang City by involving 8 respondents who understood accreditation and were selected by purposive sampling. The research data was collected by distributing questionnaires and unstructured interviews, then analyzed with the formulation of Jeffreys's Amazing Statistics Program (JASP) version 14.10. The results of the research showed: (1) Tutors of Learning and Education Personnel at the PNFI SKB had the knowledge, high skills and commitment in preparing accreditation documents, so that the minimum competency profile is well achieved; (2) SISPENA has provided a high benefit principle in mapping the quality of institutions according to national standards and (3) the existence of a performance assessment with SISPENA, it is easier to provide accreditation documents through an assessment of accreditation requirements in terms of complete national standards and integrated with other education systems.

Keywords: Self-evaluation, accreditation, performance appraisal, tutors, education personnel.

Preliminary

The Malang City Non-Formal and Informal Education Learning Activity Center (SKB-PNFI) is a unit with National Rank 3 in the active category using SETARA DARING as a learning medium. Certainly, this achievement did not happen by chance, but it is part of the institution's strategy in improving the quality of learning so as to get quality institutional credit from the community. Based on the Decree of the National Accreditation Board for Early Childhood Education and Out-of-school Education (BAN PAUD & PNF) No. 200/BAN PAUD AND PNF/AKR/2018 SKB PNFI Malang City is Accredited Superior.[1] This achievement is a form of the institution's commitment to fulfil the learning needs of the community, this achievement also does not mean the institution is satisfied with the existing achievements, but this achievement is highly anticipated by the community in presenting a quality atmosphere so that in the future the institution is able to foster, maintain and even improve its performance.

The strategy carried out by the institution is through adaptation of the accreditation program by fulfilling the completeness of the institution referring to national education standards. Accreditation is an institution's quality control step in ensuring the quality of the institution. Accreditation is carried out to determine the feasibility of an educational unit as a form of public accountability by both the government and independent institutions.[2] Accreditation is a strategy in increasing institutional knowledge to improve institutional services, improve performance accountability, and improve institutional quality.[3][4][5].

This activity can be termed as a self-evaluation control step, where the activity of assessing performance independently refers to a predetermined standard. Self-evaluation is an institution's way to improve self-quality, so that there is an increase in performance [6][7][8]. The way the Malang City PNFI SKB in completing institutional documents is by presenting academics, practitioners as resource persons to provide reinforcement related to institutional governance, so that the minimum standards of accreditation are met, and the employees (study tutors and education staff) substantially and technically understand each indicator which were measured in accreditation based on the Online Accreditation Assessment System (SISPENA Daring).

The PNFI SKB has 11 tutors, assists 485 male and 139 female learning residents from 23 study groups and served with a competency curriculum. The tutors are professionals who work in the PNFI SKB and are assigned by the government, and are equipped with pedagogic competence, professional competence, social competence, and personality competence. [9] In addition to these competencies, tutors also have additional duties in regulating and administering institutions, including accreditation administration. However, the facts show that institutional managers, including tutors [10][11][12] the understanding related to accreditation has not yet been completed, on that basis novateurpublication.com

strengthening and increasing managerial capacity need to be carried out. Through advances in technology and information that have been adapted by the PNFI SKB, it has become its own potential in implementing institutional quality. Real conditions show that the institution has implemented blended learning management in learning, the use of the Android-based SETARA Daring application, as well as efforts to organize digital-based institutions through the application of learning management system. However, there are still inconsistencies between planning and implementation which lead to the weak monitoring and evaluation of the institution's performance. On that basis, the fulfillment of minimum standards is a requirement of the institution so that quality indicators are met.

