



QUALITY ASSURANCE IN INTEGRATED ISLAMIC SCHOOLS: SYNERGY BETWEEN NATIONAL ACCREDITATION AND INTERNAL LICENSING SYSTEM

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ABSTRACT

Improving the quality of Integrated Islamic Schools (SIT) has become a pressing issue amid the dynamics of national education policy. To date, national accreditation managed by BAN-PDM functions as an external quality standard, while the Integrated Islamic School Network (JSIT) implements an internal licensing system as an additional instrument. This situation raises an academic question: what role does JSIT licensing play in complementing national accreditation as a strategy for enhancing SIT quality? This study seeks to address this question by examining the position and relevance of JSIT licensing within the broader context of educational accreditation. The research employs a literature review method with content analysis of books, national and international scholarly articles, as well as official documents issued by BAN-PDM and JSIT, particularly publications from 2019 to 2024 that are pertinent to the quality of Islamic education. The findings reveal that national accreditation emphasizes eight general standards, whereas JSIT licensing introduces eleven standards with a particular focus on the integration of Islamic values, leadership, and student development. The integration of both systems creates a significant synergy between external legitimacy and internal consistency. This study contributes to strengthening the quality of Islamic education by underscoring that the dual framework of accreditation and licensing is complementary rather than duplicative..

Keywords: Quality Assurance, Integrated Islamic Schools, National Accreditation, Internal Licensing System, Islamic Education Quality

ABSTRAK

Peningkatan mutu Sekolah Islam Terpadu (SIT) menjadi isu penting di tengah dinamika kebijakan pendidikan nasional. Selama ini, akreditasi nasional yang dikelola BAN-PDM berfungsi sebagai standar mutu eksternal, sementara Jaringan Sekolah Islam Terpadu (JSIT) menerapkan lisensi internal sebagai instrumen tambahan. Kondisi ini menimbulkan pertanyaan akademik: bagaimana peran lisensi JSIT dalam melengkapi akreditasi nasional sebagai strategi peningkatan mutu SIT? Penelitian ini bertujuan menjawab pertanyaan tersebut dengan menelaah posisi dan relevansi lisensi JSIT dalam konteks akreditasi pendidikan. Metode yang digunakan adalah studi kepustakaan dengan analisis isi terhadap buku, artikel nasional dan internasional, serta dokumen resmi BAN-PDM dan JSIT, khususnya publikasi 2019–2024 yang relevan dengan mutu pendidikan Islam. Hasil penelitian menunjukkan bahwa akreditasi nasional menekankan delapan standar umum, sedangkan lisensi JSIT menghadirkan sebelas standar dengan penekanan pada integrasi nilai Islam, kepemimpinan, dan pembinaan peserta didik. Integrasi keduanya menghasilkan sinergi signifikan antara legitimasi eksternal dan konsistensi internal. Temuan ini berkontribusi pada penguatan mutu pendidikan Islam dengan menegaskan bahwa dualitas akreditasi dan lisensi dapat saling melengkapi, bukan sekadar duplikasi.

Kata Kunci: penjaminan mutu, sekolah islam terpadu, sistem lisensi internal, mutu pendidikan islam

INTRODUCTION

The enactment of Law Number 22 of 1999 on Regional Government marked the end of the centralization era and the beginning of decentralization and regional autonomy in Indonesia.



This transformation brought significant implications for education governance, as schools that were previously highly dependent on bureaucratic directives were now required to be more independent in managing their organizations. Within this context, Integrated Islamic Schools (SIT) emerged as one of the educational models attempting to adapt to these policy dynamics. Although SIT operates under the Ministry of Education, in practice it emphasizes religious values more strongly than other general schools. The integration of religious and general sciences has become the hallmark of SIT, enabling the schools to not only fulfill the mandate of national education but also embed a spiritual dimension as a crucial identity within their learning system (Khairunisa, 2023).

