



MADRASAH ACCREDITATION MANAGEMENT AT MTs. SWASTA NURUL IMAM TANJUNG MORAWA

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ABSTRACT

Accreditation of madrasah is a comprehensive process to assess whether an educational program is suitable and of high quality. The purpose of this study is to provide a deeper understanding of accreditation management at the MTS Swasta Nurul Iman Tanjung Morawa. and to recommend concrete steps to achieve excellent and optimal accreditation levels. A descriptive qualitative approach is used in this research method by collecting data through interviews, observations, and documentation. To ensure data validity, the credibility triangulation technique is used, which involves checking data from various sources and through various methods and times. The results of the study indicate that the implementation of accreditation at the MTS Swasta Nurul Iman Tanjung Morawa needs to pay attention to madrasah accreditation management, which includes: (1) planning, by preparing accreditation according to the 4 IASP Components to be evaluated; (2) organizing, carried out by forming an accreditation team involving educational stakeholders to be agreed upon together; (3) actuating, involving the collection of documents related to graduate quality, learning processes, teacher quality, and madrasah management; and (4) controlling, carried out by the head of the madrasah by conducting discussions, monitoring, and evaluating the performance of the madrasah accreditation team. In managing the accreditation management of MTS Swasta Nurul Iman Tanjung Morawa, it is also necessary to consider the weaknesses and strengths in achieving accreditation as well as strategies that can be used to improve accreditation management, follow-up after accreditation, and steps to achieve optimal and excellent accreditation.

Keywords: accreditation, accreditation management, madrasah

1. INTRODUCTION

In an effort to improve the quality of education in the educational environment, Madrasahs need to take steps to revitalise educational activities to be in line with the direction of established educational policies. This is done by increasing the effectiveness and efficiency of the educational processes and activities carried out. One of the initiatives taken by Madrasahs to improve their quality is through the implementation of an Internal Quality Assurance System (SPMI) and an External Quality Assurance System (SPME). The implementation of SPMI is an internal initiative carried out and evaluated by the Madrasah itself. Meanwhile, SPME is carried out externally by the National Madrasah Accreditation Board (BAN-S/M) through an accreditation process. Madrasah accreditation is important to assess whether the Madrasah meets the appropriate criteria in carrying out the educational process (Nawaroni et al., 2022).

Accreditation functions as an internal mechanism to enable Madrasahs to understand the dimensions of their strengths and weaknesses, encouraging efforts to continue to improve their strengths and improve their shortcomings on an ongoing basis. As the front guard in human development, it is important for Madrasahs to be monitored and evaluated in every aspect of their education, both in the process and in the final results of their graduates. With this accreditation process, it is hoped that Madrasahs can achieve standards and quality that are in accordance with the established standards (Thobi & Sucitra, 2022).

Recognition of Madrasah Accreditation follows established standards, as a form of public responsibility which is carried out in an objective, fair, transparent and comprehensive manner, using tools and criteria that follow the National Education Standards. The impact of accreditation of an educational institution has several benefits, including: (a) Encouraging quality improvement; (b) Empowering and improving the performance of the Madrasah community; (c) Increasing the quality of Madrasahs gradually; (d) Support the Madrasah in developing student placement plans, help identify the Madrasah's need for assistance, and provide constructive feedback to strengthen the Madrasah's performance in conducting continuous self-evaluation (Utiahman et al., 2017).

In fact, some Madrasahs still have not optimised their preparations when facing the accreditation process. This is evident from data from the 2022 Deliserdang Regency Regional Education Balance which records that only



23.87% of junior high school level Madrasahs have been accredited A. Meanwhile, the percentage of B accreditation reached 56.19%, C accreditation was 10.88%, and the number of Madrasahs that had not been accredited reached 9.06%.

