



School Accreditation Strategy: Academic Policy and Integrative Supervision Model

Radhiyah¹, Muhammad Anggung Manumanoso Prasetyo^{2*} 

^{1,2} Manajemen Pendidikan, Institut Agama Islam Negeri Lhokseumawe

*Corresponding author: anggung@iainlhokseumawe.ac.id

Abstrak

Tindak lanjut supervisi kurang optimal karena minimnya laporan tentang perkembangan pembelajaran. Penelitian ini bertujuan untuk menganalisis strategi akreditasi sekolah: kebijakan akademik dan model supervisi integratif. Penelitian ini menggunakan paradigma kualitatif teknik studi kasus. Pengumpulan data menggunakan teknik observasi, wawancara dan telaah dokumentasi. Analisis data melalui tahapan kondensasi data, penyajian data dan penarikan kesimpulan. Informan terdiri dari kepala sekolah sebagai pemangku kebijakan, guru senior dan koordinator akreditasi. Hasil penelitian menunjukkan implementasi supervisi dilakukan dengan tahapan perencanaan, pelaksanaan, refleksi dan evaluasi serta tindak lanjut supervisi. Kegiatan perencanaan mencakup penentuan tim supervisi, penetapan tanggal pelaksanaan dan teknik supervisi. Pelaksanaan supervisi dilakukan melalui pengamatan langsung, melakukan analisis terhadap hasil akreditasi sekolah. Sedangkan strategi akreditasi dimulai melalui efektivitas kepala sekolah dan merupakan refleksi hasil supervisi. Hasil penelitian mengungkap model integratif supervisi terdiri dari supervisi akademik, supervisi klinis, dan supervisi transformatif. Tindak lanjut supervisi melalui kepemimpinan kolaboratif kepala sekolah melibatkan warga sekolah dan masyarakat dalam membuat arah kebijakan perbaikan proses pembelajaran melalui supervisi akademik merupakan faktor pendukung pencapaian hasil akreditasi unggul. Penelitian memiliki implikasi sosial tentang perubahan paradigma pengelola kebijakan bahwa kebijakan akreditasi merupakan bentuk penjaminan mutu yang harus dicapai dengan serius melalui proses peningkatan layanan pendidikan bukan bersifat insidental dan formalitas.

Kata Kunci: Akreditasi Sekolah, Supervisi Akademik, Strategi Kepala Sekolah

Abstract

Suboptimal follow-up of supervision due to minimal reports on learning developments. This study aims to analyze school accreditation strategies: academic policies and integrative supervision models. This study uses a qualitative paradigm of case study techniques. Data collection uses observation, interview and documentation review techniques. Data analysis is done through data condensation, data presentation, and conclusion. Informants consist of the principal as a policy maker, senior teachers and accreditation coordinators. The study results show that the implementation of supervision is carried out through the stages of planning, implementation, reflection, evaluation, and follow-up of supervision. Planning activities include forming a supervision team, determining the date of implementation and supervision techniques. The implementation of supervision is carried out through direct observation and analysis of the results of school accreditation. The accreditation strategy begins through the principal's effectiveness and reflects the results of supervision. The study results reveal that the integrative supervision model includes academic, clinical, and transformative supervision. Follow-up supervision through collaborative leadership of the principal involves school residents and the community in making policy directions for improving the learning process through academic supervision as a supporting factor in achieving superior accreditation results. The research has social implications regarding changes in the paradigm of policy managers, such as the fact that accreditation policy is a form of quality assurance that must be achieved seriously by improving educational services, not as an incident or formality.

Keywords: School Accreditation, Academic Supervision, Principal's Strategy

History:

Received : July 31, 2024

Accepted : November 03, 2024

Published : November 25, 2024

Publisher: Undiksha Press

Licensed: This work is licensed under a Creative Commons Attribution 4.0 License



1. INTRODUCTION

School accreditation is one of the policies to guarantee the quality of education services. The Indonesian government implements a school accreditation policy through the education unit accreditation instrument (IASP). The challenges of accreditation provide logical consequences for education managers to improve education services (Khurniawan et al., 2021; Suryana & Sarah, 2020). Accreditation is also a form of service accountability to the community (Tormey, 2015). The urgency of accreditation, schools must ensure that every aspect of their management is well integrated, including strategic planning that supports effective and measurable accreditation standards, implementation of appropriate policies, and continuous monitoring and evaluation (Kurniady et al., 2022; Sezer & Engin, 2024). Accreditation is not only an evaluation standard, but also encourages continuous improvement in school management to ensure the provision of quality education and in accordance with the standards set (Silva et al., 2023). One of the efforts that schools can make to obtain superior accreditation is to carry out supervision. Currently, supervision is understood as supervision of the learning process. In fact, supervision covers a broader area including management aspects. This complexity is in line with the fulfillment of the components of the school accreditation assessment. On the other hand, individually, progressiveness is needed from teachers, one of which is a professional attitude. In the context of research, the principal has the capacity to make effective policies. The relationship between supervision and accreditation is explained by Zeppeda and Krisadee that the position of supervision in the IASP accreditation process is crucial because it can improve the quality of the learning process (Krissadee et al., 2022) and the achievement of graduate quality. Supervisors need to have skills in providing constructive feedback and encouraging reflection to support problem solving in learning (Garver, 2022). Accepting teacher feedback is very important to improve the quality of learning (Garver, 2022). Accepting teacher feedback is very important to improve the quality of learning (Larasati & Raharja, 2020). Therefore, academic supervision must be carried out routinely, with clear planning regarding the objectives and models of supervision.

