Analysis of Antecedents in Reviewing the Evaluation Results of Accreditation and Licensing Programs at SDIT Kaifa Bogor

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Abstract

The current problem is that the accreditation program for the license review at SDIT Kaifa has never been evaluated as a whole, only its implementation has been carried out. The purpose of this study was to determine the antecedent component in reviewing the evaluation results of the National Accreditation Board (BAN S/M) Accreditation program and the Integrated Islamic School Network (JSIT) License. A quantitative research method was used to reveal the results of the Antecedent evaluation on seven aspects. The research sample was conducted on eight teachers and 15 students. Data collection using questionnaires, data analysis techniques with descriptive statistics. The findings of the research results show that the seven aspects of the assessment evaluated in the Antecedent component are appropriate from the results of the teacher and student responses around 88% of the suitability. This can be interpreted that the evaluation of the Antecedent component can provide data or information in revealing the condition of the evaluated aspects. Future implementation of the results of this study is expected to be the basis for continuing to be developed as a reference in evaluating other educational programs.

Keywords: Antecedents; Evaluation Results; Accreditation; Licensing Programs

Introduction

Accreditation is expected and designed to play an important role in improving the quality of education (Busron and Rachmi 2020). In the era of education reform and democratization, the challenges faced by the education system include issues related to equity, quality, relevance, and efficiency of education (Leszczyński et al. 2018). Accreditation is carried out with the aim of obtaining an overview of the state of school performance in organizing education, as a basis that can be used as a coaching and development tool in order to improve the quality of education in schools (Erlinda and Noviani 2021). The background of school accreditation in Indonesia is that every citizen has the right to obtain quality education. To fulfill a decent and quality education, each school must be accredited to meet the eligibility standards (Irawan, Tagela, and Windrawanto 2020).

The Integrated Islamic School Network (JSIT), which oversees Integrated Islamic Schools (SIT), has set quality standards for SIT's distinctiveness as a reference for maintaining SIT's quality standards (Szabo et al. 2020). Along with the growth rate of SITs throughout Indonesia in quantity, it should be accompanied by an increase in quality (Rif'at and Sugiatno 2022). JSIT through the Licensing Board for

Integrated Islamic Schools (BLSIT) carries out licensing activities to its member schools, among others, to obtain an overview of SIT performance that can be used as a means of coaching, developing and improving the quality of SIT education.

This research will be conducted at Kaifa Integrated Islamic Elementary School (SDIT) which is one of the SITs in Bogor Regency. The difference in the achievement of BAN S / M accreditation and different JSIT Licenses at SDIT Kaifa is interesting to study and research in terms of various aspects such as school readiness in organizing licensing activities and the process of implementing quality standards in schools. Since the JSIT licensing program was first rolled out in 2017, it has never been evaluated in depth, especially to be paired with the BAN S/M accreditation program.

However, this time the discussion will only focus on the antecedent part. Antecedent is an input, condition, and all resources that can support program implementation (Stake: 1967) in (Jody L. Fitparick, Sander, and Worther, 2004: 134-135). According to Lukum (2015), the conditions that existed before the implementation of the program will relate to or have an impact on the results of the program. According to Arikunto, Safruddin and Jabar (2010), antecedent or input evaluation activities must consider the initial conditions owned by an institution to implement a program. this is because the purpose of antecedent evaluation is to capture, analyze, and assess the adequacy of the quantity and quality of inputs needed to plan and implement related programs (Arlina, 2016).

The use of the Countenance Stake evaluation model can provide accuracy in presenting data or information. So the purpose of this study is to review the results of the evaluation of the BAN S / M accreditation program and JSIT license based on the antecedent component.

Methods

This research is a program evaluation using quantitative methods, as for the research site carried out at SDIT Kaifa Bogor. The research sample as respondents were eight teachers and 15 students. This research procedure begins with conducting a needs analysis through a preliminary study at the school; next, an evaluation model is determined based on the recommendations of the assessment experts; socialization is carried out in the field to obtain informants and research data; the data obtained are analyzed quantitatively. The data analysis technique uses descriptive statistics by presenting a frequency distribution presentation with a graph and exposure to the mean, median, mode, and standard deviation. The instrument design was also made as a guide in conducting research through the following instrument grids.