In conducting self-evaluation, the institution refers to standard indicators that are set by standard using a self-evaluation manual called the Accreditation Prerequisite Assessment (PPA) form.[13] With PPA, institutions independently complete the fulfillment of graduate competency standards, content standards, process standards, educators and education personnel standards, management standards, facilities and infrastructure standards, financing standards and assessment standards. The eight standards are contained in the framework of the institution's performance in the form of the existence of documents, completeness of documents, implementation of plans, and the results achieved so that they are beneficial to the community. Institutional performance is conceptually contained in program plans such as the availability of vision, mission, objectives, strategic plans, operational plans, financing plans, curriculum, learning implementation, program achievement reports, and learning outcomes assessment reports, as well as alumni absorption. Ideally, these documents exist, are complete, adequate and implemented by the institution in a planned, systematic and measurable. However, at the implementation level, not all programs have been well planned, on the other hand, the plan documents cannot be implemented in a systematic and integrated manner, while the needs and public trust in the institution's excellent services are so high, it is necessary to carry out a credible and measurable institutional self-evaluation. Previous research has shown that PKBM managers are less prepared to face accreditation.[10] In addition, the results of the self-evaluation are a reflection of the institution in compiling each institution's program in a comprehensive and integrated manner.[14] The implementation of accreditation is expected to create a conducive atmosphere for educational growth and provide direction for continuous self-evaluation as well as an incentive to continue to strive to achieve quality education.[8]

On that basis, a study entitled "Self-Evaluation of the PNFI SKB Malang City in Facing Performance-Based Accreditation" is very important to do to determine the achievement of the institution's self-evaluation based on accreditation quality criteria. The basic difference between this research and others is that this study uses accreditation standard indicators as regulated in government regulation number 57 of 2021[2]. In this regulation, the institution's self-evaluation is not only oriented towards fulfilling administrative completeness, but is more focused on evaluating the institution's performance. Another reason is, through the decision of the Minister of Education and Culture of the Republic of Indonesia number 71/P/2021 regarding the accreditation tools for PAUD and PNF, where institutions in self-evaluation refer to accountability indicators based on SISPENA Online.[15] Another advantage of online SISPENA is that with a system that is integrated with the National Education Basic Data (DAPODIK), through inputting data on the DAPODIK server, the institution automatically completes accreditation data. With this DAPODIK, as an implementation of the digitization of the institution's quality management.

In addition, the application of SISPENA Online makes it easier for institutions to accredit,[16][17][18] because to access it can be done anywhere, anytime, with digital-based document management as an absolute requirement. With SISPENA, institutions no longer duplicate portfolio reports conventionally, but the institutional administration system is stored in the institution's big data, both sourced from the institution's website, as well as other digital data management providers. However, to fulfill the digitization of institutional big data, it becomes a separate concern, because it requires high investment sources, such as investment in employee competence, investment in network access facilities and infrastructure, relatively expensive financing, and high maintenance operations. Although it seems expensive, but from the aspect of effectiveness it is very affordable.

On that basis, the formulation of the problem from this study include: (1) What is the employee profile in preparing the Malang City PNFI SKB Self-Evaluation? (2) What is the attitude of employees towards SISPENA in supporting the self-evaluation of the SKB PNF Malang City? And (3) How is the Readiness of the Portfolio of SISPENA-Based Institutions referring to national education standards? Referring to the problems that have been formulated, the purpose of this study is to determine and analyze the readiness of the PNFI SKB in managing institutions using performance-based accreditation indicators as material for the institution's self-evaluation. This research is very important to be carried out as part of the research output of the Malang UM PNPB PNPB in 2021, and the results of this study are useful in increasing the repertoire of information, knowledge and can be used practically in order to improve the performance and quality of the institution.