However, many teachers view supervision only as an administrative obligation, such as lesson plans and student assessments, which triggers an overly administrative focus on supervision (Tie, 2014). Initial observations indicate that supervision follow-up is less than optimal due to minimal reports on learning progress. Often, supervision focuses more on discrediting teachers based on differences of opinion, so that improvement efforts are ineffective. This casuistic phenomenon should provide an understanding of the urgency of the accreditation program through the supervision function, internal assistance, needs to be improved for a common perception. The success of education is highly dependent on the strategy developed and the principal's ability to manage human resources. In addition, the effectiveness of quality academic supervision requires serious supervision from the principal. The implementation of academic supervision as an effort to improve teacher performance and develop teacher pedagogical competence (Rohaenah et al., 2020; Sanglah, 2021). And able to construct teachers' thinking so that they are committed to carrying out their functions and duties professionally (Suroso et al., 2023). However, research on the principal's strategy in academic supervision used in improving school accreditation still requires special attention. This research is important to be carried out in order to provide a detailed description of the strategies that can be implemented so that academic supervision has a positive impact on improving school accreditation results.

Academic supervision strategies in improving school accreditation have significance in efforts to improve the quality of education. Argumentation The results of the study support the argument that the implementation of supervision psychologically has an impact on teacher awareness to improve individual performance (Lin et al., 2020). Policies regarding supervision programs bring schools to quality stability (Janssens & de Wolf, 2009; Yibrie Ahmed, 2019).

Research on accreditation has been widely conducted, especially related to the quality of education. School accreditation programs and supervision activities are two things that are interrelated with ensuring the quality of education in schools (Calma, 2021). Supervision policies are part of educational politics to create quality education (Ingle & Lindle, 2018). There is a close relationship between accreditation and supervision towards quality assurance which includes the achievement of graduate quality criteria, teacher quality, learning processes (Kyriakides et al., 2020) and school management (Beare et al., 2018; Kyriakides et al., 2020; Patimah, 2019). Meanwhile, accreditation research is a form of effort to accelerate and encourage school growth and development (Ahdiah et al., 2019; Fukhara & Prasetyo, 2024). This study aims to analyze school accreditation strategies: academic policies and integrative supervision models.

2. METHOD

This study uses a qualitative research type through a descriptive approach that focuses on in-depth interpretation of the principal's strategy in improving school accreditation results through academic policies and supervision. In terms of data collection methods, this study is field research with three main stages, namely pre-field observation; At the pre-field observation stage, the researcher designs the research, selects the location, takes care of permits, and conducts exploration related to the problems to be studied. Furthermore, at the implementation stage, the author carries out the data collection process through observation methods, interviews and documentation studies that support the research results. The author conducts data analysis with the stages of data reduction, data display and drawing conclusions. The author uses data analysis references developed by (Bungin, 2019; Lexy J Moleong, 2018).

This research was conducted at SMP Negeri 1 Baktiya, North Aceh Regency from November to December 2023 involving several informants, namely the principal, subject teachers, and school supervisors. Data collection methods include observation to obtain an overview of the implementation of academic supervision, interviews with the principal, supervisors, teachers, and students, and documentation studies for historical data on academic supervision and accreditation results and education quality reports for 2022 and 2023. The data reduction process involves selecting key elements, focusing on relevant aspects, abstracting to simplify, and compiling data into a simpler format. The next stage is data presentation, where information is clearly organized through tables, graphs, or narratives. The final step is drawing conclusions and verification. The results of the study lead to an integrative feedback supervision model from accreditation results and based on continuous quality improvement. Operationally, the researcher analyzed the implementation of supervision in schools which was then constructed into a model after going through several verification processes individually with the principal and practitioners (driving teachers), and discussion activities with academics at the IAIN Lhokseumawe postgraduate college.

3. RESULTS AND DISCUSSION

Result

The definition of school accreditation is an activity to assess the feasibility and performance of a school by meeting certain predetermined criteria (Muhajir Efendy, 2018). The implementation of madrasah accreditation refers to the 2020 IASP components, including the Graduate Quality Component, Teacher Quality, Learning Process and School Management. The IASP components designed are simplifications that include 8 national education standards. IASP includes 35 core performance items. Academic Supervision is a core performance item of the school management component. In IASP, the Principal's performance in improving academic supervision competency aims to help teachers realize quality learning and have an

impact on improving teacher performance. (BAN S/M, 2020). The policies implemented by the principal are crucial for the quality of education services, and the dissemination of information about accreditation to the school community is essential to improving teachers' understanding of the evaluation process. Accreditation evaluation provides a basis for improvement, highlighting the need for functional supervision that involves active support from school leaders. The results of the study revealed that SMPN 1 Baktiya developed an integrative supervision model in an effort to maintain superior accreditation. Integration of supervision through academic, clinical and transformative supervision.