Table 1. Antecedent Instrument Grid

Evaluation Components	Evaluation Aspect	Indicator	Instrument Item No.
Aantecedents	Formal Foundation	Strong legal basis	1, 2
	Program Socialization	Effectiveness of socialization	3, 4
	SOP	SOPs can be applied	5, 6
	SDM of program implementers	Adequate number and qualifications of human resources	7, 8
	Funding	Timeliness of the program fund disbursement process	9, 10
	Management support	Management functions in the school accreditation program	11, 12
	Performance support from program target schools	Target schools are accredited at least B	13, 14

Finding and Discussion

The antecedent's stage or input stage in the BAN S / M accreditation program and JSIT license at SDIT Kaifa Bogor has seven aspects that are assessed for evaluation, namely:

a. Background and Legal Basis of the BAN S/M Accreditation and JSIT License Program

The aspects of the school accreditation and licensing program can be measured through quantitative data by distributing a questionnaire consisting of 13 statement items given to teachers. The results of data processing for the following criteria.

Table 2. Indicator criteria Background and legal basis of the program

Score Range			Category
Teacher Respondent			
42,25	$< X \leq$	52	Very suitable
39	$< X \leq$	42,25	Suitable
22,75	$< X \leq$	26,25	Not suitable
13	$< X \leq$	15	Very Unsuitable

Aspects of assessment on the sub-indicators of the background and legal basis of the program. Teachers provide an assessment as respondents, so the results show that the Very Suitable category is in the score range of 42.25 to 52 while the Very Unsuitable category is in the range of 13 to 15. In addition, other analysis results will also be presented to support the criteria formed through the following frequency distribution presentation (Susetyo and N. Ummu Athiyah 2021).

Table 3. Frequency distribution of program background and legal basis

Category	Teacher Respondent	
	Frequency	Percentage
Very suitable	3	40
Suitable	5	60
Not suitable	0	0
Very Unsuitable	0	0

Three teachers categorized that the sub-indicators in the assessed aspects were very appropriate and the other five teachers categorized that the sub-indicators in the assessed aspects were appropriate.

Figure 1. Graph of assessment aspects of program background and legal basis

Other information to determine the results of data calculations with details of the highest score (ST), lowest score (ST), average (Mean), Mode (Mo), Median (Me), and standard deviation (SDi), details can be seen in Table 4.4 below.

Table 4. Calculation of program background and legal basis sub-indicator scores

Respondents	ST	SR	Mean	Me	Mo	SDi
Teacher	52	13	32,5	41	42	6,5

In the aspect of assessment in the sub-indicator of the background and legal basis of the program, it gets the appropriate category according to the teacher, which is indicated by an average value of 32.5, a median value of 41, a mode value of 42, and a standard deviation value of 6.5 (Juanda et al. 2018). This can be interpreted that the aspects assessed are still in standard conditions, meaning that the accreditation and licensing program implemented by SDIT Kaifa has a clear background and legal basis as well as recognition of legality in accordance with schools in general (Irwan Aferi 2019).

b.JSIT Accreditation and Licensing Program Objectives

The aspects of the school accreditation and licensing program can be measured through quantitative data by distributing a questionnaire consisting of 8 statement items given to teachers (Divayana 2017; Irwan Aferi 2019).

Table 5. Criteria for program objective indicators

Score Range			Category
Teacher Respondent			
29,25	$< X \le$	36	Very suitable
27	$< X \le$	29,25	Suitable
15,75	$< X \le$	18	Not suitable
8	$< X \le$	15,75	Very Unsuitable

The results show that the Very Suitable category is in the score range of 29.25 to 36 while the Very Unsuitable category is in the range of 8 to 15.75.

Table 6. Frequency distribution of program objective aspects

Category	Teacher Respondent	
	Frequency	**Percentage**
Very suitable	3	60
Suitable	5	40
Not suitable	0	0
Very Unsuitable	0	0

A total of three teachers categorized that the sub-indicators in the assessed aspects were very appropriate and the other five teachers categorized that the sub-indicators in the assessed aspects were appropriate. (Hardiansyah and Aryani 2016).
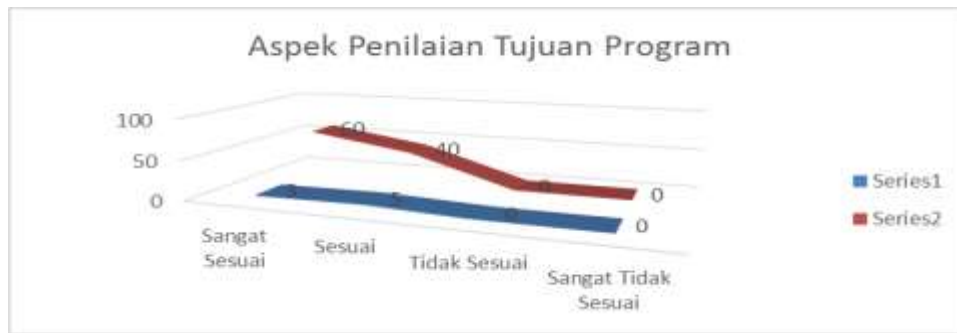
Figure 2. Graph of the assessment aspect of program objectives