Method

This descriptive research was conducted at the PNFI SKB Malang City, East Java Province, on the grounds that the institution had received superior accreditation in 2018, on that basis it was time for the institution to evaluate itself to prepare for complete accreditation. In addition, the PNFI SKB is an institution with the national top 3 predicate that actively applies SETARA Online as a learning method. Purposive sampling amounted to 8 people from 11 tutors and existing education staff. The sampling criteria are based on the consideration of tutors and education staff with Master, Bachelor, and High School qualifications with experience participating in accreditation. The research data was collected through the distribution of questionnaires and unstructured interviews. The success criteria for each aspect are stated as follows:

Table 1. Success Criteria [18][19] [20]

Score	Conversion	Criteria
85 - 100	4	Very Good
69 - 84	3	Good
53 - 68	2	Enough
0 - 52	1	Not Enough

With the development of the criteria as above, the results of the data analysis were analyzed statistically using descriptive analysis with the formulation of Jeffreys's Amazing Statistics Program (JASP) version 14.10. The JASP formula was chosen because it is simpler [21] in operation but the results of the analysis have a complete and practical scope, besides that this formulation is easy to have for free.

Research Result And Discussion

1. Human Resources Profile

SISPENA Online is a new innovation for all elements involved in the accreditation of PAUD and PNF, including the tutors and education staff at the PNFI SKB Malang City. To operate SISPENA, one must work collectively because the number of human resources in the PNFI SKB is limited. In general, the number of staff involved in accreditation is 8 people with undergraduate qualifications with a proportion of 0.75, this is when compared to the threshold value used, 0.5 indicates significant, while the Master's and Senior High School qualifications are below 0.5. From the aspect of tasks and functions, tutors dominate with the test proportion score above 0.5 while the education staff is below 0.5. Meanwhile, from the aspect of work experience, employees who have worked for more than three years with a proportion test score above 0.5.

Table 2. Frequency of Human Resources PNFI SKB Malang City

Binomial Test

Variable	Level	Counts		Total	Proportion p	95% CI for Proportion	
						Lower	Upper
Qualification	S1	6	8	0.750	0.289	0.349	0.968
	S2	1	8	0.125	0.070	0.003	0.527
	Senior High School	1	8	0.125	0.070	0.003	0.527
Position	Tutor	5	8	0.625	0.727	0.245	0.915
	Kindergarten	3	8	0.375	0.727	0.085	0.755
Length of Working	< 3 years	3	8	0.375	0.727	0.085	0.755
	> 3 years	5	8	0.625	0.727	0.245	0.915

Note. Proportions tested against value: 0.5.

Based on table 2 above, the proportion value is between 0.125-0.750, meaning that PNFI SKB employees are ready to adapt to accreditation, this will help in absorbing information about SISPENA-based accreditation. On this basis, the mapping of tasks and functions carried out by the head of the PNFI SKB is very effective and efficient. With higher educational qualifications and supported by work experience, work productivity is high. This was strongly felt in the PNFI SKB during an interview which quoted him as "All employees position the institution as a second home, the management of the institution on the basis of collegial collectives is very pronounced, so that kinship is high". This interview excerpt provides assurance that the workflow in the PNFI SKB has been known by every employee, and is supported by an egalitarian work culture and leadership.[22]

In addition, with productive human resources will accelerate the target of institutional accreditation, it can be said that the organizational process of all resources can be carried out effectively. The aspect of effective leadership will also increase the motivation and performance of subordinates in meeting the minimum standards of accreditation. This is relevant to research, which essentially states that effective leadership will create a quality culture, especially with high employee capacity.[23] [24].

2. Building an Adaptive Attitude with SISPENA

Aspects of the readiness of the institution's self-evaluation manuscripts are strongly supported by the availability of internet access, technical human resources support, training rooms and facilities, as well as other supports that show good indicators, although in the aspect of academic texts, especially according to education staff and technical team responses, the category is sufficient, as shown in the following table:

Table 3. Comparison of Respondents from Aspects of Employee Position

Group Descriptive					
	Group	N	Mean	SD	SE
Internet Access	Tutor	5	3.600	0.548	0.245
	Kindergarten	3	3.333	0.577	0.333
Technical Support	Tutor	5	3.000	1.225	0.548
	Kindergarten	3	3.333	1.155	0.667
Training Room and Facilities	Tutor	5	3.400	0.548	0.245
	Kindergarten	3	3.667	0.577	0.333
Easy Access to SISPENA	Tutor	5	3.800	0.447	0.200
	Kindergarten	3	3.333	0.577	0.333
ED Manuscript	Tutor	5	3.000	0.000	0.000
	Kindergarten	3	2.667	0.577	0.333
SISPENA Guide	Tutor	5	3.000	0.000	0.000
	Kindergarten	3	3.333	0.577	0.333
BAN's Response	Tutor	5	2.800	0.837	0.374
	Kindergarten	3	3.333	0.577	0.333

Based on the table above, the mean value ranges from 2,667-3,800 means that in general the participants have adapted well to SISPENA by mapping employee status as the basis for mapping strategic tasks so that the quality of the institution is achieved. The last aspect is related to work experience, the responses from participants are the same as the two previous aspects, such as the indicators of academic texts and BAN PAUD and PNF responses according to employees who have worked more than 3 years in the sufficient category. As a new innovation, there are still many devices that need to be equipped by developers, so in its implementation sometimes there are still many technical obstacles such as problematic servers,[25] internet network down, asynchronous data integration process and so on. However, the existence and willingness of SISPENA as a triggering instrument in effective institutional governance is very much felt.

3. Readiness of SISPENA-Based Institution Portfolio

Indicators for the Assessment of Accreditation Prerequisites are the minimum quality requirements being met. This refers to the national education standard. As a quality institution, these standards must be met for making it easier to measure the performance of the institution. The analysis result can be shown as follow:

Table 4. Employee Perception of Compliance with National Education Standards

Group Descriptive					
	Group	N	Mean	SD	SE
STTPA	Tutor	5	3.000	0.000	0.000
	Kindergarten	3	2.333	0.577	0.333
SI	Tutor	5	3.200	0.447	0.200
	Kindergarten	3	2.333	0.577	0.333
SP	Tutor	5	3.000	0.000	0.000
	Kindergarten	3	2.000	1.000	0.577
SPTK	Tutor	5	3.200	0.447	0.200
	Kindergarten	3	2.333	0.577	0.333
Manager	Tutor	5	3.000	0.000	0.000
	Kindergarten	3	2.667	0.577	0.333
Infrastructure	Tutor	5	3.200	0.447	0.200
	Kindergarten	3	3.000	0.000	0.000
Cost	Tutor	5	3.000	0.000	0.000
	Kindergarten	3	3.000	0.000	0.000
Evaluation	Tutor	5	3.000	0.000	0.000
	Kindergarten	3	2.667	0.577	0.333

The results of the analysis above shows that the supporting documents for accreditation are well documented with the mean scores ranging from 2.00 – 3.200. This means that the attitude response is good. The results of the analysis show that institutions are more ready to face SISPENA-based accreditation. In addition, based on the experience of the previous year, the institution already has a picture related to quality mapping, in this case the completeness of documents needs to be implemented into the real performance of the institution. Based on these results, the fulfillment of documents that are difficult to meet are the graduate standards, content standards, process standards, educators and education personnel standards, management standards, and assessment standards, while the standards that have met are the standards of facilities and infrastructure and financing standards. These findings are generally the same as other studies,[26][27] where the causative factors, among others, have not yet applied the planning of each program so that it is difficult to prove in the form of performance,[28] while the aspects of financing and facilities and infrastructure are supporting aspects that are continuously well documented.

The complete and well implemented documents are the spirit of performance-based assessment.[29][30] If the institution has provided complete information and with a high level of complexity, the achievement of Superior accreditation must be maintained. Moreover, the institution has been able to provide a special website as a virtual home for the existence of the institution that is full of performance. This is realized in this research it is only in the development phase as an adaptive form of institutions related to accreditation issues. In addition, the provision of institutional big data that refers to a learning management system is a target for future achievements. Through this system, at least future institutions are really ready to provide information on performance achievements.