Academic policies and integrative supervision models are essential as school accreditation strategies for Sustainable Quality Assurance. An accreditation-based curriculum policy ensures that all aspects of Education meet established quality standards, while an integrative supervision model provides constructive feedback to improve teacher performance and student learning outcomes. By integrating strong academic policies and effective supervision, SMPN 1 Baktiya can carry out continuous evaluation and improvement, not only meeting accreditation standards, but also improving the quality of education and student learning experience, as well as the school's reputation in the educational community. The report and schedule of academic supervision are presented in Figure 1.

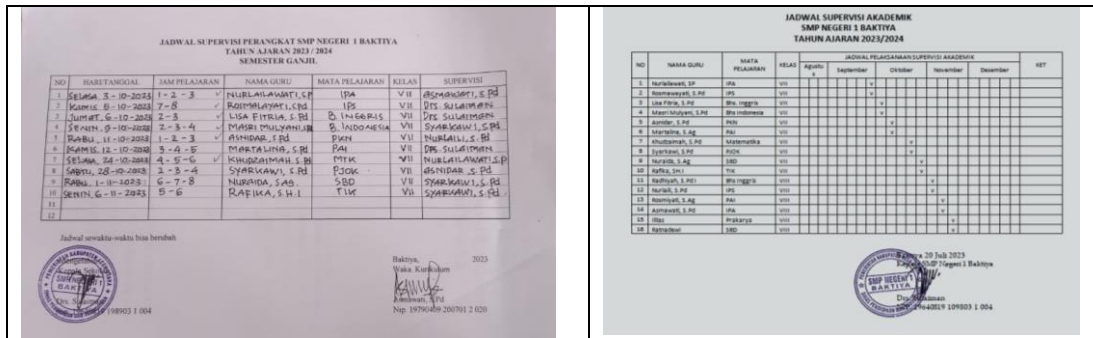


Figure 1. Academic Supervision Report and Schedule

Figure 1 shows that supervision is carried out comprehensively on all subjects. The formation of a team of Supervisors who carry out direct monitoring of the learning process is initiated through a decree of the principal, which takes into account the basic abilities and qualifications of the supervisor. This decision reflects a systematic strategy in establishing a team that is able to effectively evaluate and guide various aspects of learning in schools. The main target of supervision is the assignment in the learning process, teachers are expected to be able to apply innovative and fun learning so as to improve the quality of graduates. In addition, the learning process is expected to provide a conducive and dynamic feel to the learning environment. The role of the supervisor in the process of improving the quality of learning is required to be able to explore the ability of teachers to maximize teaching skills through empowering communication (two-way and interactive).

Based on the interview results, the form of academic supervision planning is manifested in good organization through teamwork formed by trying to make supervision activities run effectively and efficiently, in this case the principal assigns teachers who have credibility and understand the observation instruments that have been prepared in class observations. In addition, teachers who are given authority as supervisors in academic supervision in carrying out their duties. The implementation of academic supervision in schools for the past three years has shown structured progressiveness. In terms of scheduling, the school has carried out careful planning regarding continuous time and frequency. According to

(Rahmawati, 2022) the implementation of academic supervision is carried out in a directed and sustainable manner according to the schedule between 3 months or 6 months. The existence of scheduling in supervision indicates the seriousness of the school in implementing supervision as a planned and measurable learning strategy.

The implementation of clinical supervision at SMPN 1 Baktiya lies in the goal of improving teacher professionalism and the quality of education. Clinical supervision provides constructive feedback to teachers, supporting the statement that the principal's policies and evaluations are essential to the quality of educational services. In addition, clinical supervision requires active support from school leaders and appropriate methodology to achieve optimal results. Teacher awareness of the benefits of clinical supervision also contributes to school accreditation, so that clinical supervision serves as an effective tool to improve teaching practices and the overall quality of education.

Clinical supervision plays a role in improving teachers' ability to solve learning problems. Therefore, supervisors can provide constructive feedback and follow up. Supervisors can use various coaching techniques, such as coaching, mentoring and also group discussions through dissemination in the school community. In the coaching process, the supervisor acts as a coach who empowers the coachee to optimize their ability to find solutions to the deficiencies they experience (Radhiyah & Susi Yusrianti, 2023). In an interview with the Supervisor, it was stated that coaching in supervision is a form of assistance to teachers in maximizing themselves in the learning process. Follow-up supervision provides teachers with confidence that individuals have room to continue learning. In this context, teachers are required to have communication skills in order to collaborate with fellow colleagues.