The results of data calculations with details of the highest score (ST), lowest score (ST), average (Mean), Mode (Mo), Median (Me), and standard deviation (SDi), details can be seen in Table 7 below (Iriani and Soeharto 2015).

Table 7. Calculation of program objectives sub-indicator scores

Respondent	ST	SR	Mean	Me	Mo	SDi
Teacher	32	8	20	24	24	4

The appropriate category according to the teacher is indicated by an average value of 20, a median value of 24, a mode value of 24, and a standard deviation value of 4. This can be interpreted that the aspects assessed are still in standard conditions, meaning that the BAN S / M Accreditation and JSIT License programs implemented by SDIT Kaifa have clear program objectives which are expected to be adjusted to the needs of the school. (Malla 2017).

c. BAN S/M Accreditation and JSIT License Program Requirements

The aspects of the school accreditation and licensing program can be measured through quantitative data by distributing a questionnaire consisting of 13 statement items given to teachers (Vaughan 2018).

Table 8. Criteria for program requirement indicators

Score Range Teacher Respondent			Category
48,75	$< X \leq$	60	Very suitable
37,5	$< X \leq$	48,5	Suitable
26,25	$< X \leq$	37,5	Not suitable
15	$< X \leq$	26,25	Very Unsuitable

Teachers provide assessments as respondents, so the results show that the Very Suitable category is in the score range of 48.75 to 60 while the Very Unsuitable category is in the range of 15 to 26.25. In addition, other analysis results will also be presented to support the criteria formed through the following frequency distribution presentation (Qodriyati and Raharjo 2018).

Table 9. Frequency distribution of program requirement aspects

Category	Teacher Respondent	
	Frequency	Frequency
Very suitable	3	31,25
Suitable	5	68,75
Not suitable	0	0
Very Unsuitable	0	0

A total of three teachers categorized that the sub-indicators in the assessed aspects were very appropriate and the other five teachers categorized that the sub-indicators in the assessed aspects were appropriate. Another picture can be presented through the following graph (Hadi and Novaliyosi 2019).

Figure 3. Graph of program requirements assessment aspects

Determining the results of data calculations with details of the highest score (ST), lowest score (ST), average (Mean), Mode (Mo), Median (Me), and standard deviation (SDi) (Chouinard et al. 2017).

Table 10. Calculation of program requirements sub-indicator scores

Respondent	ST	SR	Mean	Me	Mo	SDi
Teacher	60	15	49	58	45	7,5

The category is very suitable according to teachers as indicated by an average value of 49, a median value of 58, a mode value of 45, and a standard deviation value of 7.5. This can be interpreted that the aspects assessed already have their own regulations from the BAN S / M accreditation program and JSIT license. This is one of the standard provisions of the two programs. This shows that SDIT Kaifa Bogor, which implements the BAN S / M accreditation program and JSIT license, has the challenge of realizing school quality according to the quality standards set by the two institutions (Priambodo and Arifin 2019).

d. Socialization of BAN S/M Accreditation Program and JSIT License

The aspects of the school accreditation and licensing program can be measured through quantitative data by distributing a questionnaire consisting of 3 statements given to teachers. (Malla 2017).

Table 11. Criteria for program socialization indicators

Score Range			Category
Teacher Respondent			
9,75	$< X \leq$	12	Very suitable
7,5	$< X \leq$	9,75	Suitable
5,25	$< X \leq$	7,5	Not suitable
3	$< X \leq$	5,25	Very Unsuitable

Teachers as respondents provide an assessment which results show that the Very Suitable category is in the score range of 9.75 to 12 while the Very Unsuitable category is in the range of 3 to 5.25. In addition, other analysis results will also be presented to support the criteria formed through the following frequency distribution presentation(Areli, Lian, and Kristiawan 2020).

