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## **Transforming Emergency Education to Accredited School: A Case Study of SMAN 4 Takari**

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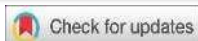
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# Transforming Emergency Education to Accredited School: A Case Study of SMAN 4 Takari

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## Abstract

The persistent issue of low education quality in Indonesia has long been a significant challenge. SMAN 4 Takari, originally a filial class of SMAN 2 Takari, officially became independent on July 5, 2021. The primary challenges include inadequate infrastructure and lack of accreditation, impacting the quality of education received by students. This community service activity aims to improve the quality of education at SMAN 4 Takari by enhancing infrastructure, preparing for accreditation, and increasing community and stakeholder involvement. The project employs a descriptive qualitative approach using data collection techniques such as observation, interviews, surveys, and documentation. The process includes initial preparation through the formation of an accreditation committee, task allocation, document collection, infrastructure development, and the accreditation process. The project led to significant improvements in the school's infrastructure, such as the construction of the student council room, health unit room, counseling room, and administrative office. All necessary documents for accreditation were prepared and uploaded to the DIA application in SisPenA. The school successfully obtained accreditation with a score of 79 and a "satisfactory" rating. Additionally, there was an increase in student enrollment from 88 in 2021 to 120 in 2023, reflecting increased community trust in the school. The community service activity has positively impacted SMAN 4 Takari by improving infrastructure, preparing for accreditation, and fostering community collaboration. These improvements have enhanced the quality of education and increased stakeholder confidence. Future efforts should focus on sustainable infrastructure development and continued community engagement to maintain and further improve education quality.

**Keywords:** Education Quality; Accreditation; Community; Infrastructure

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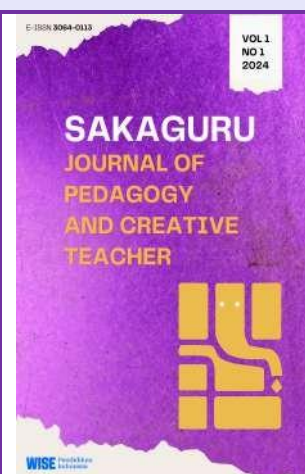
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## INTRODUCTION

The formulation of Indonesia's Vision and Mission 2045 takes into account demographic dynamics by prioritizing health as a prerequisite for economic growth, poverty alleviation, and the continuous enhancement of education quality [1]. Education is a fundamental pillar in the development of high-quality and competitive human resources [2]. Education is a key determinant in enhancing the human resources (HR) of a nation [3]. Education is a fundamental human necessity [4]. Education is a long-term investment that determines the sustainability of a civilized, moral, and character-driven nation [5]. In education, quality encompasses three aspects: input, process, output, and outcome. In other words, quality is the alignment of individuals with set requirements or standards. One concrete step to enhance educational quality is by strengthening community participation, accommodating their views and aspirations, and tapping into the community's potential to ensure democratization, transparency, and accountability [6].

Education is an effort to promote equity and develop students' potential to achieve the desired quality of education [7]. To support this initiative, it is first necessary to establish the standards that should guide the implementation of educational activities. Consequently, the government issued Government Regulation No. 19 of 2005 on national education standards. The standards serving as the foundation for educational administration, as outlined in Article 2 of Government Regulation No. 19 of 2005, include: (1) Content Standards, (2) Process Standards, (3) Graduate Competency Standards, (4) Standards for Educators and Educational Personnel, (5) Facilities and Infrastructure Standards, (6) Management Standards, (7) Funding Standards, and (8) Assessment Standards [8]. As stated by Alifah, the issue of education quality has been a critical topic of discussion lately. This is because the level of education quality greatly impacts the competence of its graduates. Poor quality education leads to a lower probability of developing high-quality human resources. Consequently, ensuring high-quality education has become a primary focus for all stakeholders, including the community [9]. Based on the findings from the Programme for International Student Assessment (PISA), an organization that assesses education quality worldwide, Indonesia's education quality in 2018 was ranked low, placing 72nd out of 78 countries. This trend has shown little change over the past 10 to 15 years [10]. The quality of education is a necessity and a requirement for achieving educational goals [11].

