The Effect of Grade Accreditation Quality on Community Trust at School in Indonesia


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Abstract

Nowadays, accreditation has become the concern of every school and is a government program in maintaining the quality of education. This research aimed to analyze the effect of accreditation quality on community trust at schools. The research was done by quantitative approach and used survey expose facto method. The population of this research includes all elementary, junior, and senior high school schools in the West Java region of Indonesia that consist of the Provinces of DKI Jakarta, West Java, and Banten with a total of 28,786. A sample of 175 schools was proportionately taken from the population. The proportion of the sample was taken from schools with accreditation with grade quality: A = 69, B = 101, and C = 5. Meanwhile, the statistical data analysis was performed by one-way ANOVA. The result indicates a positive effect of accreditation quality on community trust at school. It is recommended that all school stakeholders cooperate well to improve the quality of accreditation to achieve a superior grade (A).

Keywords: Grade Accreditation, School Quality, Community Trust, Community Satisfaction.

Introduction

The quality of education cannot be separated from the success of education implementation, which is determined by the high and low quality of education governance. It is related to (Slamet, 2005), the quality of education is one of the leading indicators/variables that can affect the success of education. Meanwhile, according to (Kotler & Dubois, 2003), quality is "the totality of features and characteristic of product service that bear on its ability to satisfy stated or implied needs." (Goetsch & Davis, 2002) stated that quality is a dynamic state associated with products, services, people, processes, and environments that meet or exceed expectations. Quality is dynamic. It means that what is considered qualified can and often changes in line with the enactment of time and the change of environment state.

Quality does not only apply to products and services provided. Quality also applies to people and processes that provide products and services and the environment in which such products and services are provided. The (Department of National Education, 2002) stated that "Generally, quality is an overall description and characteristics of a product or service that shows its ability to satisfy a specified or implied need." From the statements above, it can be understood that the quality associated with education is a description or dynamic state of inputs, processes, and outputs and impacts that show the ability to fulfill the needs or social expectations.

That is why formulating indicators of the success of quality education is needed. (Morrison, Mokashi, 2019) has conducted a meta-analysis of several studies from 1960 to 2009 on the quality of education. The meta-analysis results concluded that 44 educational quality indicators are grouped into ten categories. In general, there are ten indicators of educational quality as follows: (1) Education financing; (2) Class climate conducive to learning activities; (3) Teacher
competence as a manager of educational activities at the class level; (4) Conducting educational activities systematically and focused; (5) The presentation of the material with fun; (6) Education is real (authentic with problems faced by society and students); (7) There is a periodic diagnostic assessment; (8) Reading and writing as essential activities in education; (9) Using rational considerations in problem-solving; (10) Using educational technology, either for teaching or students' learning activities. In Indonesia, the quality of education covers eight national standards as stated in (Ministry of Law and Human Rights, 2005). The efforts to fulfill 8 (eight) National Standards of Education should involve entire stakeholders such as local government, education councils, school committees, parents, and the community. All stakeholders have a role in the success of quality education. The Indonesian government keeps trying to make policies and facilitate quality education. To ensure the quality of education, the Indonesian government has established an independent agency in charge of evaluating the quality process of implementing a school and competency skills. The process of evaluation in educational quality is known as accreditation.

(Secretary of State of the Republic of Indonesia, 2003) regarding National Education System (Sisdiknas) mandates the accreditation of education providers. Article no 60 of the Sisdiknas law number 20 of 2003 reads, "Accreditation is conducted to determine the feasibility of educational and educational programs in the formal education and informal education of all levels of education." This policy provides the public with information about the quality of an academic unit and educational program. Various difficulties encountered in architectural and interior planning, as well as design studio lectures, need students' adaptation via the use of virtual reality and digital technology. There are numerous restrictions in terms of visual and digital communication, ranging from the use of technical equipment to the facilities held by lecturers and students (Andiyan et al., 2021).