The implementation of the Madrasah accreditation process often does not run smoothly, hampered by various problems that arise. Preparations are often rushed, physical evidence is inadequate, accreditation guidelines are incomplete, self-evaluations are not carried out, and there is a lack of coordination and communication between individuals and teams. Several obstacles that arise in the Madrasah accreditation process include a lack of thorough preparation on the part of the school, differences in perceptions between teachers, principals and supervisors regarding IASP assessment standards, as well as limitations in guaranteeing and improving the quality of education. The results of school self-evaluations have not been utilised optimally to improve the quality of education in a sustainable manner. Thus, it was found that difficulties in the Madrasah accreditation process were caused by a lack of serious preparation. Therefore, Madrasahs should treat the accreditation process seriously and make thorough preparations, as is done by MTs. Swasta Nurul Iman Tanjung Morawa.

Preparation for upgrading MTs. Swasta Nurul Iman Tanjung Morawa is underway, but there are still challenges that need to be overcome. Several aspects of accreditation still need to be improved. There are still a number of issues that need to be resolved, including character issues, teacher needs, and inadequate facilities. Nevertheless, MTs. Swasta Nurul Iman Tanjung Morawa continues to uphold the quality of education with various quality improvement programs.

Accreditation process at MTs. Swasta Nurul Iman Tanjung Morawa is not running smoothly because it is faced with various obstacles that hinder it. Hasty preparation, lack of adequate physical evidence, and accreditation guidelines that are still less comprehensive are some of the problems that often arise. Apart from that, Madrasahs also find it difficult to find time to carry out self-evaluations and there are deficiencies in coordination and communication between individuals and teams. The challenges faced in the accreditation process include conceptual, instrumental, infrastructure, administrative and human resource aspects. This shows that these problems arise due to a lack of thorough and serious preparation on the part of the Madrasah in facing the accreditation process. As educational institutions, Madrasahs should treat the accreditation process seriously and regard it as important (Sholihin et al., 2018).

One of the main problems often faced in the assessment process is the lack of efficiency in the time used. Apart from that, unclear standards make it difficult for Madrasahs to prepare physical evidence for assessment. Until now, there is no specific information regarding the appropriate formulation or technique to address the four assessment components, which are very necessary to help Madrasahs prepare for accreditation assessments.

Based on existing realities, the accreditation process is only considered a formal process for achieving value alone. Madrasah accreditation is still seen as an administrative obligation that must be fulfilled, causing pressure for educators and education staff when Madrasahs are about to be audited. The unpreparedness of Madrasahs and the large administrative burden make the accreditation process more of a burden, giving rise to the possibility of manipulation in its assessment (Wahiddin, 2019).

In this context, it is important to carry out research that explores various factors related to the accreditation process of Private MTs Nurul Iman Tanjung Morawa. Achieving optimal accreditation is not just an easy step; This requires careful struggle and strategy on the part of the Madrasah. Directed management has a big role in the success of the accreditation process. It is hoped that, through this research, a significant contribution can be made to all parties involved, especially to Madrasah leaders, teachers and students, so that they gain a deeper understanding of the importance of Madrasah accreditation and its preparations.

Based on the previous explanation, the author intends to undertake comprehensive and in-depth research regarding the management implemented by all parties involved at MTs Private Nurul Iman Tanjung Morawa during the madrasa accreditation process. Starting from the planning stage, with careful preparation in accordance with the 4 IASP components that will be assessed; the organising stage, which involves forming an accreditation team with participation from various education stakeholders to reach a mutual agreement; implementation stage, which involves collecting documents related to graduate quality, learning processes, teacher qualifications, and madrasa administration; and the control stage, which is carried out by the head of the madrasah through discussion,



monitoring and evaluation of the performance of the madrasah accreditation team. In managing the accreditation management of MTs Swasta Nurul Iman Tanjung Morawa, it is important to consider the weaknesses and strengths in achieving accreditation and develop strategies that can improve accreditation management, post-accreditation steps, and efforts towards achieving optimal and superior accreditation.

