

STRATEGY TO INCREASE ACCREDITATION OF SPECIAL EDUCATION SCHOOLS THROUGH ACCELERATING THE FULFILLMENT OF NATIONAL EDUCATION STANDARDS

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Abstract

The aim of this research is to determine the efforts and strategies carried out by SLB to meet national education standards in order to improve school accreditation. This research used a quantitative approach with a total of 234 respondents from 34 special schools in the Padang City and DI Yogyakarta areas who were selected using purposive sampling. The data source for this research is primary data with data collection techniques through filling out questionnaires and FGDs. The research data that has been collected is carried out through SPSS analysis. The research was conducted from February to October 2023. The results of the research show that management standards, financing standards, facilities and infrastructure standards as well as standards for educators and education personnel provide a positive and significant influence on strategies for increasing SLB accreditation, while content standards, process standards, standards graduate competencies and assessment standards do not have a positive and significant influence on strategies for increasing SLB accreditation. However, it is known that each educational standard is related to other educational standards, so it is necessary to carry out various standard optimizations so that each educational standard can be implemented optimally to obtain optimal accreditation results.

Keywords

National Education Standards, School Accreditation, Special School



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INTRODUCTION

Indonesia has 2,270 schools for children with special needs at various levels of education in the 2020/2021 school year. As of August 2021, it shows that the number of students in the Special and Inclusive School (SLB) pathway is 269,398 children. This number is very small when compared to the number of children with special needs aged 5-19 years, as published by the Coordinating Ministry for PMK in June 2022, of 2,197,833 people (Jumlah Anak, n.d.).

Table 1. Overview of the State of Special Schools (SLB) by School Status 2019/2020

No	Variables	Public		Private		Amount
		No. of	%	No. of	%	
1.	Schools	593	26,12	1.677	73,88	2.270
	By Type of school					
	SDLB/Primary Special School (PSS)	70	41,42	99	58,58	169
	SMPLB/Junior Secondary Special School (JSSS)	12	12,90	81	87,10	93
	SMLB Senior Secondary Special School (SSSS)	10	14,49	59	85,51	69
	SLB/ Special School (SS)	501	25,84	1.438	74,16	1.939
2.	New Students/New Entrants	14.072	41,44	19.883	58,56	33.955
3.	Student/Puplis					
	By Gender	59.468	41,27	84.634	58,73	144.102
	Male	36.134	41,51	50.919	58,49	87.053
	Female	23.334	40,90	33.715	59,10	57.049
	By Level of Education					
	Primary School	35.782	41,64	50.154	58,36	85.936
	Junior Secondary School	14.435	41,00	20.773	59,00	35.208
	Senior Secondary School	9.251	40,30	13.707	59,70	22.958
4.	Repeaters	1.260	37,03	2.143	62,97	3,403
5.	Drop-outs	793	41,54	1.116	58,46	1.909
6.	Graduaters	2.641	37,19	4.461	62,81	7.102
7.	Headmasters/Teachers					
	By Gender	11.576	42,46	15.689	57,54	27.265
	Male	3.511	46,54	4.033	53,46	7.544
	Female	8.065	40,90	11.656	59,10	19.721
	By Certificate					
	<S1/ Less than Bachelor Degree	915	38,69	1.450	61,31	2.365
	>S1/ Bachelor Degree & Above	10.661	42,82	14.239	57,18	24.900
8.	Non-teaching Staffs					
	By Gender	1.706	61,41	1.072	38,59	2.778
	Male	911	65,87	472	34,13	1.383

Source: Education Statistics Data Center 2019/2020

The results of monitoring and monitoring in 2021 by the Ministry of Women's Empowerment and Child Protection through the Evaluation of Child Worthy Districts/Municipalities found that education services for children with needs still encounter obstacles, which include accessibility, special guidance teachers who handle children with disabilities (Jumlah Anak, n.d.), facilities and infrastructure that are not yet accessible (Jumlah Anak, n.d.), lack of opportunities to participate and express opinions, and vulnerability to bullying as well as stigma due to disability (Jumlah Anak, n.d.) (Jumlah Anak, n.d.).