The implementation of transformative supervision can be seen from several aspects. First, Transformative supervision focuses on teacher professional development through collaboration and reflection, which is in line with the goal of improving professionalism mentioned in the paragraph. Constructive feedback provided in clinical supervision is also an important element in transformative supervision, where teachers are encouraged to reflect on their practices and adapt to improve the quality of teaching. Second, active support from school leaders in transformative supervision creates an environment that supports innovation and positive change. This is in line with the statement that the principal's policies and evaluations are essential for the quality of educational services. Committed leaders can facilitate a more effective and results-oriented supervision process. Third, teachers' awareness of the benefits of clinical supervision that contribute to school accreditation reflects the principles of transformative supervision, where improving the quality of education is not only seen from academic results, but also from the holistic development of teachers and students. Thus, transformative supervision can be considered as a broader and deeper approach to achieving the same goal, namely improving teaching practices and the overall quality of education.

Collaboration between teachers and supervisors is recognized as key to improving the quality of teaching. Teachers appreciate constructive feedback and see value in professional development through supervision. Interviews also provide insight into teaching practices, measurement of success, and positive contributions to planning for follow-up supervision. The implementation of quality-oriented supervision is carried out by identifying development points, discussing the results of classroom observations, providing constructive feedback, and formulating follow-up plans through a post-observation coaching process. This feedback is used for teacher professional development, where the principal takes real actions such as workshops and competency training, including the preparation of class administration (RPP) based on teacher needs and supervision results. Thus, supervision becomes an activity that is not only routine, but also fundamental in improving the quality of teaching. From the results of the study obtained, it can be stated that academic supervision activities through a thorough planning process are carried out by the principal, which illustrates the urgency of educational supervision

as a direction for developing school quality and has a positive impact on improving school accreditation results. The implementation of academic supervision through collaboration between the principal and teachers is reflected in the formation of a supervisor team, scheduling and follow-up reports based on constructive feedback. The strategy of continuous supervision by transforming the learning process is a key factor that continues to be pursued as a commitment of school management in improving the quality of education at SMP Negeri 1 Baktiya. The accreditation process itself consists of a series of stages involving the organization of accurate data and documentation, as well as cooperation between educators and education personnel and the committee in evaluating and improving the components of school accreditation. The targets of the policy can be seen in the table below.

Table 1. Technical Policies for Continuous Quality Improvement

Policy	Target	Coordinator
Formation Team Accreditation	Conducting teacher selection as school accreditation implementers and providing training in completing the IASP to members of the accreditation team as well as determining the tasks and responsibilities of the team formed	Vice Principal, accreditation coordinator who has experience in the accreditation process
Determination vision and mission Accreditation	Common perceptions regarding improving school quality and shared commitment to achieving accreditation goals	Principal and internal stakeholders
Analysis SWOT results accreditation	Do identification strength and weakness school, define area repair and projecting challenges and opportunities in the process of improvement.	The principal works closely with the accreditation team and school supervisors
Quality Improvement Program	Determining the objectives and steps of the quality improvement program through academic supervision	The principal works closely with the supervisor and Curriculum Development Team
Monitoring Evaluasi	Data collection on the implementation of the Academic Supervision program, Reports on the results of the feedback in the form of mapping follow-up actions for improving the learning process and impacts.	Coordinator Program Quality Improvement with the support of internal and external monitoring teams
	Academic supervision.	(school supervisor and public)



Figure 2. Academic Supervision Strategy

In principle, the academic supervision model implemented by the principal at SMPN 1 Baktiya North Aceh is explained in Figure 3.



Figure 3. Scope of Academic Supervision Operations

The implementation of integrative supervision is the basis for accreditation strategies and action plans. The strategy application implemented by SMPN Baktiya implements the IASP-based accreditation stages. In the initial stage, the principal can form an accreditation team to help analyze the accreditation results and identify the strengths and weaknesses of the previous accreditation results and map the challenges and opportunities as external factors that are input for designing the accreditation follow-up program. In line with Faizal's opinion about the capacity of the accreditation team responsible for reviewing accreditation result documents originating from the cultural results formed in the school environment. Supervision is a tool for evaluating the quality and performance of teachers in the learning process that is directly related to the output of the quality of graduates to be achieved. The follow-up analysis designed includes components of accreditation achievement with the transformation of ideas and real actions of the improvement program.

Table 2. Follow-up Analysis – Actualization of IASP-Based Accreditation Program

Component Accreditation	Constructive Ideas and Plans Accreditation Action	Program Actualization
Quality Graduate of	There is a comparison of student, teacher and school performance with national standards or similar schools to identify strengths and areas of improvement. repair.	Benchmarking program with the best schools, as well as tracing studies as an analysis of student output to assess position school relatively.
Teacher Quality	Improving teacher quality can be achieved through continuous professional development, collaboration between teachers, and continuous performance monitoring.	Empowerment community teacher learning in regular workshops and training, to share good practices as a mentoring system between teachers.
Process Learning	Improving the learning process can involve implementing innovative learning methods, increasing student engagement, and utilizing educational technology.	Integration of technology in learning, implementation active learning methods, as well as periodic evaluation and revision of the curriculum.

Component Accreditation	Constructive Ideas and Plans Accreditation Action	Program Actualization
Management School	Push evaluation policy, curriculum, and learning strategies, to identify weaknesses and opportunities for improvement. By involving all stakeholders in the decision-making process, listening to feedback, and building a learning culture that is open to change.	Formation of an internal audit team involving teachers, parents, and related parties, as well as holding critical discussion forums to detail evaluation findings.