The Regulation of the Minister of National Education Number 63 of 2009 on the Education Quality Assurance System stipulates that school accreditation serves as a strategic instrument for ensuring quality. Through accreditation, schools are assessed for eligibility while simultaneously being encouraged to improve services and overall performance.¹ Accordingly, accreditation functions not only as a formal evaluation but also as a mechanism of public accountability, community trust enhancement, and the strengthening of graduates' competitiveness (Azizah & Witri, 2021). However, the implementation often reveals serious problems. Accreditation is frequently reduced to administrative compliance (Indri Febrianti, 2023). Teachers and educational staff experience intense pressure before the visitation process due to the requirement to prepare complex documentation. Consequently, accreditation is sometimes perceived as a burden and gives rise to administrative manipulation practices (Hasri et al., 2022). This phenomenon raises questions about the effectiveness of accreditation in substantively improving educational quality.

In the context of SIT, national accreditation is not the only quality assurance instrument. The Integrated Islamic School Network (JSIT) has developed an internal licensing system that is more specific to the characteristics of SIT. This license includes additional standards emphasizing Islamic values, leadership, student development, and the integration of religious and general curricula.² Its presence extends the scope of school quality evaluation beyond the eight National Education Standards (SNP). At the same time, this phenomenon generates an academic question: does the JSIT license serve as a complementary instrument that strengthens national accreditation, or does it merely create a duplicative burden for schools? This question becomes an essential entry point for analyzing quality assurance policies in SIT, which stand at the intersection between state legitimacy through BAN PDM and internal legitimacy within the Islamic education community through JSIT.

SIT holds distinctive standards that differ from general schools. Beyond the eight SNP, SIT introduces additional standards such as more in depth Islamic Religious Education, student development programs based on Islamic values, and collaboration initiatives with a da'wah orientation (Ummah, 2019). At the curriculum level, SIT incorporates Qur'anic verses, hadith, and Islamic history into various general subjects, including mathematics, natural sciences, and physical education. Through this model, SIT does not merely add religious courses but systematically integrates religious and general sciences. Rustandi (Rustandi et

¹ Rizki, N. J., Qomariyah, S., & Neneng, N. (2024). Peran akreditasi sekolah dalam meningkatkan mutu pendidikan di SDIT Adzkia 1 Sukabumi. *KHIRANI: Jurnal Pendidikan Anak Usia Dini*, 2(3), 137-152.

² Asmuri, A., Hidayati, O., & Fitri, A. (2025). Kebijakan Pendidikan Islam di Madrasah. *Ainara Journal (Jurnal Penelitian dan PKM Bidang Ilmu Pendidikan)*, 6(1), 32-42.



al., 2023) highlight that SIT represents an alternative educational institution capable of combining modern academic excellence with Islamic spiritual values. This model positions SIT as unique among educational institutions, while simultaneously requiring a quality system aligned with its distinctive features and complexities, whether through national accreditation or internal licensing.

Several previous studies have examined the role of accreditation in improving the quality of Islamic education.³ However, few studies have explicitly addressed the relationship between BAN PDM accreditation and JSIT licensing in the context of SIT. This indicates a significant research gap: how the interaction between these two quality assurance instruments unfolds, whether they complement or contradict one another, and to what extent their combination contributes to strengthening SIT quality. Filling this gap is crucial as it provides a more comprehensive understanding of quality assurance dynamics in contemporary Islamic educational institutions. By identifying the patterns of their relationship, this study seeks to address practical concerns while enriching the academic discourse on Islamic education quality management.

The urgency of this research is reinforced by the rapid development of SIT in Indonesia as an alternative educational model for Muslim communities. The coexistence of two quality instruments, namely national accreditation and JSIT licensing, has the potential to create a unique dual quality assurance system. This system may generate synergy that enhances the quality of Islamic education, or conversely, it may impose additional administrative burdens on schools. Therefore, this study aims to analyze the role of JSIT licensing in relation to national accreditation as a strategy for improving the quality of SIT in Indonesia. By mapping the strengths, weaknesses, and potential integration of both instruments, the study is expected to contribute academically to the understanding of Islamic education quality policies while also providing practical recommendations for SIT administrators.