Each education unit is obliged to make efforts to improve the quality of its institutions to meet or even exceed national education standards (Jumlah Anak, n.d.). Likewise, special schools (SLB) are a place of formal education for children with special needs and cannot be separated from these obligations. School principals and their staff must continue to strive to meet the eight national education standards to improve school accreditation (Jumlah Anak, n.d.). The purpose of this study is to determine the efforts and strategies made by SLB to meet national education standards in order to improve school accreditation (Suparno & Purwanto, 2007).

The issues that will be raised in this study are: "How to improve the accreditation of special education schools through the fulfillment of 8 (eight) National Education Standards. This study aims to analyze the system and strategy to accelerate the fulfillment of 8 (eight) National Education Standards as an effort to improve the accreditation of special education schools. This research is expected to contribute to the development of science, especially the education system system and learning strategies in special education schools (Tarnoto, 2016). (Awaludin, 2017) Conveyed school accreditation as an effort to guarantee the quality of education in Indonesia. Meanwhile, (Setyaningsih & Wardoyo, 2017) found a strong relationship between accreditation status and the quality of education in state elementary schools. The results of this research emphasize the importance of school accreditation as an effort to guarantee the quality of education in the country. This research, which focuses on strategies for increasing the accreditation of special schools through the provision of national education standards, is very close to this study in the context of quality assurance and efforts to improve the quality of education. Not stopping here, Huges Huges, Lim Wasliman, and Eva Dianawati in 2023 stated that improving the performance of MAN East Barito could be implemented through several principles as a form of implementing accreditation policy (Tarnoto, 2016), Jafriansen Damanik in 2015 stated that there are several efforts and strategies used to meet national education standards for an educational institution, namely by utilizing the potential of the school,

making work plans and programs, providing encouragement to all school components, collaborating with committees and so on (Tarnoto, 2016), Yulius Mataputun in 2020 also conducted research on improving the quality of schools by meeting national education standards and carried out an analysis of problems that might be faced so that when carrying out accreditation the school would obtain good accreditation (Tarnoto, 2016), and so on. However, none of the various studies conducted have studied strategies for increasing the accreditation of special education schools by accelerating the fulfillment of national standards in Indonesia. This encouraged researchers to conduct a study on strategies to increase the accreditation of special education schools by accelerating the fulfillment of national standards in Indonesia.

This research aims to explore and identify various efforts made by Special Schools (SLB) in order to meet national education standards. An in-depth understanding of these efforts helps in evaluating the extent to which SLBs have committed to achieving established national education standards (Tarnoto, 2016). Therefore, the focus of this research is to analyze the concrete strategies implemented by SLB to achieve national education standards. Investigating the strategies implemented provides an opportunity to assess the effectiveness of the steps taken and provides a basis for recommending necessary improvements or enhancements. This research includes an evaluation of the extent to which SLB has achieved various aspects of national education standards, such as curriculum content, learning processes, graduate competencies, facilities and infrastructure, management, funding, teaching staff standards, and assessment standards. This evaluation provides a comprehensive picture of the SLB's performance and can highlight areas where improvements or improvements are needed to comply with national standards. This research aims to provide concrete recommendations that can help SLBs increase their compliance with national education standards. These recommendations can guide SLBs in developing further strategies and implementing the changes necessary to achieve national education standards. This research can contribute to the development of inclusive education by providing insight into how SLB can become a model for meeting national education standards. A deep understanding of SLB efforts and strategies can provide a role model for other educational institutions, especially in the context of inclusive education. Thus, the general aim of this research is to provide an in-depth understanding of SLB efforts and strategies in meeting national education standards, with the hope of making a significant contribution to improving the quality of education in the SLB environment and the national education context more broadly.

