

Quality Mapping of Education Units in Lampung Province the 2018-2021 Period

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ABSTRACT

The changing accreditation paradigm of accreditation instruments for education units which was oriented on administrative approach (complaint) to IASP 2020's performance-type approach has brought changes into accreditation instruments. This study aims to analyze the quality maps of education units by the changing instruments and paradigms of accreditation in the period of 2018 to 2021. The study used mixed approach, which combines quantitative and qualitative approaches. The research population was education units in Lampung Province which amounted to 9,378 units-consisting of elementary schools/Islamic elementary schools, junior high schools/Islamic Junior High Schools, Vocational Schools, and Special Schools spread across 34 provinces. About 7,855 schools and Islamic Schools were determined as the sample during the accreditation period of 2018-2021. Quota stratified sampling was used as the sampling technique based on the period of accreditation years, and levels that were based on types and degrees of education unit. Data were collected by assessor visitation with documentation, observation, interview, and questionnaire as the method. Data validity tests were done through source triangulation and method triangulation. The study acquired that (1) the quality maps of education units in the period of 2018-2021 that 7,648 accredited education units produce an abnormal curve in which the majority accredited B (good), 8.85% accredited A, and 29.04% accredited C. Education units accredited A tend to be smaller in number than those with accredited C. (2) the quality distributions over four years were as follows; in 2018, the

percentage of A-accredited units was 5.57% and the percentage of C-accredited units was 34.91%. In 2019, the percentage of A-accredited units was 11.12%, and the percentage of C-accredited units was 22.41%. The percentage of A-accredited units increased by 25% in 2020, similar to C rank. In 2021, the percentage of A-accredited units was 21.15%, and the percentage of C-accredited units was 37.08%.

Keywords: mapping, accreditation, Lampung

INTRODUCTION

The attempt to maintain education quality is highly associated with quality management (Suardipa & Pirtiani, 2020; Matoke, 2019). This matter is mentioned in the Government's Regulation No.17/2010 concerning the Management and Administration of Education and the Law No.20/2003 concerning National Education Systems; Article 1 paragraph (22). Accreditation can be interpreted as the process of evaluations conducted comprehensively on the administration of education in the effort of creating quality education services in the form of acknowledgement and rank by an independent and professional institution. The school accreditation systems implemented until 2019 have yet to be capable of depicting substances of education unit's actual quality (the Guideline for School/Islamic School Accreditation 2021: 14). The school accreditation assessment is based on the aspect of meeting education national standards and tends to be

administrative. Therefore, utilization wise, accreditation results have yet to be satisfying. This condition is corroborated by the study of Hendarman (2013) which concluded that accreditation results have not been fully responded by local governments at provincial/regional/municipal levels, the credibility of school/Islamic school assessors have not been assessed accurately and hold accountable because they use less relevant instruments.

The changing paradigm to performance-based accreditation does not only measure administrative fulfillment but is more emphasized on the performance of education units. This new paradigm then be derived into accreditation instruments, either compliance or performance-based instruments. Through the Decision Letter of

the Ministry of Education, Culture, Research, and Technology No.209/P/2021 concerning Criteria and Accreditation Ranks of Primary and Secondary education, an accreditation instrument has been stipulated, i.e., IASP 2020. 2021 was the initial year of the accreditation for schools/Islamic schools with the use of IASP 2020. The accentuation is given to performance of education units rather than the fulfillment of administrative requirements (compliance). Thus, the primary variables that are being assessed based on the integration of this new paradigm consist of graduates' quality, learning process, teachers' quality as well as school management and administrator in digging input sources to support the learning process in school. As presented in Figure 1.



