MADRASAH QUALITY IMPROVEMENT THROUGH MADRASAH IBTIDAIYAH ACCREDITATION COMPANIN PROGRAM IN THE DISTRICT OF KUBU RAYA

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ABSTRACT

This research departs from the reality in the field about the problematics of many Madrasas in Kubu Raya Regency which have not accredited. Whereas the alocation of the State Budget (APBN) has reached one fifth or 20% (percent) of the total funds in the country of Indonesia, apart from the government's efforts as an executive who is currently being intensively improving the quality and quality of education. From this background, this research aims to find out 1) Planning activities of Ibtidaiyah madrasah accreditation assistance program in Kubu Raya Regency. 2) Activity of implementing madrasah ibtidaiyah accreditation assistance program in Kubu Raya Regency. The method used in this research is the approach of Participatory Action Research (PAR) or also known as joint action research which will be carried out in several activity cycles. While the instruments or data collection tools are observation, interviews, documentation and assessment sheets. Based on the results of the study, it can be known that: 1) Madrasah accreditation assistance program planning activities are carried out with workshops involving the Principal, the Ministry of Religion in Kubu Raya Regency and the PGMI IAIN Pontianak study program. 2) The implementation of the madrasah ibtidaiyah mentoring program in Kubu Raya Regency is carried out through 2 activity cycles. In the application of Cycle 1, the understanding of Workshop participants in understanding 8 accreditation standards was 73.3. While in the second cycle this number decreased by 8.4 points to 64.79 or included in the category of Fair that is in the range of values (56-67.99).

Keywords: Madrasa Quality & Accreditation Assistance Program.

ABSTRAK

Penelitian ini berangkat dari realita di lapangan tentang problematika banyaknya madarasah-madrasah ibtidaiyah di Kabupaten Kubu Raya yang belum terakreditasi. Padahal alokasi dari Anggaran Pendapatan dan Belanja Negara (APBN) telah mencapai seperlima atau 20 % (persen) dari keseluruhan dana yang ada di negara Indonesia, selain dari upaya pemerintah sebagai pihak eksekutif yang saat ini sedang gencar-gencarnya untuk meningkatkan kualitas serta mutu pendidikan. Dari latar belakang tersebut, maka penelitian ini bertujuan untuk mengetahui, 1) Kegiatan perencanaan program pendampingan akreditasi madrasah Ibtidaiyah di Kabupaten Kubu Raya. 2) Kegiatan pelaksanaan progam pendampingan akreditasi madrasah ibtidaiyah di Kabupaten Kubu Raya. Adapun metode yang digunakan dalam penelitian ini adalah pendektan dari Participatory Action Research (PAR) atau juga dikenal dengan penelitian aksi bersama yang akan dilakuakn dalam beberapa siklus keguatan. Sedangkan instrument atau alat pengumpulan datanya adalah observasi, wawancara, dokumentasi dan lembar penilaian. Berdasarkan hasil penelitian,

maka dapat diketahui bahwa: 1) Kegiatan perencanaan progam pendampingan akreditasi madrasah dilakukan dengan workshop yang melibatkan Kepala Sekolah, Kemenag Kabupaten Kubu Raya dan prodi PGMI IAIN Pontianak. 2) Pelaksanaan program pendampingan madrasah ibtidaiyah di Kabupaten Kubu Raya dilakukan melalui 2 siklus kegiatan. Pada Penerapan Siklus 1 pemahaman peserta Workshop dalam memahami 8 standar akreditasi adalah 73.3. Sedangkan Pada siklus ke 2 angka ini mengalmi penurunan sebesar 8,4 poin menjadi 64.79 atau temasuk katagori Cukup yakni yang berada pada rentang nilai (56-67.99.

Kata Kunci: *Mutu Madrasah & Program Pendampingan Akreditasi.*

INTRODUCTION

The education reform that took place since 1998 has slowly changed the face of national education in Indonesia in terms of quality and quantity. The implementation of education which in the past few decades was marginalized, is now one of the government's priorities as evidenced by the allocation of one fifth or 20% (percent) of the annual State Budget (APBN) funds, specifically only for the education sector. The 1945 Constitution Article 31 paragraph 4 mandates that "The state prioritizes the education budget of at least 20% of the state revenue and expenditure budget as well as from the regional income and expenditure budget to meet the needs of the implementation of national education.