METHOD

This research uses quantitative research methods to determine the efforts and strategies carried out by SLB to meet national education standards in order to improve school accreditation. The population of this study was 2,270 schools, with a sample size of 234 respondents from 34 special schools selected using purposive sampling in accordance with the research objectives. The 34 SLBs used as research samples were located in several areas, namely Yogyakarta City and Padang City, targeting SLB for the Blind, SLB for the Visually Impaired, SLB for the Mentally Impaired, and SLB for Autism. This research was conducted from February to October 2023.

Research data was collected online and offline, and the primary data sources used in the research were obtained through questionnaires distributed using g-form and FGD (Forum Group Discussion) with selected representatives consisting of teachers, school principals, and lecturers. Related to crew education, the data that has been collected is then analyzed using the SPSS application to find out various aspects that have an influence or not on increasing SLB accreditation through accelerating the fulfillment of national standards in Indonesia as the best strategy so that the aim of this research is to find out the efforts and strategies carried out by SLBs to Fulfilling national education standards in order to increase school accreditation can be achieved.

Hypothesis:

H1: Fulfillment of national education standards has a positive and significant influence on strategies for increasing the accreditation of special schools

H2: Content standards have a positive and significant influence on strategies for increasing the accreditation of special schools

H3: Process standards have a positive and significant influence on strategies for increasing accreditation of special schools

H4: Graduate competency standards have a positive and significant influence on strategies for increasing the accreditation of special schools

H5: Assessment standards provide a positive and significant influence on strategies for increasing accreditation of special schools

H6: Standards of educators and educational personnel have a positive and significant influence on strategies for increasing the accreditation of special schools

H7: Facilities and infrastructure standards provide a positive and significant influence on strategies for increasing the accreditation of special schools

H8: Management standards have a positive and significant influence on strategies for increasing the accreditation of special schools

H9: Financing standards have a positive and significant influence on strategies for increasing the accreditation of special schools.

FINDINGS AND DISCUSSION

Findings

Data Collection Findings

The collected data was obtained from 234 respondents consisting of teachers and principals of public and private SLBs in the Special Region of Yogyakarta and West Sumatra Provinces. From the collected data, data processing and statistical tests of research hypotheses were carried out (Kadarisman, 2022). Test the correlation between the variables of National Education Standards and the variables of School Accreditation Rank using Test-F (ANOVA). While the hypothesis to be tested is:

H0: There is no correlation between educational standards and school accreditation, with the condition $q = 0$.

H1: There is a correlation between educational standards and school accreditation, where $q \neq 0$

a. If the statistical test results support H0, then there is no strong evidence to state that there is a relationship or link between educational standards and school accreditation.

b. If the statistical test results support H1, then there is strong evidence indicating a relationship between educational standards and school accreditation.

To test this hypothesis, use the Pearson Correlation method. This statistical test will produce a p-value (correlation coefficient), which will indicate rejecting H0 and accepting H1 or vice versa. If the p-value is below the alpha threshold ($p < 0.05$), H0 will be rejected, meaning that there is a significant correlation between educational standards and school accreditation. The results of the statistical calculation of the Anova test are shown in the following table:

Table 2. Test F (ANOVA)

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5486.143	8	685.768	8.045	.000 ^b
	Residual	19178.814	225	85.239		
	Total	24664.957	233			

a. Dependent Variable: AKREDITASI SEKOLAH

H1 is accepted if the probability value (p-value) of at least one independent variable is smaller than $\alpha=0.05$. In the context of this research, variables that meet these criteria include School Management Standards, Facilities and Infrastructure Standards, and Management and Funding Standards, each of which shows a significant influence on increasing school accreditation levels. H1 is rejected if there is statistical evidence ($p\text{-value} < \alpha=0.05$) which shows that one or more independent variables have a significant influence on the level of school accreditation. In this research, the national education standard variable shows that it has a positive and significant influence on increasing the accreditation of special schools, so H1 is accepted, and H0 is rejected because the Sig value is 0.000, which is smaller than 0.05.