Figure 1. The 2020 Guideline for School/Islamic School Accreditation

The School/Islamic School National Accreditation Board (BAN-SM) of Lampung Province in the period of 2018-2021 has accredited 7,855 education units with the following details; 1,902 units in 2018, 2,365 units in 2019 with administrative-based instruments (compliance), the trial for new instruments was conducted towards 160 education units in 2020 as a plotting project, and IASP 2020 was used a new accreditation instrument towards 383 units through visitations, and 2,848 education units were automatically extended. The 2021 data of the Accreditation Assessment System (Sispen)

mentions that there were 9,300 education units in Lampung Province. The emergence of a new perspective has changed the view of education quality assessment, which is no longer based on learning achievement grades but also from skills and performance of graduates. Education quality is measured by standards and competencies in different versions; therefore, new boards are formed to implement such standardizations and competencies, including the Agency for National Standards in Education (ANSE/BSNP). Education units are often only thinking about how to achieve education standards alone, not how the

chosen education is effective and usable. Therefore, the acquired accreditation result needs to be reassessed as the form of quality mapping for education units at every level and education type. The comparison of the existing accreditation results will be made as the reference to depict the quality maps of education units in Lampung. This article aims to see how the quality maps of education units based on the accreditation results in the period of 2018-2021 and discover the difference of accreditation results at every level of schools from 2018 to 2021.

MATERIALS & METHODS

This study used a mixed method, which combines quantitative and qualitative approaches. The research population was education units in Lampung Province, which amounted to 9,378 units, consisting of elementary schools/Islamic elementary schools, Junior High Schools/Islamic Junior High Schools, Senior High Schools/Islamic High Schools, Vocation Schools, and Vocational Schools spread across 34 provinces. About 7,855 schools and Islamic schools were determined as the research sample during the accreditation period of 2018-2021. The quota stratified sampling was used as the sampling technique, which was based on the period of accreditation years, levels based on types and levels of education units. Secondary data acquired from BAN-S/M of Lampung Province were used as the data. Data were collected by

assessor visitations with documentation review, observation, interview, and questionnaire as the method. Data were validated by using source and method triangulations. The 2017 accreditation instrument and IASP 2020 were used as the accreditation instruments. Research data were presented by using descriptive pattern to depict and interpret objects as they stand. The study was conducted in the period of 2018-2021.

RESULT & DISCUSSION

Based on the data acquired through assessor visitations, process validation and visitation results, the verification of validation results and the arrangement of recommendations, the result determination and arrangement of recommendations of the study can depicted through quality maps of education units based on levels and types of education units, regencies/municipalities, and accreditation ranks, presented as follows.

The quality maps of education units based on the accreditation results in the period of 2018-2021

The results of accreditation in the period of 2018-2021 that used the 2017 accreditation instruments oriented towards administrative compliance approach, and the accreditation results in the period of 2020-2021 that applied performance and administrative approaches are as follows.

Table 1. Accreditation Results in The Period of 2018-2021

Period of Accreditation	Number of Schools	Accreditation Rating					
		A	B	C	D	E	not yet
2018	1902	106	1036	664	-	-	96
		5,57%	54,47%	34,91%	-	-	5,05%
2019	2365	263	1563	530	4	5	-
		11,12%	66,09%	22,41%	0,17%	0,21%	-
2020	160	40	79	40	1	-	-
		25,00%	49,38%	25,00%	0,63%	-	-
2021	383	81	153	142	-	-	7
		21,15%	39,95%	37,08%	-	-	1,83%
	2839	187	1806	845	-	-	1
		Otomasi	6,59%	63,61%	29,76%	-	-
Total	7649	677	4637	2221	5	5	104
		100,00%	8,85%	60,62%	29,03%	0,07%	0,07%

Based on the result data of visitations conducted by assessors to schools/Islamic

schools, continued by process validation and visitation results, followed by verifying

validation results and arranging recommendations and determining accreditation results, the quality maps of education units in Lampung Province from 7,649 education units regarding the accreditation result data during the period of 2018-2021, the following mean values have been obtained: 8.85% of A-accredited units (superior), 60.62% of B-accredited units (good), 29.03% of C-accredited units (Fair), 0.07% of D, 0.07% of E, and 1.32% were not accredited.

The curves of the quality maps of education units from various levels and types were not normal in which the superior education units were smaller than education units accredited as having fair quality. However, the comparison among years shows that the curve in the 2020 quality map is normal in which there were 26.96% superior education units, 25% fair education units, and the majority of education units were good (59.05%), while the rest was not accredited (0.63%). 2018 shows the quality map of education units with 5.57% of superior education units, 54.47% of good education units, 34.91% of fair education units, and 5.05% were not accredited.