Quality education combines the concepts of quality and education, referring to the standard of outcomes produced by educational institutions or schools [12]. Facilities and infrastructure are crucial components in the administration of education, as they support teaching and learning activities, both directly and indirectly, in order to achieve educational goals in institutions [13]. The insufficiency of educational facilities in rural regions affects the education quality in those areas. This problem is further aggravated by inadequate funding for educational activities. In numerous rural locations, there is a shortage of necessary school buildings, and even when they exist, they are often in poor condition. The lack of educational infrastructure in rural areas can detrimentally impact the quality of learning and hinder students' ability to gain the knowledge and skills essential for their future [11]. However, not all educational institutions in every region have access to the quality education that is expected [14].

Every individual has the right to a fair and equitable education [15]. Accreditation is mandatory for every educational institution [16]. Accreditation is the assessment of the technical or academic feasibility of an educational institution to produce graduates with specified competencies [17]. The higher the school's accreditation rating, the greater the public interest in enrolling their children there. Accreditation benefits not only the community but also teachers and students. For teachers and students, accreditation can boost confidence and motivation for teaching and learning because they are part of an institution that has been nationally recognized and validated [18].

The accreditation process involves evaluating various aspects, including the curriculum, facilities, teaching staff, and school management. Consequently, accreditation ensures that schools provide an adequate educational environment [19]. By undergoing the accreditation process, schools are expected to continuously enhance the quality of education they provide [20]. Education in Indonesia has experienced fluctuations, with various educational issues now posing the greatest challenge in achieving quality education [21]. These issues are the major factors contributing to the low quality of education in Indonesia today.

Field findings indicate that SMAN 4 Takari faces similar challenges. Initially a branch class of SMAN 2 Takari, SMAN 4 Takari became an independent institution on July 5, 2021. The primary challenges it faces are inadequate infrastructure and lack of accreditation, which significantly impact the quality of education received by students. The urgent need to improve facilities and achieve accreditation is critical to ensuring that students receive a high-standard education. Addressing these issues is essential for the overall development and success of the institution. These challenges can be observed in Figure 1 below:



**Figure 1.** Emergency Classroom



**Figure 2.** Teacher's and Principal's Office

The available facilities do not meet the established standards necessary to support an effective and conducive learning process. Additionally, SMAN 4 Takari has not yet achieved accreditation, further complicating the school's efforts to gain formal recognition of its educational quality. This situation requires serious attention and intervention to ensure that students can learn in an adequate environment and that the school can achieve the necessary accreditation to boost community trust and participation.

As conveyed by Amirullah Datuk and colleagues in their research on "The Urgency of School Accreditation in Efforts to Map Education Quality in East Nusa Tenggara Province." Research and programs focusing on the accreditation challenges of schools in remote areas reveal that these schools often face inadequate infrastructure and facilities. Studies indicate that schools in such areas, including SMAN 4 Takari, frequently struggle to meet accreditation requirements due to limited educational resources. Community service programs involving collaboration between schools, the government, and the local community have proven effective in improving infrastructure and creating a more conducive learning environment. Additionally, accreditation workshops and training sessions organized by the Department of Education and Culture help schools better prepare for the accreditation process, resulting in a significant improvement in educational quality. Furthermore, research on the impact of accreditation shows that it provides formal recognition and boosts community trust in schools, thereby contributing to the overall enhancement of educational quality. Based on these findings, SMAN 4 Takari can adopt similar strategies to address its challenges and achieve better accreditation outcomes [22].

Relevant research was also conducted by Achmad Qhuzairy Qarasyi, discussing "The Importance of Accreditation in Improving Graduate Quality in Elementary Schools." Previous studies indicate that school accreditation plays a crucial role in setting education quality standards and enhancing graduate quality. Studies in remote areas like SMAN 4 Takari reveal that inadequate infrastructure hinders the accreditation process. Research in Jeneponto Regency, South Sulawesi, found that accreditation is vital for providing a legal framework for educational institutions and ensuring operations adhere to prevailing norms and regulations. Community service programs involving collaboration between schools, the government, and the community have proven effective in improving facilities and education quality. These results demonstrate that accreditation not only enhances education quality but also boosts community trust in schools. By adopting similar strategies, SMAN 4 Takari can overcome infrastructure challenges and achieve better accreditation outcomes [23].