Table 12. Frequency distribution of program socialization aspects

Category	Teacher Respondent	
	Frequency	Frequency
Very suitable	3	31,25
Suitable	4	62,75
Not suitable	1	6,25
Very Unsuitable	0	0

A total of three teachers categorized that the sub-indicators in the assessed aspects were very appropriate, 4 other teachers categorized that the sub-indicators in the assessed aspects were appropriate, and one teacher categorized them as inappropriate. Another picture can be presented through the following graph (Shulha et al. 2016).

Figure 4. Graph of assessment aspects of program socialization

Other information is about a more in-depth explanation that has been presented in Table 4.12 to determine the results of data calculations with details of the highest score (ST), lowest score (ST), average (Mean), Mode (Mo), Median (Me), and standard deviation (SDi) (Chaney 2016).

Table 13. Calculation of program socialization sub-indicator scores

Respondent	ST	SR	Mean	Me	Mo	SDi
Teacher	12	3	7,5	9	8	1,5

The appropriate category according to teachers is indicated by an average value of 7.5, a median value of 9, a mode value of 8, and a standard deviation value of 1.5. This can be interpreted that the aspects assessed are quite appropriate in the socialization of the BAN S / M accreditation program and JSIT license at SDIT Kaifa Bogor. This shows that the reach between the BAN S / M accreditation program and the JSIT license is very different. Both have different auspices, where BAN S / M accreditation is in the socialization environment at the education office while the license is within the scope of the JSIT area. (Koeman, Hindriks, and Jonker 2017).

e. Strategy for Implementing BAN S/M Accreditation and JSIT License Activities

The aspects of the BAN S / M accreditation program and JSIT license can be measured through quantitative data by distributing a questionnaire consisting of 4 statement items given to teachers (Debarger et al. 2016).

Table 14. Criteria for indicators of the program activity implementation model

Score Range			Category
Teacher Respondent			
13	$< X \leq$	16	Very suitable
10	$< X \leq$	13	Suitable

| 7 | $< X \leq$ | 10 | Not suitable |
| 4 | $< X \leq$ | 7 | Very Unsuitable |

Teachers as respondents gave an assessment, the results of which showed that the Very Suitable category was in the score range of 13 to 16 while the Very Unsuitable category was in the range of 4 to 7. In addition, other analysis results will also be presented to support the criteria formed through the following frequency distribution presentation (Purnawirawan, Chintya, and Sholihah 2020).

Table 15. Frequency distribution of program implementation model aspects

| Category | Teacher Respondent | |
	Frequency	Frequency
Very suitable	3	18,25
Suitable	4	75
Not suitable	1	6,25
Very Unsuitable	0	0

Three teachers categorized that the sub-indicators in the assessed aspects were very appropriate, 4 other teachers categorized that the sub-indicators in the assessed aspects were appropriate, and one teacher categorized them as inappropriate. Another picture can be presented through the following graph (Walser and Trevisan 2016).
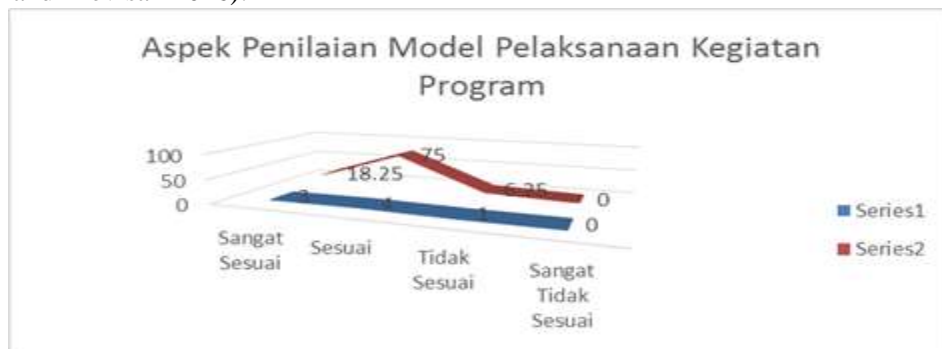

Figure 5. Graph of the assessment aspects of the program activity implementation model

Other information is about a more in-depth explanation that has been presented in Table 4.13 to determine the results of data calculations with details of the highest score (ST), lowest score (ST), average (Mean), Mode (Mo), Median (Me), and standard deviation (SDi) (Juanda et al. 2018).