METHOD

This study employs a library research approach by reviewing relevant literature on the improvement of Integrated Islamic School (SIT) quality through national accreditation and the licensing system of the Integrated Islamic School Network (JSIT). The data sources include academic books, national and international journal articles, as well as official documents issued by the National Accreditation Board for Primary and Secondary Education (BAN PDM) and JSIT. The inclusion criteria are set for scholarly publications and policy documents published between 2019 and 2024 that are directly related to Islamic education quality, school accreditation, and the internal licensing standards of SIT. Meanwhile, popular literature, opinion pieces without an academic basis, and publications outside the specified timeframe are excluded. The collected data are analyzed using content analysis.⁴ The analysis process involves identifying key themes, comparing quality indicators in the standards of BAN PDM and JSIT, and examining their relevance in the context of SIT quality enhancement. Through these stages, the study seeks to identify patterns of synergy as well as fundamental differences that may serve as an academic basis for understanding

³ Irma, D. (2025). Peran Akreditasi dalam Meningkatkan Mutu Pendidikan Tinggi: Kajian Kebijakan di Indonesia. *IHSAN: Jurnal Pendidikan Islam*, 3(3), 513-520.

⁴ Flick, U. (2015). *Introducing research methodology: A beginner's guide to doing a research project*. Sage.



the dual contribution of accreditation and licensing instruments in strengthening the quality of Islamic education.

RESULTS AND DISCUSSION

The licensing system organized by JSIT has its own set of instruments that must be fulfilled by every institution that is affiliated or registered as a member of JSIT. This ensures that all Integrated Islamic Schools (SIT) are properly standardized. The process resembles the accreditation system, beginning with institutional submission through the completion of designated instruments, followed by the preparation of supporting evidence or validation according to the items in the licensing instrument, visitation and verification, and concluding with the determination of the licensing result for the institution concerned.

The licensing instruments of SIT vary across different educational levels. For instance, in the case of junior high schools (SMP/MTs), several standards are outlined. Under the Graduate Competency Standards (SKL), the licensing items include: students must demonstrate five indicators of sound faith ('aqidah), fulfill 23 indicators of proper and habitual worship, meet 19 out of 23 indicators of mature personality, achieve 15 out of 18 indicators of diligence and discipline as well as self-control, and reach the Minimum Mastery Criteria (KKM) according to SIT standards. Furthermore, students are required to demonstrate the ability to read the Qur'an with *tartil*, memorize the 28th, 29th, and 30th *juz* of the Qur'an, and develop comprehension of the Qur'an. They should also fulfill 10 out of 12 indicators of broad religious knowledge, 13 out of 16 indicators of life skills for health and fitness, 9 out of 11 indicators of life skills and entrepreneurial spirit, 3 indicators of leadership and national character competence, 2 indicators of social skills, 3 indicators of entrepreneurial competence, 2 indicators of healthy living competence, and 4 out of 5 indicators in talent and interest development (Instrumen Lisensi SMPIT, 2021.).

In terms of content standards, the licensing instrument requires SIT to implement and develop a distinctive curriculum as issued by JSIT, integrate Islamic values into the curriculum content, maintain documented curriculum guidelines specific to SIT, and provide references for four distinctive SIT curriculum elements. The Islamic Religious Education (PAI) standards include the implementation of PAI learning in accordance with the JSIT Indonesia curriculum, inclusion of material on Islamic civilization during the time of the Prophet and the Caliphs, programs or activities to foster Islamic spirit through emulating the Prophet and his Companions, setting the number of Qur'an study hours in line with JSIT curriculum directives, implementing Arabic language learning appropriate to each grade level, graduating students with Qur'an memorization that meets JSIT minimum standards, graduating students with a minimum memorization of 20 *hadith* from *Arba'in* with text and chain of transmission, and ensuring that students memorize post-prayer supplications (*dhikr* and *du'a*).

The Student Development Standards require SIT to implement comprehensive student development programs. These include leadership and national character development programs, social skills development programs, entrepreneurship development programs, healthy lifestyle programs, programs fostering the habit of worship and pride in Islamic identity, as well as talent and interest development programs. SIT is also required to organize the SIT Scout Movement (GP SIT) in accordance with the ten principles of the Scout Law



(*Dasa Dharma Pramuka*), conduct eight organizational, leadership, and scouting resource strengthening activities, and implement mentoring programs beginning from grade seven.