2. METHODS

The method applied in this study is descriptive qualitative, namely a type of research that describes ongoing phenomena or events by identifying and answering existing challenges. The qualitative approach allows researchers to understand the natural state of the object under study, where the researcher himself becomes the main instrument. Data collection techniques include observation, interviews and documentation, as well as the application of qualitative data analysis which places greater emphasis on interpreting meaning, description and narrative, without prioritising aspects of numbers or calculations. (Sugiyono, 2017).

The researcher chose a descriptive approach to reveal more in depth, as stated by Siddiq that qualitative research tends to be descriptive, where the data obtained consists of words or images. In the context of qualitative research which adopts a descriptive approach, the focus is on collecting abundant descriptive data, which is then presented in the form of detailed reports and descriptions. (Sidiq, 2019).

This research took place at MTs. Private Nurul Iman Tanjung Morawa, an educational institution in Pasar XIII, Limau Mainis village, Tanjung Morawa. The research period was carried out from November to April 2023. The focus of this research is accreditation management, including the planning stages, socialisation, team formation, work meetings, setting work targets, filling out instruments, collecting documents, evaluating, fulfilling instrument items, collecting documents, and the visitation process. The subject of this research refers to the individual who is the main source of information that contributes to this research.

3. RESULTS & DISCUSSION

MTs Swasta Nurul Imam Tanjung Morawa Accreditation Management

Accreditation management has enabled Madrasah Nurul Iman Tanjung Morawa to carefully manage the accreditation process, creating a supportive environment so that the accreditation process runs smoothly and is able to reflect the Madrasah's quality standards. The stages of accreditation management at Madrasah Nurul Iman Tanjung Morawa begin with:

(a) Planning

Planning is a step in organising a series of activities to achieve a desired goal. Planning is an effort to calculate and determine the steps needed to achieve a particular goal, including who will carry it out, when, where, and in what way. (Latri, 2020). Planning is an irreplaceable foundation for the success of an endeavour. An activity that does not start with planning will lose its optimal potential. That is why, in carrying out the mission of maintaining superior accreditation, as is done by MTs Swasta Nurul Iman Tanjung Morawa, planning is the main milestone. Careful and measurable planning is needed to direct efforts towards results that meet expectations. Members of the accreditation team also emphasised the importance of the initial planning phase, underlining that a strong foundation of planning plays a central role in the success of an action. Without careful planning, the expected results will be difficult to achieve.

With careful planning, we can identify strengths and weaknesses that may arise and anticipate them quickly. In addition, planning allows madrasahs to optimise the use of time. Planning is not just limited to the madrasah accreditation team; each team member uses strategies to achieve the desired goals. It is important to plan the strategies that will be implemented during the accreditation process until the assessment is carried out. The madrasah head has prepared a strategy to face these challenges. MTs. Nurul Iman Tanjung Morawa has prepared all the requirements to apply for accreditation, including having a letter of decision on the establishment/operation of the madrasah, students at all grade levels, educational facilities, teaching staff, curriculum implementation, and student graduation.

(b) Accreditation Organizations



Organising emerged as the next step in management governance. At MTs SwastaNurul Iman Tanjung Morawa, the organisation under accreditation management aims to allocate core responsibilities and functions related to madrasa accreditation. Steps were taken to group accreditation elements according to the four existing standards.

1. Accreditation Team

The formation of the accreditation team involves the madrasa head, teachers, education staff and the madrasa committee. The madrasa head is responsible for socializing accreditation activities to all members of the madrasa community. The formation of the accreditation team must be done carefully by considering the skills and capabilities of each teacher and staff. After that, the accreditation team will download and study the required Accreditation Tool documents.

In order to prepare for madrasa accreditation in a more structured manner, MTs. Private Nurul Iman Tanjung Morawa has formed an Accreditation Team as the main pillar in ensuring the success of accreditation. The team's organizational structure is prepared in accordance with the needs of the accreditation evaluation tool to ensure the completeness and achievement of the four IASP components. Each team member is responsible for assessing each of the four components, so that in the assessment process for each accreditation standard, there is a special person responsible for compiling the documents required by the assessor.