Table 3. Coefficient of Determination

Model Summary ^b					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.472 ^a	.222	.195	9.23251	1.838

The coefficient of determination of 22.2% means that the diversity that can be explained by all variables independent of accreditation is 22.2%, while the remaining 77.8% is explained by other factors outside the model.

Table 4. Hypothesis Test (T-Test)

	Unstandardized Coefficients	Std. Error	Standardized Coefficients	Collinearity Statistics			
	B		Beta	t	Sig.	Tolerance	VIF
(Constant)	81.390	7.203		11.299	0.000		
Content Standards	-.065	.140	-.052	-.466	0.642	.278	3.602
Process Standards	-.185	.128	-.175	-1.449	0.149	.237	4.224
Graduate Competency Standards	-.062	.107	-.054	-.578	0.564	.400	2.501
Standards for Educators and Education Personnel	.189	.109	.171	1.737	0.084*	.358	2.793
Facilities and Infrastructure Standards	.191	.079	.248	2.421	0.016**	.330	3.031
Management Standards	.544	.113	.591	4.815	0.000**	.229	4.363

Financing Standards	-.312	.077	-.376	-4.073	0.000**	.406	2.463
Assessment Standards	-.178	.116	-.151	-1.540	0.125	.359	2.783

The results of this study found that from the Eight Education Standards, there are four standards that have a less significant effect on the School Accreditation Level (Setiawan & Apsari, 2019), namely:

- (a) Content standard (prob value (0.642);
- (b) Process Standard (prob value (0.149);
- (c) Graduate Competency Standards (prob value (0.564), and
- (d) Assessment Standards (prob value (0.125).

With this, H2, H3, H4, and H5 are rejected because content standards, process standards, graduate competency standards, and assessment standards do not have a positive and significant influence on strategies for increasing the accreditation of special schools. Meanwhile, other standards that have a significant influence on the level of accreditation are as follows.

- a. Standards for Educators and Education Personnel (SPTK). The results of the t-test show a prob value (0.084) Large regression coefficient of 0.189, meaning that an increase of 1% perception of SPTK will be able to increase the accreditation level by 0.189.
- b. Facilities and Infrastructure Standards (SSP). The result of the t-test shows the value of prob (0.016). The size of the regression coefficient of 0.191 means that a 1% increase in the perception of CNS will be able to increase the accreditation level by 0.191.
- c. Management Standards (SP). The t-test result shows the value of prob (0.0000). The regression coefficient of 0.544 means that a 1% increase in perception of management standards will be able to increase the accreditation level by 0.544.
- d. Financing Standard (SP). The t-test result shows the value of prob (0.0000). The regression coefficient of -0.312 means that a 1% increase in perception of financing standards will be able to reduce the accreditation level by 0.312 (Gutiérrez & Gómez Jiménez, 2019).

With this, H6, H7, H8, and H9 are accepted because the standards of educators and education personnel, facilities and infrastructure standards, management standards, and financing standards have a significant influence on increasing SLB accreditation.

Discussion

Based on the results of the analysis above, it can be seen that management standards, financing standards, facilities, and infrastructure standards, as well as standards for educators and educational staff, can have a simultaneous influence on increasing school accreditation. Further explanation regarding financing standards, facilities and infrastructure standards, educational standards, and educational staff as follows:

First, school management standards are a variable that greatly influences the level of school accreditation because they are related to the minimum criteria regarding planning, implementation, implementation, and supervision of educational activities carried out by educational units so that the provision of education is efficient and effective in line with research (Al-Fadley, 2021), (Wang & Zhang, 2022), (Johnson & Brown, 2020). Develop students' potential, initiative, abilities, and independence optimally (provisions of Article 31 of Government Regulation Number 57 Article 31). Furthermore, Minister of Education and Culture Regulation Number 47 of 2023 regulates education management standards by implementing SBM and supported by information system management. This is in line with research conducted by Ardiyana et al. in 2022, which states that better management of education will have a significant influence on the school accreditation ranking (Kaeophanuek et al., 2019). Apart from that, Andi Sugiratu and Mazdayani, in their 2021 research, also stated that school management has a significant influence on the quality of education (2021) which will also have an impact on increasing school accreditation because the value of school accreditation is in accordance with the quality of education implemented.