Kayyis and Khoiriyah (2021) concluded that education is the most fundamental thing owned by a country to prepare superior and competent human resources. Asy'ari (2021) mentioned that education takes a crucial role in enlightening the life of a nation. Hidayatullah (2021) expressed that to administer a quality education, each education unit/program must meet or exceed the standards that is done through accreditation activities on the credibility of each education unit/program. Priyanasari and Susanti (2021) mentioned that school accreditation is a comprehensive assessment process on the credibility of an education unit or program in which the outcome is embodied in the form of acknowledgement and credibility rank issued by an independent and professional institution. Awaludin (2017) mentioned that accreditation is an activity to assess the

credibility of programs in an education unit based on the determined criteria. School accreditation is the assessment activity done by the government and/or independent agencies authorized to determine the credibility of a program and/or education unit in formal and non-formal education at every level and any type of education based on the pre-determined criteria as the form of public accountability, which is done objectively, fair, transparent, and comprehensively by using the instrument and criteria referring to National Education Standards. Astenia, Rugaiyah, and Karnati (2019) explained that the accreditation of schools/Islamic schools is the process of assessing the credibility of education programs comprehensively, in which the outcome is embodied in the form of acknowledgement and accreditation issued by the independent and professional agency, i.e., National Accreditation Agency. Kayyis and Khoriyah (2021) mentioned that the implementation of accreditation is expected to encourage or create a conducive atmosphere for the growth of education and to provide directions for continuous self-evaluation as well as the stimulation to continuously achieve the expected quality, which indirectly will provide a guarantee. Kogoya and Uruwaya (2022) expressed that accreditation is expected to promote conducive atmospheres for the development of education while providing guidance to continuously ensure the quality of education units and continuously attempting to achieved the expected quality. Therefore, a school is determined as credible if it can administer a good learning productivity.

Kogoya and Uruwaya (2022) also mentioned that the principal of a School/Islamic School is needed as the input for program arrangement, budget revenue and procurement of a school/Islamic school. Accreditation results provide a stimulation for teachers to always improve themselves and work hard in providing the best service for students to maintain and increase the quality of a school/Islamic school, because morally, teachers are acknowledged as

educators in an accredited school. For community, especially the users of education service, accreditation results become accurate information materials regarding education service, therefore, parents can make proper decisions and choices related to their children's education in accordance with their needs and capabilities. For students, accreditation can grow self-esteem that they acquire quality education because they have undergone education in a quality school/Islamic school. Awaludin (2017) expressed that the functions of school accreditation are as follows. (1) for knowledge, namely in terms of discovering how a school's credibility and performance is seen from various related elements that are referring to the quality developed based on specific indicators. (2) for accountability, namely for schools to be responsible for the provided services if they fulfill the expectation or will

of the community. 3) For the development interest, namely for schools to improve their quality or develop based on the input from accreditation results.

The difference of accreditation results at every level of school in 2018-2021

The accreditation results in 2018 and 2019 were produced by using the 2017 accreditation instrument that emphasizes administrative approach, while 2020 and 2021 used IASP 2020 with a combined approach of performance and compliance, the produce quality maps are as follows.

a. Accreditation Results of Elementary Schools/Islamic Elementary Schools

The percentage of accreditation results of Elementary Schools/Islamic Elementary Schools in the accreditation period of 2018-2021 is as follows.