2. Draft Committee Decree

Implementation fully follows the 4 IASP components as the main guide. Not only paying attention to the RKM, but every aspect of the required documents will be given maximum attention by the madrasah accreditation team, ensuring that accreditation management at MTS Swasta Nurul Iman Tanjung Morawa runs according to shared expectations. The accreditation team is formed at the accreditation team performance meeting, and has been officially formed since the planning stage began, with each task and function adjusted to the needs of the accreditation component. In addition, the discussion also covers each group of accreditation items from the relevant IASP components.

Tabel 1. Draft of Committee Decision Letter

No	Name	Position	Duties and Responsibilities
1	Syakir Naim Siregar, SP, M.Si	Head of Madrasah	Chairman of the Committee
2	Rudi Siagian, S.Pd	Deputy Head of Education. graduate quality documents	Person in charge/team leader for preparing graduate quality documents
3	Amran Amil Harahap, ST	Deputy Chief of Staff. Auction Curriculum	Responsible person/ Leader of the team for preparing the Teacher Quality Components document
4	Budi Setiawan, SH.	Aqidah Akhlak Teacher	Leader of the team for preparing Learning Process Component documents
5	Dimas Wahyudi, S.Pd	Social Studies Teacher/Class IX-4 Homeroom	Leader of the School Management Component document preparation team

According to the head of the Madrasah, forming an accreditation team requires a strategy that includes a primary choice of teachers who are certified and have a high attendance rate. This aims to ensure that teachers can optimally prepare the documents and instruments needed in the accreditation process.

3. Carrying out Coordination Meetings

The entire MTs SwastaNurul Iman Tanjung Morawa community is jointly responsible for carrying out Accreditation Tasks. As a leader, the madrasa head has an important role in inspiring his staff to carry out the madrasa accreditation program with enthusiasm. This requires encouragement so that each team member carries out their tasks with high enthusiasm. Efforts and collaboration between educators and educational staff are very important to maintain in the madrasa accreditation process.



In anticipation of the school accreditation process in 2023, MTs. Private Nurul Iman Tanjung Morawa held a Coordination Meeting for Preparation and Implementation of Accreditation in the MTs Hall. Private Nurul Iman Tanjung Morawa on July 26 2023. The meeting agenda includes evaluation of four aspects that are the focus of accreditation assessment, namely Quality of Graduation, Quality of Teaching Staff, School Governance and Learning Process.

4. Completion of Accreditation Instruments and Physical Evidence

There are several steps in the process of preparing accreditation instruments and physical evidence in madrasahs. First, participants must attend an outreach session regarding madrasah accreditation led by the supervisor. The second step involves completing a checklist on the accreditation instrument provided by the supervisor. The third step is to prepare the data that will be used as physical evidence. Finally, the fourth step involves carrying out the collection of physical evidence in accordance with the requirements stated in the accreditation instrument.

The process of filling out accreditation instruments and physical evidence at MTs. Private Nurul Iman Tanjung is carried out through several stages, namely: (1) Participating in socialization activities for madrasah accreditation led by supervisors. During the socialization, madrasahs were given a complete accreditation instrument with in-depth explanations regarding each point covered in the four components; (2) Checking the accreditation instruments provided by the supervisor. Filling out or checking the instrument is carried out by considering the high standards that the madrasah wishes to achieve, in line with the Madrasah Self-Evaluation data; (3) Prepare data that will be used as physical evidence. Some data or documents for accreditation purposes are prepared long before the implementation of accreditation, while others are prepared before the implementation of accreditation; (4) Collect physical evidence in accordance with the requirements stated in the accreditation instrument. Physical evidence can be in the form of official documents or photos that support each point contained in the instrument; and (5) Distribute tasks to the team responsible for the accreditation process.