The Indonesian government built an elementary and secondary education accreditation institution named the School / Madrasah Accreditation Board (BAN S / M). “BAN-S / M is an independent evaluation institution that establishes the feasibility of a formal education program or level of formal and secondary education concerning national standards of education” (Permenendidbud number 59 of 2012, Article 1 paragraph (2)). BAN S / M aims to evaluate the school's inputs, processes, outputs, and impacts of educational implementation. As set out in (Ministry of Law and Human Rights, 2005), national education standards consist of 8 (eight) standards that can be grouped into the standard curriculum and supporting standards. The curriculum standards consist of: (1) Graduate Competency Standards, (2) Content Standards, (3) Process Standards, and (4) Educational Assessment Standards. While supporting standards include: (1) Financing Standards, (2) Education Standards and Educational Staff, (3) Standards of Facilities and Infrastructure, and (4) Education Management Standards. Assigning the quality of a school's education is done through accreditation activities. School accreditation is done by evaluating the level of implementation of 8 (eight) national education standards. Accreditation results describe the quality of education organized by a school. The Government of Indonesia establishes 3 (three) grades of school quality through the accreditation process, namely: A (superior), B (excellent), and C (sound).

A product or service that has superior quality will be more attractive to many consumers. So it should be with the quality of the school. This means that logically, schools that have superior quality (A) will be more desirable of the community than those who have excellent quality (B) or good (C). Similarly, having a B quality (excellent) school should be more desirable than a quality C (sound). Public interest in a school is a form of public trust. Trust means having some quality or attribute of something or someone or the truth of a statement. Torsvik cited (Damsar, 2011) states that trust tends to specific behaviors to reduce risk. While Lawang cited (Damsar, 2011) suggests that trust is a relationship between two or more parties that hold hope that benefits one party or both parties through social interaction. The findings indicated that beach visitors' perceptions of parking problems did not match the actual parking availability. Additionally, parking perceptions were not shown to be highly correlated with visitor patterns (Andiyan & Cardiah, 2021).

It can be understood that trust is an attitude and a positive acceptance action of a person on a product, service either individual or group of people. People who believe in an object (product, service, or individual or group of people) will positively assume every attribute of the object it believes. Thus, it can be concluded that public confidence in the school is the attitude and positive acceptance of individuals and groups of community on the totality of existing attributes so interested in getting services. Attributes on the school may include the existence, the process service, and the policies that apply. Operationally, people's trust in a school can be shown by the number of potential learners or the community enrolling each year. Schools with high community trust will be indicated by prospective learners who enroll more than the less-trusting schools. From the exposure, several questions need to be studied and researched. What is the effect of accreditation quality on community trust in

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schools? If so, how much does the contribution of accreditation quality affect people to choose a school?

Research Methodology

The research was done by quantitative approach and used survey expose facto method. The subjects of this research were the schools from primary, junior, and senior high schools in the West Java region, including DKI Jakarta Province, West Java Province, and Banten Province. The following table is the distribution of the population in this research.

<table>
<thead>
<tr>
<th>Accreditation Grade</th>
<th>DKI Jakarta</th>
<th>West Java</th>
<th>Banten</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>2684</td>
<td>7249</td>
<td>1260</td>
<td>1119</td>
</tr>
<tr>
<td>B</td>
<td>1346</td>
<td>1265</td>
<td>0</td>
<td>2542</td>
</tr>
<tr>
<td>C</td>
<td>75</td>
<td>524</td>
<td>438</td>
<td>1037</td>
</tr>
<tr>
<td>Total</td>
<td>4105</td>
<td>2042</td>
<td>4240</td>
<td>2876</td>
</tr>
</tbody>
</table>

Source: Website BAN S / M in 2017 processed.

One hundred seventy-five schools were taken proportionally as a research sample from the population above. The proportion samples of schools are taken with accreditation quality: A = 69, B = 101, and C = 5.

This research used secondary data from schools in three provinces: DKI Jakarta, West Java, and Banten, which were taken as research samples. While the technique of data analysis using one-way ANOVA statistic with α = 0.05. In one-way ANOVA using the quality grade of accreditation as the determinant variable (free) and community trust in the school as the dependent variable (lied). Variable of community trust in school is realized with the average of prospective learners who register for 3 (three) years (2015, 2016, and 2017) in each school sample.