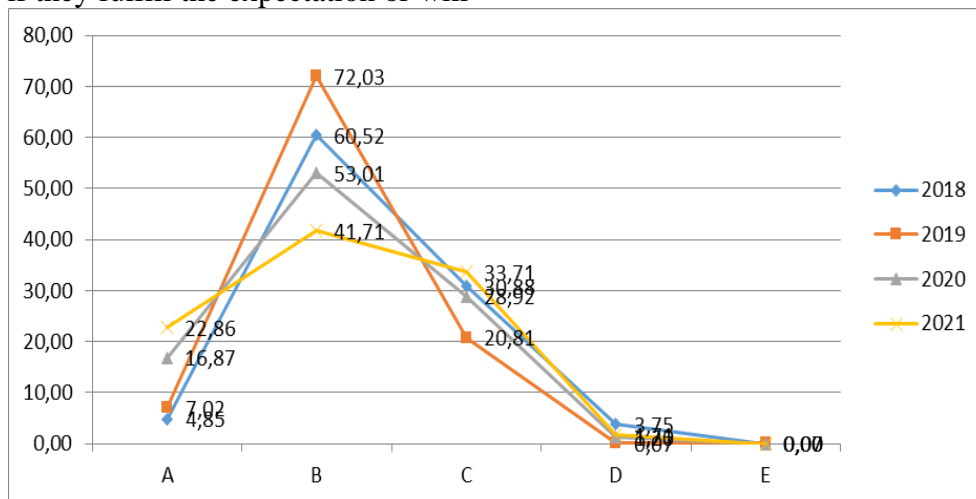


Figure 2. The percentage comparison of accreditation results of Elementary Schools/Islamic Elementary Schools based on the Accreditation Period of 2018-2021

The comparison of accreditations from 2018-2021 at elementary school level in Figure 2 shows that they have not achieved normal curves if seen from the accreditation percentages of A and C ranks. The accreditation percentage of A rank is the highest in 2021 while 2018 is the lowest. Figure 2 also indicates that the percentages of accreditation values on each year still generate high percentages, the highest percentage of C rank is in 2021 and the lowest percentage is in 2019. The accreditation percentage of C rank

compared to grade A at level A must become a concern for every stakeholder. This condition shows that elementary school level must be better in developing its internal quality assurance. Setiyo (2021) mentioned that in the environment of education system, especially schools, the demand for quality assurance is a normal symptom, because the administration of quality education is public accountability. Kayyis and Khoiriyah (2021) expressed that every education unit always attempts to provide quality assurance continuously,

thus, it is expected that national education quality will keep increasing. Kogoya and Uruwaya (2022) explained that accreditation is very helpful in assessing education quality at every level, such as providing information that a school or program has fulfilled determined credibility and performance standards, helping schools to evaluate themselves and determining their own policies to improve the quality. The education quality improvement which later will affect the national improvement of human resources quality. To improve the quality of every school, a proper quality assurance is mandatory. A cooperation between schools and the Department of

Education and Culture is required. Awaludin (2017) mentioned that the assurance and improvement of education quality of primary and secondary education is the responsibility of education units that has to be corroborated by the Provincial and Regional/Municipal Governments according to their authority and the role of the community.

b. Accreditation Results of Junior High Schools/Islamic Junior High Schools

The percentage of accreditation results of Junior High Schools/Islamic Junior Schools in the accreditation period of 2018-2021 is as follows (Figure 3).