5. Accreditation Committee Decision Letter

The Decree issued by the head of the madrasah is a formal step that confirms the legitimacy of the committee as a form of legality in the Madrasah accreditation process. Implementation of Madrasah accreditation at MTs. Private Nurul Iman Tanjung Morawa involves all related parties, who must mobilize personnel to carry out the program with high enthusiasm. Mobilizing team members means encouraging them to carry out tasks with enthusiasm. Madrasah heads have designed special strategies to overcome these challenges. Even though the duties of the Team Responsible for Accreditation look simple, they actually involve many meetings with a structured work team. These meetings provide a valuable opportunity to share ideas to meet accreditation needs. When one member needs help, all team members try to provide the best possible support according to their respective abilities. With the formation of the Madrasah accreditation team, the goals to be achieved will become more focused and clear for all parties involved.

a) Implementation

Madrasahs need to undergo a school self-evaluation (EDS) process first by filling out the EDS instrument that has been published by the National Standards Agency. After that, a team from BAN-SM will conduct a visit to assess the accuracy and suitability of the data obtained from completing the self-evaluation (Sholihin et al., 2018). The process of filling out the instrument and providing physical evidence involves several stages: a) Socialization by the education office, b) Checking the accreditation instrument, c) Preparing data as physical evidence, d) Ensuring compliance with the physical evidence in accordance with the accreditation instrument (Antonius, 2017).

b) Implementation of Accreditation by the Assessor Team

In order to fulfill the requirements for Madrasah Accreditation, the Accreditation Assessment Team from the National Accreditation Board for Madrasah Schools (BAN-SM) conducted a visit to MTs. Private Nurul Iman Tanjung Morawa on October 18 2023. The presence of the Assessment Team was welcomed with high enthusiasm by the Head of the Madrasah and his staff members, who accompanied the Assessment Team in carrying out its duties. This visit activity is an important step in maintaining the quality of education, where the assessors are tasked with evaluating through the Visitation Assessment System, collecting relevant data and



information related to the accreditation process, and providing assessments in accordance with the accreditation criteria applicable to MTs. Swasta Nurul Iman Tanjung Morawa.

In his speech, the Head of the Madrasah expressed his gratitude for the visit of the BAN-SM Assessor Team and expressed his hope that the accreditation process could run smoothly. The presence of the Assessor Team here is aimed at ensuring the suitability of the documents that have been uploaded to actual conditions. They also reminded us that the assessment or predicate given would later be determined by the central BAN leadership, in accordance with the information we conveyed regarding this evaluation visit.

Apart from clarifying the data, they also carried out direct inspections in the classroom to observe the dynamics of learning and also evaluated the facilities and infrastructure at the madrasah. Apart from interacting with madrasah staff, assessors also dialogue with school principals, teachers, administrative staff, security officers, parents, and collect responses from students through written surveys.

The assessor's duties involve stages of observation and document review to verify data accuracy as well as carrying out visits for two days, with a duration of five hours per day. On the first day, the assessor team observed the school environment including classrooms, library, teachers' room, prayer room, UKS, and canteen. Meanwhile, on the second day, the assessor team together with the district KPA reviewed the files. Even though the actual value of accreditation is the school itself, the challenge is how MTs Swasta Nurul Iman Tanjung Morawa can measure and improve himself in line with the values obtained.

Strengths and Weaknesses in Implementing Improvements in Accreditation Management at Mts. Private Nurul Iman Tanjung Morawa

1. Comprehensive and relevant curriculum in accordance with National Education Standards

Private Madrasah Tsanawiyah (MTs.) Nurul Iman Tanjung Morawa is still applying the 2013 Curriculum (K13) with the leadership of Mr. Amran Amil, ST as WAKABID Curriculum. However, currently, MTs. Private Nurul Iman Tanjung Morawa has started introducing the Independent Curriculum and is actively participating in various workshops regarding its implementation. The Merdeka Curriculum is sought as the basis for a more adaptive curriculum, while also focusing on the main substance and character formation and competence of students. Distinctive features of this curriculum that encourage learning improvements include: 1) Implementation of project-based learning to strengthen interpersonal skills and character in line with the Pancasila Learner profile. 2) Emphasis on core material so as to allow adequate time for comprehensive learning of basic skills such as literacy and numeracy. 3) Flexibility for educators to adapt different learning according to the individual needs and abilities of students and following local context and characteristics.