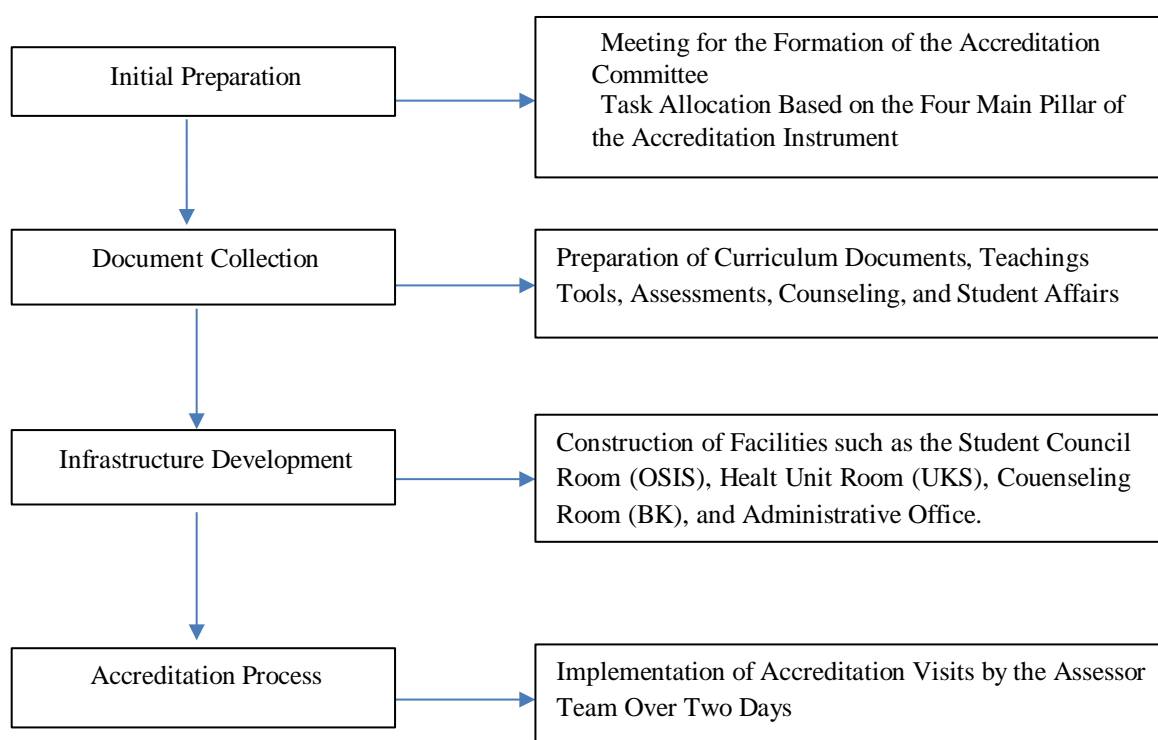
Previous research has highlighted the importance of accreditation in enhancing educational quality, yet several gaps remain to be addressed. A primary gap is the inadequate infrastructure, with many schools in remote areas like SMAN 4 Takari lacking essential facilities. Additionally, there is a need to bolster the managerial capacity of school principals and staff to effectively prepare for and manage the accreditation process. Consistent and sustainable support from the community and government remains a challenge. The availability of necessary data and documentation for accreditation is often limited, hindering ongoing evaluation and improvement. Socio-economic factors, such as poverty and limited access to technology, also negatively impact student participation and parental support. Addressing these gaps requires a more comprehensive and sustainable approach to ensure better accreditation outcomes and improved educational quality at SMAN 4 Takari.

This research aims to identify and address the various challenges faced by SMAN 4 Takari in its efforts to achieve school accreditation. Specifically, the objectives of this study are to evaluate the existing infrastructure, enhance the managerial capacity of the principal and staff in the accreditation process, and build stronger and more sustainable support from the community and government. Additionally, the research seeks to develop an effective data

management system to support the accreditation process and address socio-economic factors that affect student participation and parental support. Through a comprehensive and sustainable approach, this research is expected to help SMAN 4 Takari achieve better accreditation outcomes and improve the overall quality of education.