Discussion

Improving the quality of education depends on a comprehensive school development paradigm and the commitment of all stakeholders within the institution. Supervision is carried out using the right methodology and must include follow-up actions to improve teacher professionalism. However, principals often give excessive trust to teachers during the supervision process without providing adequate guidance, which can result in a lack of understanding of monitoring tools. Therefore, it is very important to ensure that teachers are aware of the importance of supervision in the context of improving school accreditation. The leadership aspect plays a fundamental role in achieving accreditation. The results of the study describe the strategic policies of the principal implemented to achieve accreditation targets including the formation of a school accreditation team, formulating a vision and mission for improving school quality, analyzing previous school accreditation results, formulating a school quality improvement program, monitoring and evaluating the implementation of the school quality improvement program. The accreditation strategy is used through teacher council meetings, conducting socialization, providing examples through training in filling out school accreditation instruments. Through a strategy based on improving educational services, it will simultaneously fulfill the accreditation components (Suryana & Sarah, 2020; Yani & Prasetyo, 2021). Technically, the accreditation process does not start with the formation of an accreditation team but rather with continuous service system improvements.

Achieving superior education quality standards requires a comprehensive school accreditation policy implementation strategy. The first step involves the formation of an accreditation team consisting of trained and qualified personnel. The accreditation team will play a key role in conducting internal evaluations, understanding each accreditation standard, and developing a follow-up plan. A deep understanding of the accreditation standards is also obtained through socialization to all school components and human resource development training in implementing school accreditation. This is in line with Fayatan's statement that in order to support the readiness to improve school results, accreditation needs to conduct training methods for participants of the teacher council (Fatayan et al., 2023). The school accreditation team sets goals for achieving accreditation standards by identifying strengths that can be improved and addressing existing weaknesses. This process is the basis for planning a sustainable quality improvement program. The importance of continuous monitoring and evaluation of the implementation of accreditation policies cannot be ignored. An effective monitoring system will ensure that each quality improvement program runs according to plan. Effective communication between the principal and the accreditation team that is formed will build relationships and be jointly responsible (Cardoso et al., 2023; Tampubolon, 2020). For this reason, a strong leadership commitment is needed in encouraging a school culture that is oriented towards improving quality. With full commitment and support from the principal and leadership, and through the implementation of planned strategies, it is hoped that schools can achieve and maintain high accreditation standards.

The implementation of the strategy is carried out through an integrative supervision model between academic supervision, clinical supervision and transformative supervision. Academic supervision focuses on supervising the learning process. Clinical supervision focuses on improving teacher mentality and increasing motivation. Meanwhile, transformative supervision is an activity of supervising and evaluating institutional policies and leading to more innovative and sustainable policy transformations. In the context of the study, one of the principal's policies is to allow teachers to participate as driving teachers. In addition, teachers are also allowed to carry out further studies for the success of their careers. In addition to focusing on the learning process, academic supervision activities are also realized in the form of formalization of activities, this is evidenced by the decree appointing the supervisor coordinator. Analysis of the research results, the academic supervision program is implemented through the collaborative role of the Principal and teachers in preparing the annual agenda and schedule for implementing academic supervision and providing socialization to all teachers to prepare themselves more maturely, both in terms of class administration and teacher readiness in the clinical coaching that will be carried out (Novebri & Lubis, 2022; Sunaryo, 2020). In addition, the development of supervisor competencies needs to be carried out with self-development training as a supervisor. The development of supervisor competencies is very important in understanding the instruments used in supervision and also determining the techniques and models of supervision used (Hadi, 2019). The integration of transformative, evaluative, and continuous supervision models is a holistic approach to advancing the quality of education in schools, while linking it to the accreditation process. Transformative supervision focuses on teacher self-development and paradigm shifts in learning. Evaluative supervision refers to performance assessment for improvement (Werong et al., 2024). Meanwhile, continuous supervision emphasizes continuous monitoring and improvement.

In the context of school accreditation, the integration of these models provides great benefits. Transformative supervision supports the development of innovative learning strategies, which can improve the quality of education according to accreditation standards. Evaluative supervision provides a framework for in-depth assessment of teacher performance, becoming the basis for meeting accreditation criteria related to educators. Continuous supervision ensures the implementation of continuous improvements to meet accreditation standards. By integrating these three supervision models, schools can achieve continuous renewal, align educational practices with accreditation standards, and ensure optimal learning processes in accordance with the vision of transformative education. The context of transformative supervision of the principal develops dimensions of innovation and renewal in the learning process (Kesuma et al., 2021). The transformative supervision model emphasizes changes in paradigm and culture in teaching. The role of the supervisor motivates and guiding teachers to innovate and improve teaching effectiveness and stimulate professional growth and positive changes in the work environment (Krissadee et al., 2022; Lin et al., 2020). The principal emphasizes transformative supervision on shared learning patterns, collaboration, and a deep understanding of the supervision goals to be achieved.