The practice of change and reform of education shows the attitude of the nation and the state that really wants to realize efforts to make the life of the nation nationally nationwide and improve the quality and quality of education on the international scene. In this context, the quality of education is the most basic thing in a country, because the success of the development of a nation and state is also determined by the quality of the existence of human resources produced through a quality education process. Here, if the quality of human resources is good, then the quality of education is good and if the quality of human resources is bad then the quality of education is also bad.

Not only limited to the education budget, one other concrete step in improving the quality of national education in Indonesia is the holding of school or madrasa accreditation for public and private educational institutions at all levels of education. This policy is an implementation of Law Number 20 Year 2003 concerning the National Education System Article 60 concerning School and Madrasah Accreditation. Where, the activity is a form of feasibility and performance evaluation of schools or madrasas based on applicable criteria or standards and determined by the National Accreditation Board for Schools / Madrasas (BAN S / M).

Implementation of the presence of school accreditation is a mechanism for measuring and conducting school quality assurance conducted by an independent external school institution. Through these accreditation activities schools / madrasas will be more passionate in achieving maximum accreditation scores or maintaining school quality improvement based on nationally determined criteria standards.

School / madrasah accreditation in this case does not only function as an instrument for assessing the ability of public and private schools / madrasas, but furthermore the results of this accreditation can be used as information material in efforts to foster and rationalize the empowerment of public and private schools. This as stated in the Decree of the Minister of National Education No. 087 / U / 2002 senses that the purpose of school accreditation is to obtain a picture of school performance that can be used as a tool for coaching, developing and improving the quality of schools

in the delivery of educational services, in addition to this activity also to determine the level of feasibility of a school in the delivery and implementation of education.

Assessment of the feasibility of the program or educational unit carried out by BAN S / M the results are then manifested in the form of recognition and feasibility ranking issued by independent and professional institutions. The feasibility of the program or educational unit refers to the national education standards, which are the minimum criteria of education units throughout Indonesia, which include Content Standards, Process Standards, Graduates' Competency Standards, Management Standards, Educators and Education Standards, Education Standards, Infrastructure Standards, Funding Standards and Assessment Standards.

Further development of school / madrasah accreditation plays a very important role in the organization of education units, because through the accreditation activities of schools / madrasas the community can know to what extent the quality of education services provided by an education unit, the advantages and disadvantages of education units as well as any improvements that must be done by the education unit. Through this accreditation activity also the existence of Islamic educational institutions, especially basic education or known as Madrasah Ibtidayah (MI) is currently really challenged to make a breakthrough and development of educational units in terms of quality and quality in order to obtain maximum accreditation value.

At this time every educational institution, both public and private, must be accredited. The Ministry of National Education itself has stressed that if an educational institution is not accredited, then the availability of the educational institution in educational services will be questioned. This is because accreditation is needed to guarantee the quality of an educational institution, even accreditation is also used as a benchmark by the community in assessing the readiness of educational institutions in carrying out the educational process. So Accreditation is a form of standardization, which functions as a comparison between schools or educational institutions, meaning schools or Madrasahs that have Accreditation A, then graduates of the School / Madrasah A obviously will not be the same as School / Madrasah graduates who have Accreditation B or C, besides that accreditation also can be an evaluation material for the School / Madarasah in improving quality, as well as in the preparation of learning programs and fostering the quality of teachers, facilities and means of learning.

Improving the quality of education in Islam is mandatory as it has been passed on from generations of generation. Ali ibn Abi Talib, the fourth caliph Daula Islamiyah once said. "Educate your children, in fact they were created for their time, not your time." Besides that in the Qur'an:

مَنْ أَرَادَ الدُّنْيَا فَعَلَيْهِ بِالْعِلْمِ، وَمَنْ أَرَادَ الآخِرَةَ فَعَلَيْهِ بِالْعِلْمِ، وَمَنْ أَرَادَهُمَا فَعَلَيْهِ بِالعِلْمِ

That means:

"Whoever wants the life of the world, then with knowledge, whoever wants the afterlife then with knowledge, who wants both (world and afterlife), then with knowledge." (Narrated by Thabrani)

From the explanation above, Islamic education and educational institutions are urgent in achieving happiness in the life of the world and the hereafter. From the explanation above, Islamic education and educational institutions are urgent in achieving happiness in the life of the world and the hereafter. However, behind the various efforts and rules that have been formed to improve the delivery of education as intended. The reality on the ground actually shows the opposite results. From preliminary observations the research team in the field showed that there were 12 madrasas ibtidaiyah throughout the Kubu Raya Regency that were still not accredited. This data has not been added to the madrasa data which is still accredited "C". Whereas madrasa accreditation as explained earlier is important in measuring the level of success and feasibility of an education unit.