Result

1. Data Description of School Accreditation Quality

The overall data in this research is 175 education units. From the data, the one with accreditation grade A is 69 schools or 39.43%, while the one who has accreditation grade B is 101 schools or 57.71%, and the one who has accreditation grade C is five schools 2.86%. These data indicate that the current grade of school accreditation quality is in grade B, 57.71%. These results indicate that generally, the quality of school accreditation is excellent. This graphic illustrates the quality of school accreditation.

![Figure 1. Data of Grade of School Accreditation Quality](image)

There are 123 from 175 schools taken as samples of the research for elementary schools. From that amount, the ones who have accreditation grade A are 46 schools or 37.40%, while the ones who have accreditation grade B are 74 schools or 60.16%, and the ones who have accreditation grade C are three schools 2.44%. This data indicates that most elementary schools have an accreditation grade B is 60.16%. These results indicate that the elementary school has an excellent quality in general.

Meanwhile, 45 of 175 schools were taken as samples of the research for Junior High Schools. From that amount, the ones who have accreditation grade A is 18 schools or 40%, while the ones who have accreditation grade B is 25 schools or 55.56%, and the ones who have accreditation grade C is two schools or 4.44%. This data indicates that most Junior High Schools
have an accreditation grade B is 55.56%. These results indicate that Junior High School has an excellent quality, too. To anticipate project delay proper planning is required. One of project planning method is project scheduling. Great loss because of the overdue amount, the company must evaluate their project schedule (Andiyan Andiyan, Putra, Rembulan, & Tannady, 2021).

There are 7 from 175 schools taken as samples of the research for Senior High Schools.

From that amount, the ones who have accreditation grade A is five schools or 71.43%, while the ones who have accreditation grade B is two schools or 28.57%, and the ones who have accreditation grade C is 0 schools or 0%. This data indicates that most Senior High Schools have an accreditation grade A is 71.43%. These results indicate that Senior High School has a very good quality and is classified as superior.

The average community trust at schools with grade A of accreditation grade is 186.9 or 57.83%. In contrast, the average of community trust at schools with grade B of accreditation is 79.92 or 24.73%, the average of community trust at schools with grade C accreditation is 56.67 or 17.53%. This data indicates that community trust at schools with grade A of accreditation is higher than another accreditation grade, 57.83%. This is a figure of community trust for each grade of accreditation quality.
There are 123 from 175 schools taken as samples of the research for elementary schools. From that amount, the average of community trust at schools with the quality of accreditation grade A = 122.69 or 57.07%, while the ones who have accreditation grade B = 71.41 or 33.22%, and the ones who have accreditation grade C = 20.89 or 9.72%. This data indicates that the community trust at elementary schools with a grade of quality accreditation A (superior) is the highest of all, 57.07%.

There are 45 from 175 schools taken as samples of the research for Junior High Schools. From that amount, the average of community trust at schools with the quality of accreditation grade A = 293.56 or 58.12%, while the ones with accreditation grade B = 101.19 or 20.03%, and the ones who have accreditation grade C = 110.34 or 21.8%. This data indicates that the community trust at the Junior High Schools level with a grade of quality accreditation A (superior) is the highest of all, 58.12%.

Meanwhile, seven from 175 schools were taken as samples of the research for Senior High Schools. From that amount, the average community trust at schools with the quality of accreditation grade A = 393.74 or 75.30%. In comparison, the ones with accreditation grade B = 129.17 or 24.70%, and the ones with the ones who have accreditation grade C = 0 or 0%. This data indicates that the community trust at the Junior High Schools level with a grade of quality accreditation A (superior) is the highest of all, 75.30%.

![Figure 4. Data of Community Trust based on the School Level](image)

### 3. Analysis of the Effect of Quality Accreditation on Community Trust at Schools

To answer the problem related to the role of quality accreditation on community trust at schools, it was done by statistical analysis of variance (ANOVA) one way, and the following results are obtained.