The principal's learning process assessment provides constructive recommendations and feedback to teachers and conducts continuous monitoring and evaluation to ensure continuous development and improvement in educator performance and learning outcomes. The continuous supervision model applies a systematic and continuous framework designed to improve teacher performance. The evaluative supervision model allows stakeholders to make decisions based on data and analysis from various stages of the evaluation. Continuous monitoring and evaluation are key to the effectiveness of the strategies implemented and their impact on teacher performance and learning outcomes, so that schools can make necessary adjustments for continuous improvement. This evaluative approach creates an environment that supports teacher professional growth, responds to dynamic changes in the school, and

makes teacher performance improvement a foundation for achieving higher accreditation standards.

Follow-up of accreditation results, actualization of school accreditation result improvement program by looking at IASP components including graduate quality, teacher quality, learning process and school management is an integration of constructive and adaptive ideas aimed at providing opportunities for quality improvement. Through a constructive approach and concrete program implementation, schools are able to improve the quality of graduates by strengthening the curriculum and emphasizing students' critical abilities. While improving teacher quality is achieved through continuous professional development and collaboration between teachers in learning community forums and mentoring systems. In the learning process, teachers need to improve methods and innovations in learning by utilizing technology. Teachers' adaptability to changes in student learning patterns that are digitalized needs to be improved. The effectiveness of school management through transformative and collaborative leadership involving all stakeholders by building a learning culture that is open to change is a factor in accelerating the improvement of education quality. Externally, schools need to collaborate with parents and the community to fulfill accreditation components. Collaborative activities are also carried out between teachers. Teachers are encouraged to share experiences and best strategies in meeting accreditation standards, and regular meetings are held to facilitate the exchange of knowledge (Garver, 2022; Sunaryo, 2020). The socialization of accreditation results and follow-up plans is the final step, involving all staff, students, and stakeholders in supporting continuous improvement efforts. By developing well-integrated follow-up steps, academic supervision and principal policies can work together to ensure that every aspect of education in the school contributes effectively to superior accreditation results.

Academic policies and integrative supervision models play a crucial role as a school accreditation strategy in the context of continuous quality assurance. The focus of accreditation-based school curriculum policies, including curriculum and learning standards, ensures that all aspects of education meet the quality standards set by the accreditation body. Meanwhile, the integrative supervision model combines various approaches in supervision and guidance, providing constructive feedback that helps improve teacher performance and student learning outcomes. A strong academic policy integration pattern and an effective supervision model, SMPN 1 Baktiya can carry out continuous evaluation and improvement, so that it not only meets standards accreditation, but also committed to improving the overall quality of education. The implications of this research contribute to a better learning experience for students and enhance the school's reputation in the educational community.

4. CONCLUSION AND SUGGESTIONS

Improving school accreditation can be achieved through analysis of accreditation results and actualization of teacher quality improvement programs and learning processes, which are supported by the effectiveness of academic supervision implementation. Supervision activities at SMPN1 Baktiya consist of the implementation of the principal's managerial functions. The effectiveness of the supervision program at SMPN1 Baktiya is also influenced by the principal's policies, including establishing a vision, forming a supervisory team, and scheduling activities. The study provides recommendations for principals to establish programs based on the school's vision. Meanwhile, accreditation strategies are also carried out through the formation of a competent internal supervisory team, the preparation of a systematic supervision activity schedule, and periodic monitoring and evaluation to improve school accreditation.