Conclusion

The conclusions of this study include: (1) Tutors of Learning and Education Personnel in SKB PNFI have high knowledge, skills and commitment in preparing accreditation documents, so that the minimum competency profile is well achieved; (2) SISPENA has provided a high benefit principle in mapping the quality of institutions according to national standards. This is reflected in the availability of adequate internet access in institutions, supported by the support of human resources and adequate supporting facilities and infrastructure, and having a representative place in the future development of PNFI. (3) The existence of a performance assessment with SISPENA, it is easier to provide accreditation documents through an assessment of accreditation requirements in terms of complete national standards and integrated with other education systems.

Acknowledgement

We would like to thank the Chancellor of the State University of Malang through the Institute for Research and Community Service of the State University of Malang who was funded this service with a PNBP 2021 grant (Decree of the Chancellor of the State University of Malang No. 4.3.14/UN32/KP/2021).

References

1. BP and P. Kemdikbud, *Decision of the National Accreditation Board for Early Childhood Education and Non-Formal Education (BAN PAUD AND PNF)*. 2018.
2. Minister of Law and Human Rights of the Republic of Indonesia, "Government Regulation of the Republic of Indonesia Number 57 of 2021 concerning National Education Standards," 2021.
3. P. Facilitation, P. Study, and MA International, "Proposal for facilitation of study programs towards international accreditation," 2019.
4. M. Tajuddin, M. Hisyam, and S. Suharliyanto, "Design and Build an Online-Based Self-Accreditation Information System," *J. MATRIX*, vol. 17, no. 2, pp. 80–92, 2018, doi:10.30812/matrik.v17i2.153.
5. Subijanto & Siswo Wiratno, "Performance Analysis of the National Accreditation Board for Schools/Madrasah The Performance Analysis of the National Accreditation Board for Schools/Madrasahs," *J. Educator. and Kebud.*, vol. 18, no. 3, pp. 310–318, 2012.
6. A. Ramdani, AH Witono, and S. Sukardi, "Training for Filling in Accreditation Instruments for Improving the Quality of School/Madrasah Self-Evaluation in the Madrasah Aliyah Working Group Region IV," *J. Servant. Master of Education. IPA*, vol. 1, no. 1, 2018, doi:10.29303/jpmppi.v1i1.211.
7. M. Pendidikan, N. Di, and J. Tengah, "The Role of Community Learning Centers in Resolving Poverty Through Non-Formal Education in Central Java," *J. Informal. Educ.*, vol. 2, no. 1, 2016, doi:10.15294/jne.v2i1.5310.
8. AAR Awaludin, "School Accreditation as an Effort to Ensure Education Quality in Indonesia," *SAP (Arctic Arrangement. Education)*, vol. 2, no. 1, pp. 12–21, 2017, doi:10.30998/sap.v2i1.1156.
9. Minister of Law and Human Rights of the Republic of Indonesia, *Law of the Republic of Indonesia Number 14 of 2015 concerning Teachers and Lecturers*, no. 3. 2005, pp. 321–325.
10. BP Rola Pebrianti, Wahirudin, "Analysis of PKBM Readiness in Facing SISPEN A 2.0-Based Accreditation in Rejang Lebong Regency," *J. Lifelong Learn.*, vol. 3, no. 2, 2020.
11. Busron and T. Rachmi, "Analysis of Achievement of Standards and Utilization of Results of PAUD Accreditation in Banten Province," *Cheers J. Progr. Studs. Educator. Early childhood*, 2020.
12. BP & PNF, "Basic concept of literacy and implementation of Pkbm accreditation," 2021.
13. K. Introduction, "Guidelines for Self Evaluation of Accreditation Prerequisites. Sispena 2.0 | Thing. 1," pp. 1–12.
14. M. Maryadi, "Development of a Self-Evaluation Model for Improving the Quality of Education," *PAUDIA J. Researcher. in bids. Educator. Early childhood*, vol. 8, no. 1, 2019, doi:10.26877/paudia.v8i1.4091.
15. BP and PNF, "Accreditation Toolkit for Early Childhood Education and Non-Formal Education in 2021," 2021.
16. K. Bantan, K. Bengkalis, and P. Riau, "Socialization of the Accreditation Assessment System (SisPenA) National Accreditation Board for Early Childhood Education (PAUD) and Non-Formal Education (PNF) in," *JPM J. Servant. Masy.*, 2020.
17. F. Fredy, M. Ilham, R. Purwanty, and DP Rahayu, "Training and Assistance in Compiling YPK SOTA Elementary Accreditation Forms," *Mitra Mahajana J. Pengabdi. Masy.*, 2021, doi:10.37478/mahajana.v2i1.802.
18. S. Nuryanto and O. Irmade, "Accreditation Assistance for PAUD Institutions at ITGKI Wonoregore," *J. Servant. Masy.*, 2019, doi:10.31326/jmp-ikp.v2i02.443.
19. Z. Awang, A. Afthanorhan, and M. Mamat, "The Likert scale analysis using parametric based Structural Equation Modeling (SEM)," *Comput. Methods Soc. Sci.*, vol. 4, no. 1, pp. 13–21, 2016, doi:10.5281/zenodo.1299429.
20. J. Hartley, "Some thoughts on Likert-type scales," *int. J. Clin. heal. Psychol.*, vol. 14, no. 1, pp. 83–86, 2014, doi:10.1016/S1697-2600(14)70040-7.
21. B. & RU Zulfachri, "The Effect of Competition in E-Procurement on the Value of City Electronic Procurement Services Data processing uses in research using JASP (Jeffreys's Amazing," *CASH*, pp. 91–110, 2021.
22. S. Sapendi, "Quality-Based Leadership Management to Improve Higher Education Competitiveness," *At-Turats*, vol. 10, no. 2, p. 65, 2017, doi:10.24260/at-turats.v10i2.540.