<table>
<thead>
<tr>
<th>Table 2. The Results of ANOVA one way</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sum of Squares</td>
</tr>
<tr>
<td>Between Groups</td>
</tr>
<tr>
<td>Within Groups</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

From table 2, it can be explained that the quality of accreditation significantly affects the community trust at school. It is indicated with the Sig = 0.000 < 0.05 and F = 23.889. It is in line with the result of descriptive data as indicated with the average of community trust for the group which has quality accreditation A is higher than quality accreditation B, and the group which has quality accreditation B is higher than the group which has accreditation quality C. The average of community trust at schools with quality accreditation A = 186.90 is higher than the one with quality accreditation B = 79.92 and which have quality accreditation C = 56.67. It shows a
Discussion

The results showed that accreditation quality has a significant effect on the community trust at school. It is proved by the descriptive analysis results, which show that the average of community trust at schools that have accreditation quality A = 186.90 is higher than the one which has accreditation quality B = 79.92 and the one which has accreditation quality C = 56.67. It is indicated that there is a positive effect of accreditation quality on the community trust at school. It means that the higher grade of accreditation quality, the higher community trusts at school. The impact of this trust will be reflected by registering students' enrolment at the school concerned. It is related to the resulting research conducted by (Kusbaryanto & Nurilita, 2010) about hospital accreditation which stated that an advantage of accreditation is to improve the image and community trust. Trust is the base capital of educational institutions that must be grown-develop in the community. Trust will arise in the community if it can prove that the school has superior quality.

In addition, the other research about accreditation conducted by (Prayoga D, 2017) in health showed that accreditation is a manifestation of maintaining the quality of hospital services to service patients. It means that hospitals with a good quality of service will attract people. Moreover, in education, schools with good quality will be more trusted by the community than the less qualified schools.

The result analysis of the coefficient determination of accreditation quality on community trust at school is 21.7%. It indicates that the community will determine that the school is influenced by accreditation quality, about 21.7%. The rest of 78.3% is determined by other factors, such as affordability, location, and so on.

For the elementary school level, the average of community trust at schools with accreditation quality A = 122.69 is higher than the ones with accreditation quality B = 71.41 and the ones with accreditation quality C = 20.89. It showed a positive effect of accreditation quality on community trust at school, specifically for the elementary school level. It means that, specifically for elementary schools, the community trust to enroll the new student will increase if accreditation quality is increased. This result research is similar to the research conducted by (Husna, 2014). Husna stated that the positive impact of applying quality management at elementary school is increasing school achievement, students, and teachers, increasing parents' satisfaction.

At the Junior High School level, the average score is different. The average of community trust at schools that have accreditation quality A = 293.56 is higher than the ones which have accreditation quality B = 101.19, but if it is compared with the ones who have accreditation quality C, so the average of community trust at schools that have accreditation quality B = 101.19 is lower than the ones who have accreditation quality C = 110.34. It shows an effect of accreditation quality on community trust at the Junior High School level. The correlation between accreditation quality the community trust on Junior High School level is not favorable. It is related to (Hidajahningtyas N, Andi S, 2013), which states that accreditation will change the public image of the schools. The positive correlation between school image and community trust is obtained from school quality. A positive image is a source of school success to increase community trust.

The average of community trust at the Senior High School level at the schools with accreditation quality A = 393.74 is higher than the ones with accreditation quality B = 129.17 and the ones with quality accreditation C = 0. It shows a positive effect of accreditation quality on the community trust at school, specifically for the Senior High School level. It means that there will be an increased interest in the new students' enrolment at the Senior High School level if the quality of accreditation increases. This result is reinforced by the opinion of (Amanah, 2010) which states that the quality of products or services influences customer satisfaction. It means that the better the quality of school accreditation, the higher the public trust, so it will have an impact on improving the community to obtain education services from the school concerned.

Conclusion

From the results above, it can be concluded as follows. In general, there is a positive effect of accreditation quality toward community trust at school. The higher the quality grade of accreditation, the higher the community trust in the school. Improving accreditation quality will impact the community interest to enroll the new students in the school concerned.

In general, elementary school and Junior High School have a grade of quality accreditation B (excellent). It is recommended to all school stakeholders to help increase accreditation quality to get the highest grade. It is A (superior).
References


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