2. Availability of adequate facilities and infrastructure

MTs Madrasah. Private Nurul Iman Tanjung Morawa has been equipped with comprehensive educational facilities, from laboratories to libraries, comfortable classrooms, sports fields, and various other facilities. This facility not only supports, but also enhances the student learning experience. From classroom equipment such as blackboards, benches, to tables, to educational media used to enrich learning, including books as a source of knowledge. Apart from that, MTs. Private Nurul Iman Tanjung Morawa has offered guidance and counseling programs aimed at helping students deal with personal and academic challenges and guiding students' career steps.

3. Highly Qualified and Experienced Educators

Teachers at MTs. Private Nurul Iman Tanjung Morawa has met the standards as a professional educator. They not only have strong competencies in their fields, but are also recognized as graduates who have skills appropriate to the subjects they teach. Every month, this madrasah holds various activities aimed at improving student development. Apart from focusing on academic activities in class, they also pay attention to non-academic activities such as social actions, blood donations, writing exercises, and other activities. Apart from that, teachers also actively participate in activities that are beneficial for their personal development and that of students, such as training in writing scientific papers, collaborative projects to build involvement, meetings related to the



curriculum, and so on. All of these activities involve participation from all parties involved in the madrasa, with the aim of improving the quality of education provided.

4. Partnership Of Mts Swasta PNurul Iman Tanjung Morawa with Related Parties

Madrasas that have received accreditation generally establish partnerships with various related entities, such as educational institutions or other institutions. This collaboration is able to produce innovative programs that contribute to improving the quality of education. Through partnerships with other madrasas, the goal of madrasas is to support the implementation of educational tasks by designing learning experiences that are relevant to everyday life, as well as encouraging the growth of students' independence, creativity, tolerance and openness in the learning process. It also aims to provide deeper meaning to students' learning, change lives, and address social problems.

a) Weaknesess

5. Maintaining the Quality of Graduates

At MTs. Private Nurul Iman Tanjung Morawa, the learning process uses textbooks as a learning resource. The use of this textbook requires high comprehension skills from the reader, which not all students are able to master well. Students taught by different teachers may face challenges in answering questions due to possible differences in understanding of the material or theory presented to them. In fact, in other classes with different teachers, the completion of learning material is not necessarily in accordance with the expected chapters.

a. Maintain Teacher Quality

Teacher development is also less emphasized, Madrasas only focus on student development and pay less attention to teacher development. One of the characteristics of MTs. Private Nurul Iman Tanjung Morawa is committed to improving the quality of graduates and continuing to improve academic and non-academic performance for students. MTs. Private Nurul Iman Tanjung Morawa is also trying hard to improve the performance of teachers. However, unfortunately, Madrasahs rarely pay attention to developing teacher quality, which causes minimal participation of MTs teachers. Private Nurul Iman Tanjung Morawa in achievement activities.

b. Conflicts often occur between teachers

Even though the preparation of documents required for accreditation has been indirectly carried out long ago, it cannot be denied that there is the possibility of negligence or loss of documents that could occur. This often leads to mutual accusations of blame between team members. When physical evidence or documents that have long been disorganized or even lost, the committee must work together with the madrasah to recover the documents, even though the activity has long passed. What must be avoided is actually manipulating data or documents that actually have no activity.