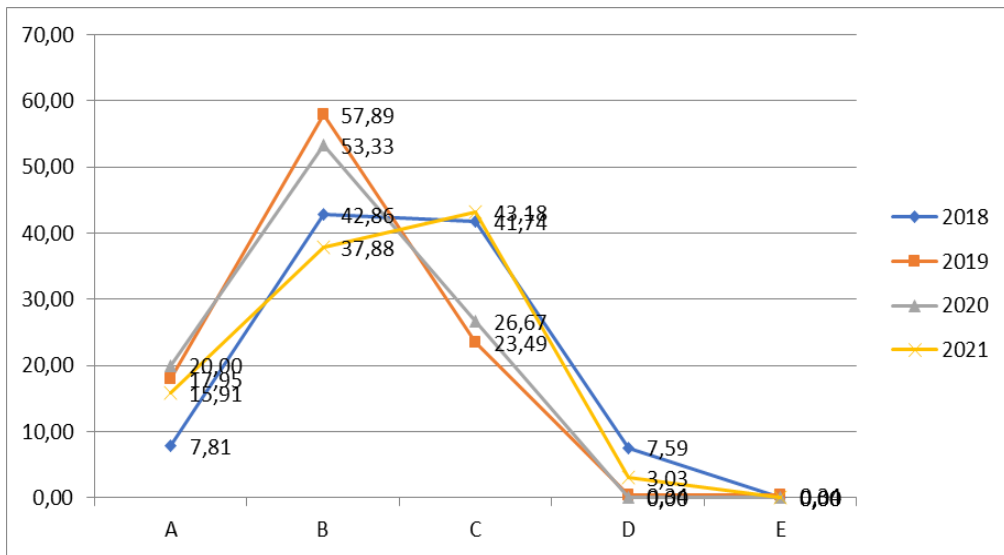


Figure 3. The percentage comparison of accreditation results of Junior High Schools/Islamic Junior High Schools based on the Accreditation Period of 2018-2021

Figure 3 shows the comparison of accreditation results at Junior High School level based on the accreditation period of 2018-2021. The highest percentage of A-accredited units is in 2020 (20%), and the lowest in in 2018 (7.81%). The highest percentage of C rank is in 2021, namely 43.18%, and the lowest is in 2019, namely 23.49%. As similar to the accreditations at elementary school level, the percentage of C rank for Junior High School level is also bigger than the A rank. Hidayatullah (2021) expressed that the accreditation program provides a quality assessment on an education institution. Through an accreditation grade, people or education

consumers will get an illustration of accountability and credibility of an education institution. Setiyo (2021) mentioned that the system of education quality assurance is one of the activities to support such a process, improving quality and quantity of education among Indonesian people, especially in the education world, to grow optimally and acknowledged by its potential. Setiyo (2021) expressed that the assurance and improvement of primary and secondary education quality is a series of related processes and systems to collect, analyze, and report data regarding performance and quality of educators and education, programs and institutions.

c. Accreditation Results of High Schools/ Islamic High Schools

The percentage of accreditation results of High Schools/Islamic High Schools in the accreditation period of 2018-2021 is as follows (Figure 4). Figure 4 shows the percentage comparison of accreditation results at the level of high school/Islamic high school based on the accreditation period of 2018-2021. The highest accreditation percentage of A-rank is in 2020 (59.26%), and the lowest is in 2018 (4.40%). The highest accreditation percentage of C rank is in 2018 (58.24%), and the lowest is in 2020 (11.11%). Kogoya and Uruwaya (2022) mentioned that each education unit can do self-evaluation, maintain or improve quality of each school so they would have a better chance to go forward, while not excluding a brighter prospect for the next accreditation period. Dimmera and Purnasari (2021) explained some identifiable success factors, namely the entire school components have high

commitment to embody quality culture, arrangement and review of semester lesson plans, quality assurance team is cooperating to arrange School Self-Evaluation and other supporting documents, the involvement of internal and external stakeholders, programs and quality fulfillment activities are performed according to the determined plan, the school principal would respond to school self-evaluation with concrete measures and committed to follow up the improvement recommendations, and the availability of school self-evaluation’s mechanism through regular meeting at every end of the year so the follow up responses can be done immediately. Kogoya and Uruwaya (2022) expressed that accreditation is the effort of improving education quality to increase the quality of all educational aspects, either science knowledge, curriculums and administration, facilities and infrastructures, or educators and education.