## METHODS

The community service activity is designed to prepare and implement school accreditation, encompassing the preparation of documents, development of facilities and infrastructure, as well as training and socialization for all school stakeholders. This research employs a descriptive qualitative method to identify and address the challenges faced by SMAN 4 Takari in its efforts to achieve accreditation. Data collection techniques include observation, interviews, and documentation. According to Sugiyono, qualitative research methods are used to produce data that are not numerical or statistical but focus more on in-depth descriptive data, aiming to understand the experiences, perceptions, and meanings of the participants or subjects being studied [24]. The target of this community service includes students, teachers, educational staff, parents, and the school committee at SMAN 4 Takari, as well as the government. The steps involved in implementing this activity can be seen in Figure 3 below:



**Figure 3:** The Step Implementation of Activity

The impact evaluation aims to assess the effectiveness of the activities in improving the quality of education at SMAN 4 Takari and its influence on the school community and surrounding society. The evaluation method used is descriptive qualitative, with data collection techniques that include observation, interviews, surveys, and documentation. Observations are conducted to monitor changes in the physical condition of the school's infrastructure and the



learning process. In-depth interviews with the principal, teachers, students, administrative staff, and community members provide feedback on the changes that have occurred. Surveys or questionnaires are distributed to teachers, students, and parents to measure their satisfaction with the improvements at the school, as well as changes in motivation and confidence. Documentation is analyzed to obtain quantitative and qualitative data on student learning outcomes and accreditation readiness. Evaluation indicators include the quality of infrastructure, the effectiveness of the learning process, community satisfaction, student achievement, and accreditation readiness. Data are collected over several months after the activities are completed and compared with previous data to identify significant changes. The evaluation results are compiled into a report that includes findings, analysis, and recommendations for further improvements, which are then communicated to all relevant parties. This evaluation is expected to provide a clear picture of the impact of the activities on the quality of education at SMAN 4 Takari and its benefits for the school community and surrounding society.

## RESULT AND DISCUSSIONS

### Result

The community service activities carried out at SMAN 4 Takari have yielded significant achievements that positively impact the quality of education at the school. One of the main results is the improvement in school infrastructure. Through strong collaboration between the school committee, parents, guardians, and the community, the school successfully built new student council rooms, health unit rooms, counseling rooms, and administrative offices. These improvements create a more conducive learning environment for students and teachers, enhancing comfort and effectiveness in daily school activities. Figure 4 below shows the improvements made to the school's facilities:



**Figure 4.** Development of Adequate Infrastructure

These changes demonstrate SMAN 4 Takari's tangible efforts to improve the quality of educational facilities and create a better learning environment. Enhanced facilities not only contribute to increased comfort and efficiency in the teaching and learning process but also help boost student motivation and enthusiasm. Teachers can also teach more effectively, utilizing equipment and spaces that better meet modern educational needs. With more comfortable classrooms, a fully equipped health unit room (UKS), and a more private and supportive counseling room (BK), it is hoped that the entire school community will benefit. These improvements also play a crucial role in building the trust of parents and the community in the school, showcasing SMAN 4 Takari's commitment to providing high-quality education.

Overall, these facility enhancements are expected to create a more conducive learning atmosphere, improve student outcomes, and prepare them to achieve higher academic success in the future.

Additionally, educators and staff at SMAN 4 Takari have prepared various essential documents required for the accreditation process, including curricula, teaching tools, assessments, counseling, and student affairs. The principal also prepared school work plans, supervision, and financial documents, all of which were uploaded to the DIA application in SispenA. These efforts bore fruit on October 6, 2022, when SMAN 4 Takari received the Decision Letter from the Chairman of BAN-S/M number 1385/BAN-SM/SK/2022, stating that the school successfully obtained accreditation with a score of 79 and a "satisfactory" rating. This achievement not only provides formal recognition of the educational quality at SMAN 4 Takari but also boosts the confidence of the entire school community and the surrounding society. With this accreditation, SMAN 4 Takari is increasingly motivated to continuously enhance the quality of its education and provide the best for its students.

### *Discussions*

The impact analysis of the activities shows that infrastructure improvements and accreditation preparation have significantly positively affected the quality of education at SMAN 4 Takari. One of the main challenges faced was the inadequate infrastructure. This challenge was overcome through solid collaboration between the school, school committee, parents, and the community. Active participation from various parties enabled significant infrastructure improvements in a short period. Resistance from some parties related to managerial and operational changes in the school was also a challenge. This was addressed through communicative and participatory approaches, where each party was given the opportunity to provide input and feel ownership of the change process. Limited funds were another obstacle, but this was overcome by optimizing local resources and obtaining support from the local government. This approach allowed the school to achieve maximum results with limited resources. Infrastructure improvements and accreditation preparation have also increased motivation and confidence among teachers and students. This increase is reflected in higher enthusiasm in the teaching and learning process and better student learning outcomes. The increase in the number of students from 88 in 2021 to 120 in 2023 indicates increased community trust in the school. Interviews and surveys show that teachers, students, and parents feel more motivated and confident with the improvements made. Additionally, the enhancement of facilities and accreditation preparation not only improves the quality of education at the school but also increases trust and participation from the school community and surrounding society.