The Process Standards include curriculum analysis that must meet five established requirements. Learning activities are designed based on SIT's pedagogical principles, namely Present, Internalize, and Apply. Syllabi are developed by adhering to three principles of design, while lesson plans are prepared following four principles of lesson planning. Each subject area must have a lesson plan derived from the syllabus, and teachers are required to implement an integrated instructional model. The teaching and learning process in SIT must fulfill three prescribed instructional steps. Classroom management must comply with three core components, and assessment must follow three fundamental principles. SIT teachers are expected to use diverse teaching tools, implement ICT based learning, and conduct matriculation programs.

Monitoring of the teaching and learning process is carried out by the SIT principal at the planning, implementation, and assessment stages. Supervision of learning activities must satisfy three specific requirements. Furthermore, SIT is required to conduct Teacher Working Group (KKG) activities and lesson study programs. Teachers are responsible for recording their teaching activities, and SIT principals must follow up on supervision findings to ensure improvements in the learning process. Additionally, SIT is encouraged to maximize parental involvement in the educational process.

Assessment Standards in Integrated Islamic Schools (SIT) are constructed through a multidimensional framework that emphasizes the integration of cognitive, affective, and psychomotor domains within the Islamic value system. Teachers administer standardized tests of knowledge and skills while ensuring alignment with Islamic ethics; they also conduct systematic evaluations of students' attitudes, moral conduct, worship practices, and tangible religious observances. Assessment is not limited to conventional testing but extends to situational evaluations during the implementation of the TERP model (Study, Explore, Formulate, and Present) as well as the ADU model (Application in relevant fields, real-life/world contexts, and spiritual service to Allah SWT). At the institutional level, SIT formulates structured competency achievement plans (SKL) specific to each grade, providing a consistent framework for measuring academic, spiritual, and social outcomes.

The outcomes of these assessments indicate that students are expected to develop a sound theological foundation (*'aqidah*) according to grade-level indicators, perform worship correctly, embody mature personalities, and cultivate noble character. Furthermore, assessment results highlight the development of discipline, perseverance, and self-control, as well as proficiency in reading, memorizing, and comprehending the Qur'an. Beyond religious literacy, students are also expected to broaden their intellectual horizons and acquire practical life skills, demonstrating that SIT's assessment system operates at the intersection of spiritual formation and holistic education.

To operationalize this framework, teachers delineate detailed indicators for each SIT-specific competency, considering both student characteristics and institutional resources. Indicators are systematically mapped for each grade level, then translated into semester targets to ensure measurable progress. Teachers design instructional strategies and curricular programs to achieve these outcomes, while also developing assessment formats and



techniques consistent with SIT's distinctive competencies. They construct competency-based assessment instruments, determine Minimum Mastery Criteria (KKM) for each SIT-specific competency, and revise these benchmarks periodically in line with student development and contextual needs.

Monitoring and evaluation are conducted cyclically: teachers observe and measure student achievement of SIT competencies on a regular basis, submitting detailed reports to the SIT principal at the end of each semester. The principal then performs an institutional-level evaluation, formulates improvement strategies, and refines school programs to strengthen competency achievement. In addition, SIT communicates student progress to parents each semester through a formal competency achievement report book. Importantly, the entire assessment system is guided by the INTEGRATED model (Integrated, Evaluative, Reliable, Proportional, Authentic, Detailed, and Universal), ensuring that evaluation processes are not only academically rigorous but also spiritually grounded and pedagogically comprehensive

Collaboration in Integrated Islamic Schools (SIT) includes partnerships in educational and humanitarian fundraising initiatives, as well as the empowerment of teachers to serve as speakers or instructors in the field of *da'wah* and education at other institutions. SIT also establishes cooperation in the utilization of assets to support educational services and engages with institutions aligned with the vision and mission of JSIT to improve overall school quality.

Financing Standards are organized through a clear accounting system that includes receipts, expenditure records, budget plans, purchase orders, salary slips, and tax invoices. Implementation of the next program cannot proceed until accountability for the previous program has been completed. Any unbudgeted expenses must receive approval from the Foundation's board. SIT's expenditures must always be covered by its revenues, and both income and expenses must refer to the officially approved School Budget and Activity Plan (RKAS).