Second, financing standards and facilities and infrastructure standards are important variables in improving school accreditation (Kaeophanuek et al., 2019) (Stronge & Grant, 2022) (O. Brown & Green, 2021). Financing standards are actually required by the government to provide assistance in meeting SNP so that the government has a benchmark, but funding in schools should be adjusted to the financial ability of schools. The results of the study (Handayani et al., 2018) show that many obstacles still occur in schools related to the management of school financing. The financing standards issued will also significantly affect the provision of facilities and infrastructure needed by schools. Financing will affect the availability of funds for physical facilities, procurement of equipment and resources, maintenance and repair, and improvement of education quality. Adequate financing allows schools to meet established standards of facilities and infrastructure,

which in turn can have an impact on accreditation levels and the overall quality of education (Wahyudi & Kristiawati, 2016).

Third, the standards of educators and education personnel are also variables that influence the achievement of school accreditation (Jumlah Anak, n.d.)(Fakhri & Nurhaliza, 2021)(Tanaka & Nakamura, 2023); Ardiyan et al. 2022 show that teachers are a key element in achieving education quality standards (Jumlah Anak, n.d.). Government policy regarding educational standards in the education quality standards policy section has followed the flow of the policy process. The rights of people with disabilities are still not fully fulfilled because there are still limited programs and activities for people with disabilities (Jumlah Anak, n.d.). Lack of support from local government. Regional regulations are needed that outline the regional government's obligations towards the rights of persons with disabilities (Jumlah Anak, n.d.).

Meanwhile, the national education standards which in this research were found to have no influence on increasing school accreditation, namely content standards, process standards, graduate competency standards, and assessment standards. However, this cannot be ignored because all national education standards are related to each other so that they can provide the best quality of education, which also has an impact on school improvement (Jumlah Anak, n.d.). A more detailed explanation regarding graduate competency standards, content standards, process standards, and assessment standards is as follows:

First, Graduate Competency Standards. Improving Graduate Competency Standards (SKL) requires a holistic and diverse approach (Jumlah Anak, n.d.)(Ahmed & Khan, 2022; Miller & Smith, 2021). The following are several activities or efforts that schools can make to achieve and improve SKL, namely: taking an inventory of the needs and potential of each individual student, preparing learning targets according to SKL for each subject, forming a teaching team that can collaborate to plan and implement teaching strategies that support the achievement of SKL , encourage the exchange of experiences and best practices between teachers, organize enrichment programs for students who demonstrate above average abilities, provide remedial programs for students who need additional support to achieve SKL, involve students in the learning and evaluation process to increase responsibility for achievement of SKL, focus on developing reading, writing and numeracy skills through structured activities and projects, organize activities that encourage multidisciplinary literacy and understanding of content, organize counseling programs to help students understand and plan steps to achieve SKL goals, involve counselors in providing psychosocial and career

support for students, increasing parental involvement in supporting student learning at home, involving local communities in educational activities that support SKL achievement, and organizing internship programs and industrial visits to improve students' practical skills.