Research conducted by Nuhandayani et al. titled "Analysis of Inhibiting Factors and Efforts to Improve the Quality of Education in Public Elementary Schools" is relevant to the research at SMAN 4 Takari because both focus on improving education quality by identifying inhibiting factors and efforts to overcome them, using a qualitative descriptive method based on Miles and Huberman's data analysis model. The main similarities between the two studies include the lack of facilities and infrastructure, minimal stakeholder involvement, and limited financial resources as inhibiting factors, and an emphasis on improving facility quality and stakeholder participation as important steps. However, there are significant contextual



differences. The research at SMAN 4 Takari focuses on achieving high school accreditation in East Nusa Tenggara through a collaborative approach involving various parties, while the research at SDN 2 Jerowaru in Lombok focuses on addressing the decline in elementary school accreditation by emphasizing increased education budget allocation. Both studies provide valuable insights into the challenges and strategies for improving education quality at various levels and regions in Indonesia [25].

Another relevant study was conducted by Ahmad Fauzan and Yenni Fitra Surya, titled "Analysis of Education Policy in Standards of Facilities and Infrastructure in Elementary Schools (Systematic Literature Review)." The study on the management and policy of facilities and infrastructure based on the Indonesian Minister of National Education Regulation No. 24 of 2007 in elementary schools is relevant to the research at SMAN 4 Takari because both focus on evaluating educational infrastructure and its impact on education quality. Both studies use descriptive methods to analyze the conditions and policies related to educational facilities and infrastructure. The similarities between these studies emphasize the importance of adequate facilities to support effective education processes and reveal that inadequate infrastructure conditions hinder education quality. However, there are differences in specific focus: the study in elementary schools evaluates national policies and their impact on facility standards based on accreditation, while the research at SMAN 4 Takari focuses on local challenges in achieving accreditation and improving infrastructure. Additionally, the study in elementary schools highlights the influence of geographic areas on funding and facility quality, while the research at SMAN 4 Takari emphasizes community collaboration to overcome resource limitations. These studies provide important insights into how infrastructure conditions and policies affect education quality at various levels and geographic contexts in Indonesia [26].

The research at SDN 2 Jerowaru and the study on the management of facilities and infrastructure based on the Indonesian Minister of National Education Regulation No. 24 of 2007 are strongly relevant to the research at SMAN 4 Takari. All three studies focus on evaluating educational infrastructure and its impact on education quality, using descriptive methods to analyze conditions and policies related to facilities and infrastructure. The similarities between these studies highlight the importance of adequate facilities to support effective education processes and identify the lack of facilities and minimal stakeholder involvement as major inhibiting factors. However, there are significant contextual differences: the research at SMAN 4 Takari focuses on achieving accreditation with a collaborative approach, while the study at SDN 2 Jerowaru emphasizes increasing education budget allocation, and the study at elementary schools evaluates national policies and geographic influences on facility standards. These studies provide valuable insights into the challenges and strategies for improving education quality at various levels and regions in Indonesia.

Overall, this community service activity has successfully addressed various challenges faced by SMAN 4 Takari and achieved the desired goals. The improvement of infrastructure and accreditation preparation has a lasting positive impact on the quality of education at the school and its community. These results provide a strong foundation for sustainable efforts to improve education quality in the future, as well as increase participation and support from all related parties. With this strong foundation, SMAN 4 Takari can continue to strive for better accreditation and enhance the quality of education offered to its students.

## CONCLUSION

The community service activities at SMAN 4 Takari successfully improved the school's infrastructure, prepared accreditation documents, and achieved accreditation with a score of 79 and a "satisfactory" rating. The enhancement of infrastructure and preparation for accreditation also increased the motivation and confidence of teachers and students, as well as boosted the community's trust in the school, as reflected in the increased number of students. These results contribute to the well-being of the community by creating a better learning environment and improving the quality of education. However, the main challenges faced included inadequate infrastructure, limited funds, resistance to change, and geographical difficulties. For similar activities in the future, it is recommended to have thorough financial planning, a participatory approach, utilization of local resources, enhancement of managerial capacity, and regular evaluations to ensure the activities proceed as planned and achieve the desired outcomes.

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## CONFLICT OF INTEREST

"The authors declare no conflict of interest."

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