Financial management follows the principle of accountability through periodic reporting and complies with recognized accounting standards. Schools are encouraged to diversify their sources of funding for sustainability. SIT records both income and expenditure in its annual balance sheet, supported by a formal Budget and Expenditure Plan. In addition, schools maintain annual documentation of infrastructure investment, prepare the RKTS or RKAS with six required components, and ensure that overall financial management meets four key principles

Management Standards within the licensing instrument include several key components. SIT enforces strict regulations prohibiting smoking and the consumption of substances harmful to health. The school conducts customer satisfaction reviews regarding the quality of education and services delivered, and it carries out audits of SIT budget usage. Follow-up actions are taken to improve and guide staff performance based on evaluation results. Regular evaluations are also conducted on the performance of teachers and education staff, as well as on the achievement of SIT graduate quality targets.

Furthermore, SIT ensures monitoring of its vision, mission, and institutional goals. The school develops a quality manual covering seven aspects and establishes a culture and



learning environment that is conducive to student development. Classroom learning management systems are in place, along with structured systems for new student admissions (PPDB) and for organizing SIT activities. SIT also maintains student rules and regulations, academic policies, an organizational structure, and an academic calendar that includes at least ten major activities.

In addition, SIT provides written guidelines that regulate various aspects of management in a way that is clear and accessible to all stakeholders. The school develops an Annual Work Plan (RKT) for institutional growth and manages seven strategic potentials for promoting *da'wah* in education. SIT formulates and determines its institutional work programs, strategic plans, quality objectives and policies, as well as its mission and vision in alignment with JSIT's broader mission and vision.

Standards for Teacher and Education Staff Competence include a set of requirements aimed at ensuring both professional and religious qualifications. Teachers are required to hold at least a minimum academic qualification, while Qur'an teachers must have memorized no less than 15 *juz* of the Qur'an, certified by an official document. Educators must also have an educational background relevant to the subject they teach and demonstrate mastery of both the core and basic competencies of their field. They are expected to develop curricula in line with SIT content standards, integrate learning materials with Islamic values, utilize information and communication technologies in teaching, and conduct classroom activities with an Islamic character. Teachers should also be able to nurture students' potential, engage in meaningful educational interactions, and carry out holistic assessment and evaluation of learning outcomes.

In addition, both teachers and education staff are encouraged to continuously improve themselves by regularly participating in *tarbiyah* activities. Teachers must be able to recite the Qur'an with *tartil* and are expected to have memorized at least *juz* 30. Education staff should be able to recite the Qur'an properly and memorize at least ten short chapters. Teachers are also required to engage positively with the wider community, SIT members, and other stakeholders in ways that enhance their professionalism.

The head of SIT is required to fulfill seven leadership standards, which include possessing strong personal competence, the ability to collaborate with both internal and external partners, active participation in social and community programs, and having social sensitivity toward individuals or groups. The principal must also carry out supervision and monitoring functions effectively. Administrative staff are expected to hold a minimum of a Diploma 3 qualification, aligned with their field of duty. Similarly, laboratory staff and librarians must also hold at least a Diploma 3 qualification relevant to their respective roles. The head of SIT is further required to participate in JSIT activities. Special service staff are also expected to enhance their capacity by engaging in regular *tarbiyah* activities, to be able to recite the Qur'an properly, and to memorize at least ten short chapters.

Infrastructure and Facilities Standards encompass a wide range of requirements to ensure that Integrated Islamic Schools (SIT) maintain proper physical and learning environments in accordance with prevailing regulations. These include the adequacy of school land and buildings, as well as compliance with the standards for mosques or prayer rooms (*mushola*) and their supporting facilities. Classrooms must meet the established standards in terms of



space and be equipped with the necessary furniture and learning tools in every room. The library must also fulfill both spatial and equipment standards.

Furthermore, schools are expected to provide an audio-visual room (AVI) and a media center, each of which must meet the required standards for space and equipment. Science laboratories and computer laboratories must also comply with standards regarding space and completeness of facilities. Outdoor spaces such as playgrounds and sports fields are required to meet standards for both area and equipment. Additional specialized facilities include counseling rooms, school health units (UKS/clinics), and student organization rooms, all of which must be furnished according to regulatory requirements.