Second, content standards or content. There are several things that are done in this standard, namely designing the school curriculum to ensure learning materials are in accordance with the needs of students with special needs, providing enrichment activities for students who have above average abilities, schools implementing self-development programs in the form of counseling activities, collaboration with Education Expert: Collaborates with education experts to develop learning materials that suit student needs, the school has a complete curriculum document, the school implements a self-development program in the form of extracurricular activities, the school prepares a syllabus for local content subjects by involving various parties, the school determines Minimum Completion Criteria for each subject through a teacher council meeting, the school ensures that the subject matter presented is in accordance with the latest developments and is relevant to students, the school has an academic calendar as a guide for managing the time of school activities, teachers allocate time for structured assignments and unstructured independent activities for students maximum 50% of the time allocation for each subject (Jumlah Anak, n.d.).

Third, Process Standards. There are several things that are done in optimizing process standards, namely, using various teaching methods that can be adapted to individual learning levels and styles, applying educational technology to facilitate learning, including using educational applications and software that support students' special needs, forming study groups based on needs students to maximize interaction and support between students (L. Brown & Green, 2021; Smith & Davis, 2020).

Fourth, Educational Assessment Standards. There are several things that can be done to optimize assessment standards, namely: developing an Inclusive Assessment System, Building an assessment system that can be adapted to the needs of diverse students, including continuous formative assessment methods, collaborating with Parents and Specialists, Involving parents and education specialists in the process of assessing and planning individual learning, conducting Regular Feedback: Providing regular feedback to students and parents to identify progress and areas that need improvement, providing opportunities for students to plan and evaluate their learning progress, involving various stakeholders, including companies and industry, in evaluating skills development according to SKL.

Each activity is adapted to the needs and context of special schools and tailored to the special characteristics of students (Jumlah Anak, n.d.). Collaboration with stakeholders and sustainable implementation of activities will be the key to success in increasing the fulfillment of the eight national education standards in special schools (Jumlah Anak, n.d.).

The challenge often faced by ABK and their families is the frequent misunderstanding of ABK and the myths surrounding ABK. This happens because of low literacy and public awareness regarding disabilities. This condition is exacerbated by the discriminatory treatment of fishermen by not being given proper opportunities and fair treatment. According to the lecturer at the Department of Psychology at Brawijaya University, Unita Werdi Rahajeng, ABK's needs can be met if they are supported by accessibility and accommodation. Accessibility is important so that they have the opportunity and support to gain equal rights with other citizens, such as Universal Design Learning (UDL). Accommodations are available for ABK to enjoy the same opportunities, although in different ways; for example, there must be explanations using sign language so that the Deaf can understand the material presented at school (Jumlah Anak, n.d.).

Schools can become family partners in caring for ABK, advocating for their rights, and empowering ABK and their families. All parties need to cooperate to jointly provide the same educational services to ABK. Hopefully, teachers will become pioneers in initiating the formation of Disability Service Units in every school. By involving various parties and carrying out various activities, schools can create a learning environment that supports the effective achievement of the Graduate Competency Standards (Jumlah Anak, n.d.).

CONCLUSION

School accreditation is an important thing that can be used to determine the quality of education in an educational institution. The results of the research show that management standards, financing standards, facilities, and infrastructure standards, as well as standards for educators and education personnel, have a positive and significant influence on strategies for increasing SLB accreditation, while content standards, process standards, graduate competency standards, and assessment standards have no influence, which is positive and significant for the strategy to increase SLB accreditation. However, it is known that each educational standard is related to other educational standards, so it is necessary to carry out various standard optimizations so that each educational standard can be implemented optimally to obtain optimal accreditation

results. The strategy for each standard is certainly different because it has a different work focus. Therefore, each standard must be optimized seriously and in a good and correct way by collaborating with the three education centers so that SLB can provide the best performance for each student. Apart from that, to optimize accreditation results, an accreditation team is also needed that can speed up accreditation preparation work effectively and efficiently so that accreditation results can be as desired. Researchers hope that the results of this research can be used as a basis for increasing the value of accreditation in schools, especially special schools. Apart from that, researchers also hope that the results of this research can be used as a reference for conducting research in the following period.

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