5. REFERENCES

- Ahdiah, I., Wirawan, I. B., Suyanto, B., Adam, S., & Suaedi, F. (2019). Competitiveness of Kaili Ethnic Human Resources in Indonesia. *Opcion*, 35(20), 1423–1436.
- BAN S/M. (2020). Instrumen Akreditasi Satuan Pendidikan 2020 Jenjang Sekolah Menengah Atas/ Madrasah Aliyah. In *IASP (Instrumen Akreditasi Satuan Pendidikan)* (Vol. 1, Issue 1).
- Beare, H., Caldwell, B. J., & Millikan, R. H. (2018). *Creating an Excellent School*. Routledge. <https://doi.org/10.4324/9781351041546>.
- Bungin, B. (2019). *Metodologi Penelitian Kualitatif: Aktualisasi Metodologis ke arah Ragam Varian Kontemporer*.
- Calma, A. (2021). Assessing and assuring learning: university teachers' reflections on effectively addressing skills deficits in business studies. *Studies in Higher Education*, 46(3), 594–605. <https://doi.org/10.1080/03075079.2019.1644309>.
- Cardoso, A. S., Bryukhova, S., Renna, F., Reino, L., Xu, C., Xiao, Z., Correia, R., Di Minin, E., Ribeiro, J., & Vaz, A. S. (2023). Detecting wildlife trafficking in images from online platforms: A test case using deep learning with pangolin images. *Biological Conservation*, 279, 1–9. <https://doi.org/10.1016/j.biocon.2023.109905>.
- Fatayan, A., Ghani, A. R. A., & Safrul, S. (2023). Implementasi Tenaga Pendidik Dan Tenaga Kependidikan Untuk Menunjang Dalam Kesiapan Perbaikan Hasil Akreditasi Sekolah Di Madrasah Tsanawiyah Dan Madrasah Aliyah. *JMM (Jurnal Masyarakat Mandiri)*, 7(3), 2166. <https://doi.org/10.31764/jmm.v7i3.14360>.
- Fukhara, W., & Prasetyo, M. A. M. (2024). Pengaruh Manajemen Kurikulum dan Profesionalisme Guru terhadap Mutu Lulusan Sekolah. *Edu Cendikia: Jurnal Ilmiah Kependidikan*, 4(1), 20–33. <https://doi.org/10.47709/educendikia.v4i01.3677>.
- Garver, R. (2022). "It's the Teachers' Fault": Personalizing the Gaps with School-Based Value-Added Measures. *Education Policy Analysis Archives*, 30. <https://doi.org/10.14507/EPAA.30.6186>.
- Hadi, S. (2019). Supervisi Akademik Kunjungan Kelas oleh Kepala Sekolah dalam Rangka Meningkatkan Kinerja Guru. *Fondatia: Jurnal Pendidikan Dasar*, 3(2), 114 – 135. <https://doi.org/10.36088/fondatia.v3i2.371>.
- Ingle, W. K., & Lindle, J. C. (2018). A policy and political history of educational supervision. In *The Wiley Handbook of Supervision* (pp. 17–43). wiley. <https://doi.org/10.1002/9781119128304.ch2>.
- Janssens, F. J. G., & de Wolf, I. F. (2009). Analyzing the Assumptions of a Policy Program: An ex-ante Evaluation of "Educational Governance" in the Netherlands. *American Journal of Evaluation*, 30(3), 411–425. <https://doi.org/10.1177/1098214009341016>.
- Kesuma, B. J., Sudrajat, A., & Purwanto, A. J. (2021). Pengaruh Kepemimpinan Transformasional dan Supervisi Akademik terhadap Kinerja Guru SD Negeri di Gugus V Kecamatan Kemayoran. *Jurnal Studi Guru Dan Pembelajaran*, 4(3). <https://doi.org/10.30605/jsgp.4.3.2021.1329>.
- Khurniawan, A. W., Sailah, I., Muljono, P., Indriyanto, B., & Maarif, M. S. (2021). The Improving of Effectiveness School-Based Enterprise: A Structural Equation Modeling in Vocational School Management. *International Journal of Evaluation and Research in Education (IJERE)*, 10(1), 161. <https://doi.org/10.11591/ijere.v10i1.20953>.
- Krissadee, P., Chiarakul, T., Khemngwad, E., Naunthong, P., & Petchthai, W. (2022). Development Process and Outcome Assessment of Student Skill Development in the 21st Century Through House Project Activities in an Integrated Project-Based Learning. *ICBIR 2022 - 2022 7th International Conference on Business and Industrial Research, Proceedings*, 18–23. <https://doi.org/10.1109/ICBIR54589.2022.9786489>.