Administrative and professional spaces are also part of these standards. The headmaster's office, teachers' room, and administrative office must meet standards in terms of both space and equipment. Sanitation facilities, including toilets, are required to adhere to current standards for both structure and hygiene equipment. Green areas and environmental sustainability practices are also part of the infrastructure requirements, alongside the provision of adequate learning tools and media, all of which must comply with national educational regulations.

In the context of national accreditation, there are eight standards mandated by the National Education Standards Agency (BSNP). One key component, namely human resources (educators and education personnel), underscores the critical role of the school principal as a supervisor. This aligns with the argument of Yunis et al., who emphasize that as a supervisor, the school principal is fully aware of the school's conditions, as well as the strengths and weaknesses of teachers. Consequently, the principal holds a significant responsibility in enhancing teachers' capacity to manage learning activities within the school, thereby contributing to institutional development and progress. Effective supervision must adhere to appropriate principles and techniques, with the primary aim of supporting teachers through guidance and evaluation of the teaching-learning process in order to improve student learning outcomes (Rangkuti et al., 2023).

Human resource management in educational institutions must be implemented comprehensively and effectively. The development of human resources within schools does not merely involve the provision of personnel but constitutes an integrated set of functions, including planning, recruitment, capacity building, supervision, and performance evaluation (Jamaludin et al., 2022). The principal is therefore expected to cultivate collegial relationships among teachers, fostering a conducive and supportive working climate. In addition, the principal is responsible for structuring both the physical environment and managerial practices of the school to establish an educational setting that nurtures creativity, discipline, and students' enthusiasm for learning (Ridwan dkk, 2023).

Another crucial dimension is the financing standard, which directly influences the productivity and sustainability of educational institutions. Suhendri and colleagues underscore that the strength of a nation's economy exerts a direct or indirect impact on the allocation of educational resources, as well as on the formulation and implementation of education policies at the national level (Suhendri & Erihadiana, 2024).



In the institutional and organizational context, schools are required to prepare an annual School Revenue and Expenditure Budget Plan (RAPBS), which outlines both projected income and the allocation of expenditures for school operational needs. Such financial planning and budgeting processes serve as an essential representation of financial management activities within education. As Suhendri and Erihadiana (Suhendri & Erihadiana, 2024) note, the financing standard necessitates a systematic sequence beginning with careful planning, followed by structuring and organizing, then moving into the implementation stage, and finally culminating in a comprehensive evaluation of the funds utilized. This cyclical process highlights that financial standards in education must not be treated as a one-time activity but rather as an ongoing managerial cycle that ensures accountability, transparency, and sustainability in school operations.

Equally significant is the standard of infrastructure and facilities, which plays a central role in shaping the quality of the teaching and learning process. When learning activities are conducted in contexts with inadequate infrastructure, limitations often emerge as serious barriers to educational effectiveness. For instance, regulations mandate that every educational institution must possess adequate buildings to support classroom learning. However, in cases where schools lack sufficient classrooms, teaching and learning processes become constrained and lead to multifaceted challenges. Infrastructure standards also extend to the provision of supportive services for students, such as libraries, which function as crucial learning resources and intellectual hubs that supplement formal classroom instruction.

The management of library services represents a key dimension of this infrastructure standard. This process begins with coordinated efforts among the school principal, vice principals, library coordinators, and academic-level coordinators in determining the operational framework for the school library. Regulatory benchmarks for library management include compliance with ISO 9001 standards as well as adherence to the 2013 Curriculum regulations. Library services encompass a range of activities such as circulation, cataloging and classification of collections, and the active supervisory role of the school principal, who is responsible for monitoring both the physical condition of the library and the intellectual development of students. To strengthen this, principals are also expected to hold regular coordination meetings with library staff to promote and institutionalize a culture of literacy across the school community.

Furthermore, the E-TBM (Digital School Library System) program provides an innovative framework for literacy-based services and activities. This includes scheduled literacy classes, the annual election of literacy ambassadors, on-site reading programs, storytelling sessions, recognition of the most frequent book borrowers, and other literacy-enriching initiatives. Beyond these cultural activities, the E-TBM system also facilitates circulation services and provides an academic platform for both teachers and students whenever learning materials are sourced from the library. As Rohmaniyah and Suprianto (Suhendri & Erihadiana, 2024) emphasize, such initiatives not only transform the library into an administrative service unit but also reposition it as a dynamic center of learning, collaboration, and cultural development within the school.