23. E. Kurniawati, Y. Arafat, and Y. Puspita, "The Role of Principal Leadership in Improving Education Quality through School-Based Management," *J. Educ. res.*, vol. 1, no. 2, pp. 134–137, 2020, doi:10.37985/joe.vii2.12.
24. A. Astuti and S. Saril, "Islamic-Based Leadership in Improving the Quality of Higher Education Management," *Adaara J. Manaj. Educator. Islam*, vol. 10, no. 1, pp. 72–86, 2020, doi:10.35673/ajmpi.v10i1.869.
25. M. Broto Legowo and B. Indiarto, "A Model of Quality Assurance System Based on Integration of BAN-PT Accreditation Standards and ISO 9001:2008," *J. RESTI (System Engineering and Information Technology)*, 2017, doi:10.29207/resti.vii2.51.
26. SB Raharjo, "Evaluating the Trend of Education Quality in Indonesia," *J. Researcher. and Eval. Educator.*, vol. 16, no. 2, pp. 511–532, 2013, doi:10.21831/pep.v16i2.1129.
27. M. Tajuddin, M. Hisyam, and S. Suharliyanto, "Design and Build an Online-Based Self-Accreditation Information System," *J. MATRIX*, 2018, doi:10.30812/matrik.v17i2.153.
28. Renna Ethania Dewi Mahardhika Putri Soerodjo and Yatim Riyanto, "Management in Accreditation at the Malang City SKB Non-Formal Education Unit," 2020. [Online]. Available: <https://journal.unesa.ac.id/index.php/jpls/index>.
29. A. Cahyana, "Freedom to learn in the context of accreditation," *BAN PAUD and PNF*, pp. 1–6, 2019, [Online]. Available: https://banpaulpnf.kemdikbud.go.id/upload/download-center/Merdeka Learning in the Context of Accreditation_1590862092.pdf.
30. I. Yuliantina, "The importance of accreditation for early childhood education units," pp. 1–6, 2020.