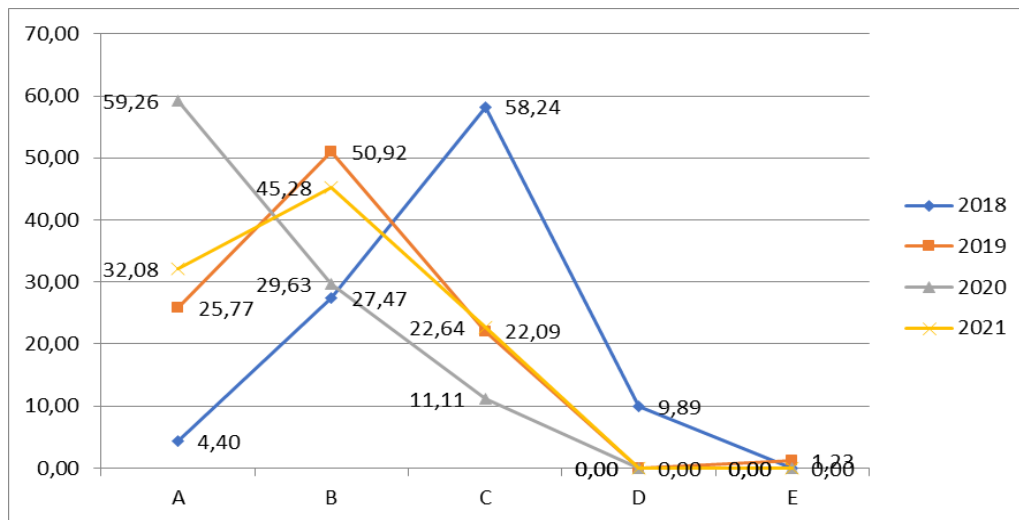


Figure 4. The percentage comparison of accreditation results of High Schools/Islamic High Schools based on the Accreditation Period of 2018-2021

d. Accreditation Results of Vocational Schools

The percentage of accreditation results of Vocational Schools in the accreditation period of 2018-2021 is as follows (Figure 5). Figure 5 shows the percentage comparison of accreditation results at vocational school level based on the accreditation period of 2018-2021. The

accreditation percentage comparison between A and C ranks indicates that C rank accreditations are higher. The highest accreditation percentage of A rank is in 2020 (20%), and the lowest is in 2018 (5.95%). The highest accreditation percentage of C rank is in 2021, namely 60.87%, and the lowest is in 2020, namely 20%.

From the data analysis results, it can be seen that the period of 2018-2021 indicates that A-accredited education units tend to be smaller than C-accredited units. This result surely shows that schools in Lampung still have to improve their education quality, so they can improve their school's accreditation grades. Schools must reflect on themselves over the achievement of their accreditation results. Schools may analyze the aspects to be improved to acquire a better accreditation grade during the next

proposal. To conduct the analysis, an understanding regarding how each school implements the internal quality assurance system is required. Schools must improve their knowledge on how to implement quality assurance measures. Asy'ari et al. (2021) mentioned that school accreditation is an effort of quality control. Hasanah (2021) expressed that a proper knowledge becomes a crucial basis to determine the quality assurance measures of a school.

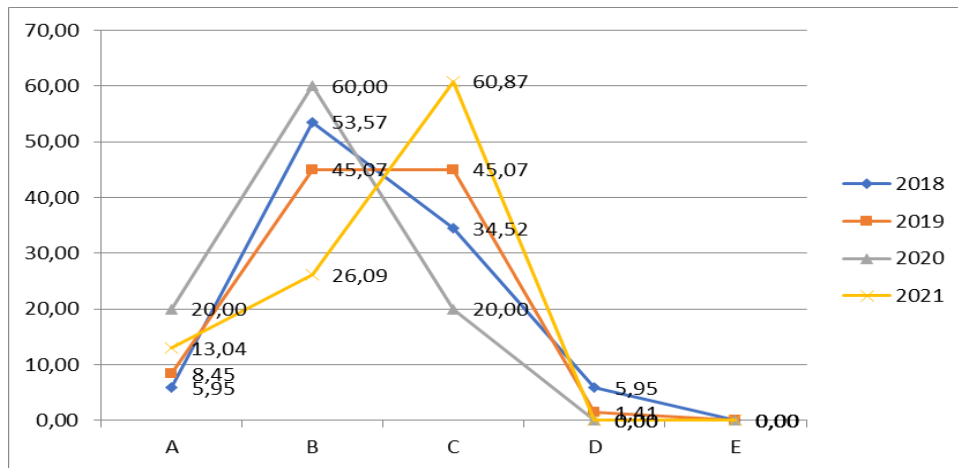


Figure 5. The percentage comparison of accreditation results of Vocational Schools based on the Accreditation Period of 2018-2021

There are some factors that inhibit the accreditation process, as expressed by Dimmera and Purnasari (2021) that the standard fulfillment of facilities and infrastructures has not been optimal, the understanding of parties involved in the implementation of the cycle of quality assurance system is still lacking, the number of teachers involved in quality assurance team is still minimum, teachers or educational staffs are still minimum, and there are a few of statement items that are filled not in accordance with the actual condition on the field. Dimmera and Purnasari (2021) also mentioned that some root problems can be identified, such as poor and unstable internet access in border areas, limited budget for the procurement of sufficient facility and infrastructure to support the learning process, some teachers still find difficulty in conducting school self-evaluation, the difficulty to manage time in doing each program according to

standards because administrative tasks of teacher are already overwhelming, limited resources to implement the quality assurance system of school optimally, and not all statement items of quality mapping are congruent with the condition of schools in rural areas, especially border areas.