Infrastructure and facilities constitute one of the most essential components in educational institutions, particularly in supporting the process of teaching and learning. The success of



an educational institution is closely tied to the adequacy and quality of its infrastructure. Therefore, continuous development and improvement of facilities are required to enhance the overall quality of education. This study, conducted at SMPIT Ummul Quro Bogor, employed a descriptive qualitative research method. Data were collected through observation, interviews, and documentation. The findings revealed that: (1) the school demonstrates effective management of infrastructure development and has met national standards; (2) the institution applies a clear strategy consisting of stages such as planning, procurement, inventory, maintenance, storage, and disposal; (3) the quality of education provided aligns with the standards set by the Ministry of Education and Culture (Depdikbud); (4) the availability of supporting factors, including funds from the School Operational Assistance (BOS) program, student tuition fees, and contributions from parents, contributes to the sustainability of infrastructure development; (5) several inhibiting factors remain, such as lengthy administrative procedures, delays in funding disbursement, the absence of backup materials, and insufficient maintenance; (6) proposed solutions include conducting annual unit meetings and carrying out preliminary surveys prior to procurement activities (Syah et al., 2023).

In addition, management standards as regulated by the government—particularly through Minister of National Education Regulation (Permendiknas) No. 19 of 2007—emphasize that school management must be based on well-structured planning. This regulation stipulates that educational management implementation must include the school's vision, mission, objectives, and detailed work plans. These work plans are categorized into the Long-Term Work Plan (RKJP), the Medium-Term Work Plan (RKJM), and the Annual Work Plan (RKT). All plans are prepared at the beginning of each academic year, agreed upon by the board of educators, and officially ratified by the school principal. The annual work plan explicitly covers essential components such as student affairs, curriculum and learning activities, teaching and administrative staff, infrastructure, and other developmental initiatives directed toward improving the overall quality and progress of the institution (Azizah & Witri, 2021).

In the context of BAN-PDM Accreditation 2024 using the SISPENA application, one of the core components assessed is teacher performance in the learning process. This dimension highlights how teachers bring about learning experiences that are meaningful, interactive, and effective for students. First, teachers are expected to create positive interactions with their learners, since such engagement determines whether students perceive the school or madrasah as a second home or as a burdensome environment. Second, teachers must ensure a safe and supportive learning atmosphere, which can be observed through their strategies for maintaining classroom order and achieving the intended learning goals. Third, teacher performance is measured by the effectiveness of their management of the learning process across planning, implementation, and assessment. Fourth, teachers are responsible for developing student competencies and character, equipping them with the knowledge, skills, and moral values necessary to grow into holistic and well-rounded individuals. In this respect, teachers are also required to provide socio-emotional support, manage classrooms to foster comfort and safety, design and deliver meaningful learning, and facilitate learning experiences that strengthen faith, piety, national commitment, reasoning skills, problem-solving abilities, and other relevant competencies.



Another crucial component is the leadership of the school principal in educational management. Leadership performance is assessed through several interrelated aspects. First, principals must foster a learning culture among teachers and educational staff, encouraging continuous reflection and collaboration to enhance instructional quality, thereby ensuring that students consistently receive the best educational services. Second, principals are expected to demonstrate a strong commitment to continuous improvement of service quality. Recognition is therefore not limited to those with superior resources but also extends to leaders who are capable of driving sustainable, data-driven improvements by involving multiple stakeholders. Third, principals must ensure effective utilization of the budget in accordance with service improvement priorities. When financial planning is based on collective agreements, resources can be maximized for initiatives that have the greatest impact on students. Fourth, principals are responsible for the optimal management of infrastructure, recognizing that facilities are enablers of learning rather than goals in themselves. Finally, curriculum management at the school level (KSP) is regarded as a pivotal reference that determines the overall learning environment and instructional processes for the upcoming academic year. Through the KSP, principals guide teachers and educational staff in aligning instructional activities with national curriculum requirements while maintaining a learning climate that supports service improvement priorities.