Table 16. Calculation of the sub-indicator score of the program activity implementation modelt

Responden	ST	SR	Mean	Me	Mo	SDi
Teacher	16	4	10	11	10	2

The appropriate category according to the teacher is indicated by an average value of 10, a median value of 11, a mode value of 10, and a standard deviation value of 2. This can be interpreted that the aspects assessed are quite appropriate in the model of implementing accreditation and licensing program activities at SDIT Kaifa Bogor (Mulyati and Watini 2022).

f. Standard Operating Procedure (SOP) for JSIT Accreditation and Licensing Program Activities

The aspects of the school accreditation and licensing program can be measured through quantitative data by distributing a questionnaire consisting of 13 statement items given to teachers (Zainuddin, Sutansi, and Untari 2020).

Table 17. Criteria for indicators of standard operating procedures (SOPs) for program activities

Score Range Teacher Respondent			Category
48,75	$< X \leq$	60	Very suitable
37,5	$< X \leq$	48,5	Suitable
26,25	$< X \leq$	37,5	Not suitable
15	$< X \leq$	26,25	Very Unsuitable

Teachers provide assessments as respondents, so the results show that the Very Suitable category is in the score range of 48.75 to 60 while the Very Unsuitable category is in the range of 15 to 26.25. In addition, other analysis results will also be presented to support the criteria formed through the following frequency distribution presentation (Juanda et al. 2018).

Table 18. Frequency distribution of standard operating procedure (SOP) aspects of program activities

Category	Teacher Respondent	
	Frequency	Frequency
Very suitable	3	31,25
Suitable	5	68,75
Not suitable	0	0
Very Unsuitable	0	0

A total of three teachers categorized that the sub-indicators in the assessed aspects were very appropriate and the other five teachers categorized that the sub-indicators in the assessed aspects were appropriate. Another picture can be presented through the following graph (Utariningsih 2018).
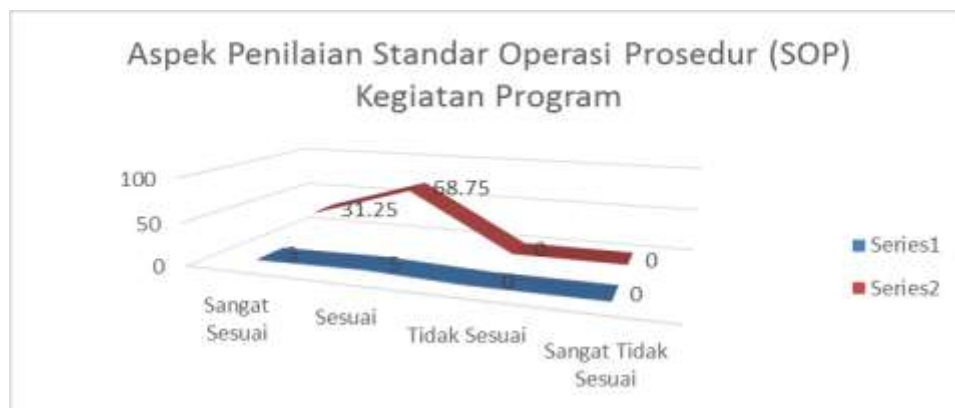

Figure 6. Graph of assessment aspects of standard operating procedures (SOPs) of program activities

The results of data calculations with details of the highest score (ST), lowest score (ST), average (Mean), Mode (Mo), Median (Me), and standard deviation (SDi) (Syafi'i et al. 2020).

Table 19. Calculation of the standard operating procedure (SOP) sub-indicator score of program activities

Respondent	ST	SR	Mean	Me	Mo	SDi
Teacher	60	15	49	58	45	7,5

The category is very suitable according to the teacher as indicated by the mean value of 49, median value of 58, mode value of 45, and standard deviation value of 7.5. This can be interpreted that the aspects assessed are very appropriate. Where each program has guidelines or guidelines for

implementing the program clearly and updates according to school needs. This can be interpreted that during the implementation of the SIT accreditation and licensing program, the implementation can be guided, the implementation can run systematically, and procedurally all instructions given can be understood (Iriani and Soeharto 2015).

g.JSIT Accreditation and Licensing Program Assessment Results

The aspects of the school accreditation and licensing program can be measured through quantitative data by distributing a questionnaire consisting of 4 statement items given to teachers. (Divayana 2017).