The improvement of school quality can not be done independently by a principal. Damayanti (2017) mentioned that a school principal must build team cooperation among teachers and staffs to bring their school forward because a solid cooperation among teachers and staffs will facilitate the activities done to bring the school forward. Both managerial performance of a school principal and school climate positively and significantly affect school quality (Ningsih, Herawan, and Sutarsih, 2016), (Damayanti, 2017).

Another effort that can be done to improve the knowledge in implementing internal quality assurance system and the

implementation of school accreditation is by educating all school stakeholders. Each school personnel should understand accreditation instruments that become their responsibility. Hasanah (2021) expressed that the decision of a school principal that prioritizes the improvement of instrument's understanding through in-house training and providing accreditation experts as one of the sources of knowledge is proven as able to improve the comprehension of teachers and staffs about the essence of quality assessment of graduates.

Hasanah (2021) mentioned that the quality assurance of graduates is conducted programmatically and continuously, supported with clear job descriptions, having direct impacts on a more neat and rapid team performance. Adha et al. (2018) expressed that monitoring and evaluation should provide various fast, accurate, and sufficient information to be used in deciding an action. Setiyo (2021) expressed that aspects affecting the success rate of the implementation of quality assurance in education units encompass 1) managerial commitment and leadership, 2) continuous improvement, 3) learning outcome quality is either improved or decreased, 4) orientating on total customer satisfaction, 5) active involvement of educators and education staffs (employee involvement), 6) training, 7) communication, and 8) teamwork.

IASP-2020 was developed by focusing the assessment on four assessment components, namely the quality of graduates, learning process, the quality of teachers, and school management. Hasanah (2021) mentioned that in the context of IASP 2020, the graduate quality component is the component with the highest weight compared to the other components. The graduate quality component is believed as the depiction of educational output that is successfully built through educational processes held by a school through the utilization of all resources owned by the school. A school must focus on doing quality assurance of graduates to produce a maximum accreditation grade. A good

school quality should be started with an improved quality of learning process in the school. Setyaningsih (2017) expressed that in the learning process, students must be situated in a learning atmosphere that ensures the achievement of quality. A school must prepare every teacher to conceive skills in developing a learning oriented towards the quality of graduates. Fadila et al. (2020) mentioned that teachers and education staffs are the human resources that have a crucial role in creating a proper environmental climate during the learning process.

CONCLUSION

Research results generate quality maps of education units in the 2018-2021 period that from 7,649 accredited education units, the majority of education units (60.62%) were accredited B (good), 8.85% were accredited A, and 29.03% were accredited C. This condition shows the quality curve of education units during the period of 2018-2021 to be less normal because the education units accredited as superior were smaller in number compared to units accredited as fair.

A-accredited education units tend to be smaller in number than the C-accredited. The accreditation percentage of A rank in 2018 was 5.57%, and it was 34.91% for the C rank. The accreditation percentage of A rank in 2019 was 11.12% and it was 22.41% for the C rank. The accreditation percentage of A rank in 2020 was 25% and it was 25% also for the C rank. The accreditation percentage of A rank in 2018 was 21.15%, and it was 37.08% for the C rank. During the period of 2018-2021, only 2020 which had normal curve, namely the education units accredited as superior that were equal to units accredited as fair.

To improve education quality, each school must strengthen their internal quality assurance system which later will support education quality through the accreditation grade of each education unit. The fulfillment of internal quality assurance system in the management of education unit

is referring to National Education Standards, by emphasizing on graduates' quality, learning process, teachers' quality, and school management.

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