- Kurniady, D. A., Susilana, R., Widodo, M., & Halimi, A. K. (2022). Managerial Performance in Developing School Climate to Improve School Quality. *Journal of Education*, 002205742110164. <https://doi.org/10.1177/00220574211016405>.
- Kyriakides, L., Creemers, B. P. M., Panayiotou, A., & Charalambous, E. (2020). *Quality and Equity in Education*. Routledge. <https://doi.org/10.4324/9780203732250>.
- Larasati, R., & Raharja, S. (2020). Conflict Management in Improving Schools Effectiveness. *Proceedings of the 3rd International Conference on Learning Innovation and Quality Education (ICLIQE 2019)*. <https://doi.org/10.2991/assehr.k.200129.025>.
- Lexy J Moleong. (2018). *Metode Penelitian Kualitatif*. Remaja Rosda Karya.
- Lin, S.-H., Tien, H.-L. S., & Lu, H.-W. (2020). Exploration of the supervisory experiences of school counseling supervisors and the perspectives on school counseling supervisory system construction. *Bulletin of Educational Psychology*, 52(2), 311–336. [https://doi.org/10.6251/BEP.202012_52\(2\).0004](https://doi.org/10.6251/BEP.202012_52(2).0004).
- Makbuloh, D. (2017). Process, Results, and Consequences of Madrasa Accreditation: A Case Study in Lampung, Indonesia. *Advanced Science Letters*, 23(2), 948–952. <https://doi.org/10.1166/asl.2017.7453>.
- Muhajir Efendy. (2018). *Peraturan Menteri Pendidikan dan Kebudayaan Nomor 13 Tahun 2018 tentang Badan Akreditasi Nasional Sekolah/Madrasah Dan Badan Akreditasi Nasional Pendidikan Anak Usia Dini Dan Pendidikan Nonformal* (pp. 1–21).
- Novebri, N., & Lubis, N. (2022). Pengaruh Supervisi Akademik dalam Meningkatkan Kinerja Guru. *Jurnal Administrasi Dan Manajemen Pendidikan*, 5(3), 186 – 193. <https://doi.org/10.17977/um027v5i32022p186>.
- Patimah, S. (2019). Teachers' Work Culture in an Islamic Junior High School in Lampung, Indonesia. *Pertanika Journal of Social Sciences and Humanities*, 27(1), 123–132.
- Radhiyah, & Susi Yusrianti. (2023). Penerapan Teknik Coaching Dalam Meningkatkan Kompetensi Kepala Madrasah pada Supervisi Pendidikan. *Al-Fahim : Jurnal Manajemen Pendidikan Islam*, 5(2), 104–120. <https://doi.org/10.54396/alfahim.v5i2.847>.
- Rahmawati. (2022). Pengaruh Pelaksanaan Kebijakan Pembinaan Guru Dan Supervisi Pengawas Terhadap Manajemen Pembelajaran Untuk Meningkatkan Kinerja Guru. *Khazanah Akademia*, 6(02), 18–28. <https://doi.org/10.52434/jurnalkhazanahakademia.v6i02.108>.
- Reddy, J. S., Sharma, R., & Gupta, N. (2024). The accreditation paradigm: a comparative analysis of accreditations for management programmes. *International Journal of Educational Management*, 38(1), 73–95. <https://doi.org/10.1108/IJEM-05-2023-0250>.
- Rohaenah, I. N., Syah, S. M., & Erihadiana, M. (2020). Implementasi Supervisi Kepala Sekolah Pada Kompetensi Pedagogik Guru. *MISYKAT: Jurnal Ilmu-Ilmu Al-Quran, Hadist, Syari'ah Dan Tarbiyah*, 5(2), 127. <https://doi.org/10.33511/misykat.v5n2.127-140>.
- Sanglah, I. N. (2021). Peningkatan Kinerja Guru Melalui Supervisi Kepala Sekolah pada Sekolah Dasar. *Jurnal Pedagogi Dan Pembelajaran*, 4(3), 528. <https://doi.org/10.23887/jp2.v4i3.40700>.
- Sezer, Ş., & Engin, G. (2024). Dilemmas of Teachers Related to the Supervision in Schools: A Case Study. *Participatory Educational Research*, 11(2), 1–23. <https://doi.org/10.17275/per.24.16.11.2>.
- Silva, T., Santos, R. D., & Mallet, D. (2023). Constructing a roadmap to measure the quality of business assessments aimed at curriculum management. *Journal of Education for Business*, 98(1), 34–42. <https://doi.org/10.1080/08832323.2021.2023855>.
- Sunaryo, Y. S. (2020). Academic supervision of school principals and teacher performance: A literature review. *International Journal Pedagogy of Social Studies*, 5(2), 17–34.

- <https://doi.org/10.17509/ijposs.v5i2.29094>.
- Suroso, S., Wuryandini, E., & Murniati, N. A. N. (2023). Analisis Supervisi Akademik Kepala Sekolah dalam Peningkatkan Kinerja Pembelajaran Guru. *JIIP - Jurnal Ilmiah Ilmu Pendidikan*, 6(2), 1164–1168. <https://doi.org/10.54371/jiip.v6i2.1294>.
- Suryana, A., & Sarah, L. L. (2020). Measurement of national education standards: (Analysis of achievement of accreditation results and improvement strategy). *International Journal of Information and Education Technology*, 10(6), 416–421. <https://doi.org/10.18178/ijiet.2020.10.6.1400>.
- Tampubolon, J. (2020). Supervisi Korektif untuk Menemukan Kekurangan – Kekurangan Guru Kelas dalam Malaksanakan Pembelajaran di SD Negeri 173105 Tarutung. *Attractive : Innovative Education Journal*, 2(2), 133–140. <https://doi.org/10.51278/AJ.V2I2.55>.
- Tie, F. H. (2014). A Study on the Legal Literacy of Urban Public School Administrators. *Education and Urban Society*, 46(2), 192–208. <https://doi.org/10.1177/0013124512446220>.
- Tormey, W. (2015). Education, learning and assessment: current trends and best practice for medical educators. *Irish Journal of Medical Science*, 184(1). <https://doi.org/10.1007/s11845-014-1069-4>.
- Werong, W., Dwikurnaningsih, Y., & Iriani, A. (2024). Evaluasi Supervisi Akademik Kepala Sekolah untuk Meningkatkan Kompetensi Pedagogik Guru SMP YPPK Bonaventura Sentani Papua. *Didakta: Jurnal Kependidikan*, 13(3). <https://doi.org/10.58230/27454312.812>.
- Yani, A., & Prasetyo, M. A. M. (2021). Peran Majelis Permusyawaratan Ulama dalam Meningkatkan Akreditasi Pesantren di Kabupaten Bener Meriah. *Idarah (Jurnal Pendidikan Dan Kependidikan)*, 5(1), 49–60. <https://doi.org/10.47766/idadrah.v5i1.1444>.
- Yibrie Ahmed, A. (2019). Data-based decision making in primary schools in Ethiopia. *Journal of Professional Capital and Community*, 4(3), 232–259. <https://doi.org/10.1108/JPCCC-11-2018-0031>.
- Zepeda, S. J., Yıldırım, S., & Çevik, S. (2022). The Changing Nature of School Supervision. In *The Palgrave Handbook of Educational Leadership and Management Discourse* (pp. 559–574). Springer International Publishing. https://doi.org/10.1007/978-3-030-99097-8_66.