<p style="text-align:center">Table 20. Program outcome indicator criteria</p>

Score Range			Category
Teacher Respondent			
13	$< X \leq$	16	Very suitable
10	$< X \leq$	13	Suitable
7	$< X \leq$	10	Not suitable
4	$< X \leq$	7	Very Unsuitable

The Very Suitable category is in the score range of 13 to 16 while the Very Unsuitable category is in the range of 4 to 7. In addition, other analysis results will also be presented to support the criteria formed through the following frequency distribution presentation (Munthe 2015).

<p style="text-align:center">Table 21. Frequency distribution of the final result aspect of the Program</p>

Category	Teacher Respondent	
	Frequency	Frequency
Very suitable	3	18,25
Suitable	4	75
Not suitable	1	6,25
Very Unsuitable	0	0

In the aspects that were assessed as very suitable, 4 other teachers categorized that the sub-indicators in the aspects assessed were suitable, and one teacher categorized them as not suitable. Another picture can be presented through the following graph (Lukum 2015).

<p style="text-align:center">Figure 7. Graph of the final outcome assessment aspect of the Program</p>

The results of data calculations with details of the highest score (ST), lowest score (ST), average (Mean), Mode (Mo), Median (Me), and standard deviation (SDi) (Irwan Aferi 2019).

Table 22. Calculation of Program outcome sub-indicator scores

Respondent	ST	SR	Mean	Me	Mo	SDi
Teacher	16	4	10	11	10	2

The appropriate category according to the teacher is indicated by an average value of 10, a median value of 11, a mode value of 10, and a standard deviation value of 2. This can be interpreted that the aspects assessed are quite appropriate in the standard operating procedures (SOP) for accreditation and licensing program activities at SDIT Kaifa Bogor. (Nowell et al. 2017).

h.Funding for BAN S/M Accreditation and JSIT License

The aspects of the BAN S / M accreditation program and JSIT license can be measured through quantitative data by distributing a questionnaire consisting of 4 statement items given to teachers (Tamam 2018).

Table 23. Criteria for indicators of the program activity implementation model

Score Range			Category
Teacher Respondent			
13	$< X \leq$	16	Very suitable
10	$< X \leq$	13	Suitable
7	$< X \leq$	10	Not suitable
4	$< X \leq$	7	Very Unsuitable

Where the teacher provides an assessment as a respondent, so the results show that the Very Suitable category is in the score range of 13 to 16 while the Very Unsuitable category is in the range of 4 to 7. In addition, other analysis results will also be presented to support the criteria formed through the following frequency distribution presentation (Lukum 2015).

Table 24. Frequency distribution of funding aspects of program activities

Category	Teacher Respondent	
	Frequency	**Frequency**
Very suitable	3	18,25
Suitable	4	75
Not suitable	1	6,25
Very Unsuitable	0	0

A total of three teachers categorized that the sub-indicators in the assessed aspects were very appropriate, 4 other teachers categorized that the sub-indicators in the assessed aspects were appropriate, and one teacher categorized them as inappropriate. Another picture can be presented through the following graph (Juanda et al. 2018).

Figure 8. Graph of funding assessment aspect of program activities

The results of data calculations with details of the highest score (ST), lowest score (ST), average (Mean), Mode (Mo), Median (Me), and standard deviation (SDi) (Muryadi 2017).

Table 25. Calculation of program activity funding sub-indicator scorest

Respondent	ST	SR	Mean	Me	Mo	SDi
Teacher	16	4	10	11	10	2

The appropriate category according to the teacher is indicated by an average value of 10, a median value of 11, a mode value of 10, and a standard deviation value of 2. This can be interpreted that the aspects assessed are quite appropriate in funding accreditation and licensing program activities at SDIT Kaifa Bogor. (Utariningsih 2018).

Conclusion

The antecedent review provided a lot of information related to the evaluation results of the BAN S/M accreditation program and JSIT license at SDIT Kaifa Bogor. The antecedent reviews eight aspects of the assessment, where the results show that overall, the aspects assessed have sufficient suitability. This means that the evaluation component in the antecedent does not have serious problems, there are no findings of results that indicate an unfavorable direction regarding the eight aspects assessed. Antecedent review conducted quantitatively has limitations, so this requires complementary data through more in-depth qualitative analysis. As it is known that the antecedent which is part of the Countance Stake evaluation model is the first start or as an important input to be considered. From the results of this study, it is suggested that the mix method can be used to enrich research data, the range of samples or research informants can be expanded and the overall components of the evaluation model can be analyzed properly.

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