Another essential component is the Learning Environment Climate, where performance is measured through the atmosphere cultivated within the learning environment. First, a diverse environment is required, which reflects the institution's performance in protecting students from exposure to intolerant behaviors while they are in the educational setting. Second, the environment must be inclusive, demonstrating the institution's capacity to fulfill the rights of every student, including those who require additional support to access learning. Third, the environment must be psychologically safe, ensuring that all members of the educational community feel secure to engage in activities without the threat of bullying, corporal punishment, or sexual violence. Fourth, safety must be maintained, meaning that all students, educators, and educational staff are protected while engaging in learning activities. Fifth, the environment must be healthy, respecting, preserving, and promoting both the physical and mental well-being of all members of the educational institution.

The performance areas measured within the Learning Environment Climate component are equally comprehensive. First, educational institutions are expected to ensure the establishment of a climate of diversity for students, teachers, and educational staff. Second, they must provide an inclusive learning environment that accommodates the diverse learning needs of students. Third, institutions are required to realize a psychologically safe climate for students, teachers, and staff. Fourth, they must guarantee the safety of all members of the school community during all activities within the learning environment. Finally, they are responsible for ensuring a healthy environment by developing and implementing programs that strengthen both the physical and mental health of students, teachers, and educational staff.

The final component concerns the Competency of Graduate and/or Student Learning Outcomes, which measures the performance of educational institutions in delivering the expected learning achievements. To assess these outcomes, the accreditation instrument utilizes data derived from the Educational System Evaluation (ESP). The ESP serves as an evaluation of educational services, institutional performance, and educational programs.



across early childhood education, primary, and secondary levels. It functions as a mechanism to ensure compliance with national education standards, encompassing processes of regulation, assurance, determination, and continuous quality improvement (Ministry of Education, Culture, Research, and Technology Regulation No. 9 of 2022). The ESP consists of two primary components: first, the National Assessment (AN), which includes the Minimum Competency Assessment, Character Survey, and Learning Environment Survey; and second, a data analysis covering educational institutions, teachers, education personnel, and local governments. The accreditation process itself comprises several stages, including the submission of accreditation applications, confirmation as a visitation target, completion of the SISPENA system, coordination with assessors, visitation, and the announcement of accreditation results. The outcomes are classified into grades A, B, or C, depending on the cumulative points obtained from the evaluation.

In addition, the Integrated Islamic School (Sekolah Islam Terpadu/SIT) License issued by the JSIT (Jaringan Sekolah Islam Terpadu) represents an internal policy framework aimed at ensuring the establishment of high-quality SIT institutions. This licensing system comprises eleven standards, articulated through specific instruments grounded in Islamic values and the integration of knowledge. Consequently, SITs possess a comprehensive and diverse Islamic curriculum, which enhances their marketability and competitiveness. This strong positioning often influences parents to favor SITs, which are typically designed as full-day schools with tuition fees accessible to middle- and upper-class families. Meanwhile, national accreditation conducted by BAN-PDM through the SISPENA application explicitly outlines the accreditation instruments, covering teacher performance in the learning process, school leadership, learning environment climate, and graduate learning outcome competencies. These four domains, in fact, constitute a condensed representation of the Eight National Education Standards.

CONCLUSION

Integrated Islamic Schools (SIT) represent an innovative model of private education that combines Islamic curriculum governance with compliance to national standards. Quality assurance is achieved through two complementary mechanisms: first, the internal licensing system of the Integrated Islamic School Network (JSIT), which emphasizes eleven standards rooted in Islamic values and scientific integration; and second, external accreditation administered by BAN-PDM through the SISPENA system, which is aligned with the eight National Education Standards. These mechanisms are mutually reinforcing: JSIT licensing consolidates the Islamic identity of the schools, while national accreditation ensures alignment with broader state educational policies.

Taken together, this dual quality assurance approach not only strengthens institutional accountability but also positions SIT as transformative and visionary educational institutions. The findings suggest that sustainable quality development requires the active participation of all stakeholders—educators, school leaders, students, and communities alike. Beyond institutional improvement, SIT also contribute to the wider academic and policy discourse on integrating national educational standards with religious values, thereby highlighting their strategic role in shaping both educational excellence and spiritual identity.



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