Strategy to Improve Accreditation Management in MTs Swasta Nurul Iman Tanjung Morawa to Achieve Superior Accreditation

Nevertheless, the researchers' findings are related to the Strategy for Improving Accreditation Management in MTs Swasta Nurul Iman Tanjung Morawa to Achieve Superior Accreditation highlights the essential steps that must be taken by the institution. The initial stage that must be carried out by MTs. Private Nurul Iman Tanjung Morawa is collecting relevant information regarding the accreditation process. The Madrasah Principal ordered all staff and teachers to deepen their understanding of the standards and criteria needed to achieve level A accreditation. This step requires in-depth mastery of the educational structure, teaching quality and management of the madrasah. Furthermore, regular internal audits are carried out. A superior madrasah is always related to a quality curriculum. MTs Swasta Nurul Iman Tanjung Morawa ensures that the Merdeka Curriculum will provide a comprehensive learning experience and suit the needs of various types of learners. Efforts to improve the quality of teaching are carried out through training for teachers. Collaboration between teachers is the key to developing teaching by integrating various subjects, thereby helping students to see connections between fields of study and understand real-world contexts. Parental involvement can increase student motivation and provide solid support for the school. The role of parents in children's education includes assisting in the learning process, providing



learning facilities, open communication between parents and children, monitoring children's activities, and establishing good relationships between parents and school.

By following these steps, educators and educational institutions can move towards better educational excellence. The quality of education that obtains A level accreditation does not just reach standards, but also provides a memorable learning experience for every student. With steadfast commitment and solid cooperation, teachers and educational institutions can form a generation that is superior and ready to face future challenges with confidence.

Accreditation in Efforts to Improve Quality at Private MTs Nurul Iman Tanjung Morawa

In the world of education, quality and quality improvement are things that must be implemented by educational units. MTs Nurul Iman Tanjung Morawa has been known for the past five years to be recognized as a quality Madrasah seen from its graduates and accreditation with an A rating. To maintain the quality of the Madrasah, the Madrasah has fully anticipated all reaccreditation needs, as evidenced by the explanation above that all required documents are required for reaccreditation 90% are ready without the hassle of providing them

Quality is a complete concept so it is not easy to define and measure. The quality of education at MTs Swasta Nurul Iman Tanjung Morawat is seen from several points of view: 1) Quality in terms of learning achievement, 2). Quality in terms of the process, 3). Quality in terms of input, 4) Quality in terms of effectiveness and efficiency of management of educational institutions, 5). Quality in terms of relevance to the world of work.

Guided by applicable laws and existing government regulations, in fact accreditation of educational units is a step that has the essence of providing quality educational services and the position of accreditation is as a measuring tool for self-regulation. So accreditation is a tool for measuring the quality of educational units in an area, so that we get an idea of the quality of the educational units we have (Azizah & Witri, 2021).

According to MTs Swasta Nurul Iman Tanjung Morawa, accreditation is a process of providing a professional and objective assessment of whether the educational unit meets educational standards or not. The implementation of accreditation must be interpreted as a process of providing an assessment of quality using quality criteria in the educational unit. In this case, MTs Nurul Iman Tanjung Morawa provides information that can be used as a reference, source and guide in making decisions.

MTs Swasta Nurul Iman Tanjung Morawa will continue to strive to improve the quality of education currently being undertaken which includes the 4 IASP components. Of course, various preparations have been made by MTs Nurul Iman Tanjung Morawa to maintain the quality of the educational unit, and the Madrasah will continue to provide guidance and guidance to teachers to make continuous improvements to the learning process.

4. CONCLUSION

From the results of this research, it can be concluded that the implementation of madrasa accreditation requires effective management to ensure the process runs smoothly and achieves the desired targets. Accreditation management must include planning, organizing, implementing, as well as monitoring and evaluation stages. Through the accreditation process, madrasahs continue to develop educational programs and services by analyzing strengths and weaknesses, and designing strategies to increase accreditation scores. This will ultimately produce educational units that meet quality standards and contribute to the formation of quality human resources nationally.

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