The lack of awareness of the importance of accreditation, limited knowledge, and lack of availability of professional human resources has made madrasah accreditation activities untouched and run optimally. This is certainly a challenge in the efforts of cooperation and assistance in the context of increasing the accreditation of madrasah ibtidaiyah as an Islamic basic education institution. In addition, as the vision mandated by the IAIN Pontianak instiusi, namely; excellent and open in scientific research studies, Islam, and culture of Borneo. As well as mission relations from the Department of Teacher Education in Madrasah Ibtidaiyah (PGMI) number 5 namely; implement services in the form of madrasah ibtidaiyah development and community empowerment in a continuous manner, then guided by the need for MI accreditation assistance efforts by universities, which in this case is Pontianak IAIN.

METHODOLOGY

The method used in this study is a type of qualitative research with a Participatory Action Research (PAR) approach, also known as joint action research. Qualitative research according to EkoSugiarto (2015: 80) is a research strategy and technique used to understand the community, problems or symptoms that exist in society.

While what is meant by the Participatory Action Research (PAR) approach, according to FachruddinMangunjaya (2014: 91) is a participatory research approach in research efforts that focuses on the impact of the researcher's actions in establishing the objectives he develops or on the topics that become the objectives of the research.

Furthermore PAR is a type of research that combines research, education, and community service at the same time, a unified whole that is a pillar of higher education. PAR also combines ideological beliefs, theories, practices, and social transformation as a whole and inseparable work. This was revealed by Putu Oka Ngakan, et al (2005: 2) who stated that the Participatory Action Research (PAR) method enables researchers and local stakeholders to formulate alternative solutions and recommendations together based on input from various parties and findings at two stages. Previous research activities.

The research cycle regarding mentoring for Madrasah Ibtidaiyah accreditation based on Participatory Action Research (PAR) can be seen in the following chart:

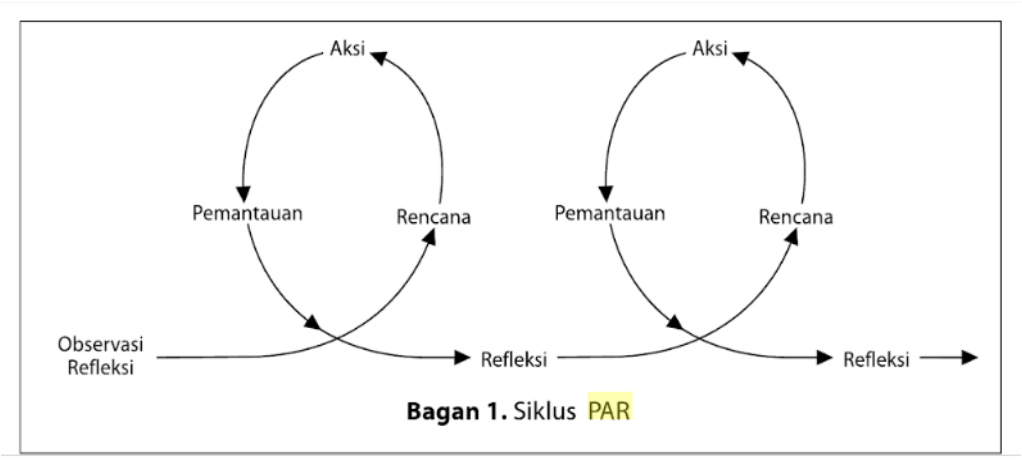

Figure 1 Madrasah Ibtidaiyah Accreditation Assistance Cycle Participatory Action Research (PAR) based

(Source :YayanIndritmoko, E. Linda Yuliani, YunetyTarigan,dkk. (2007: 27)[7]

The research implementation framework can be seen in the following research activity schemes:

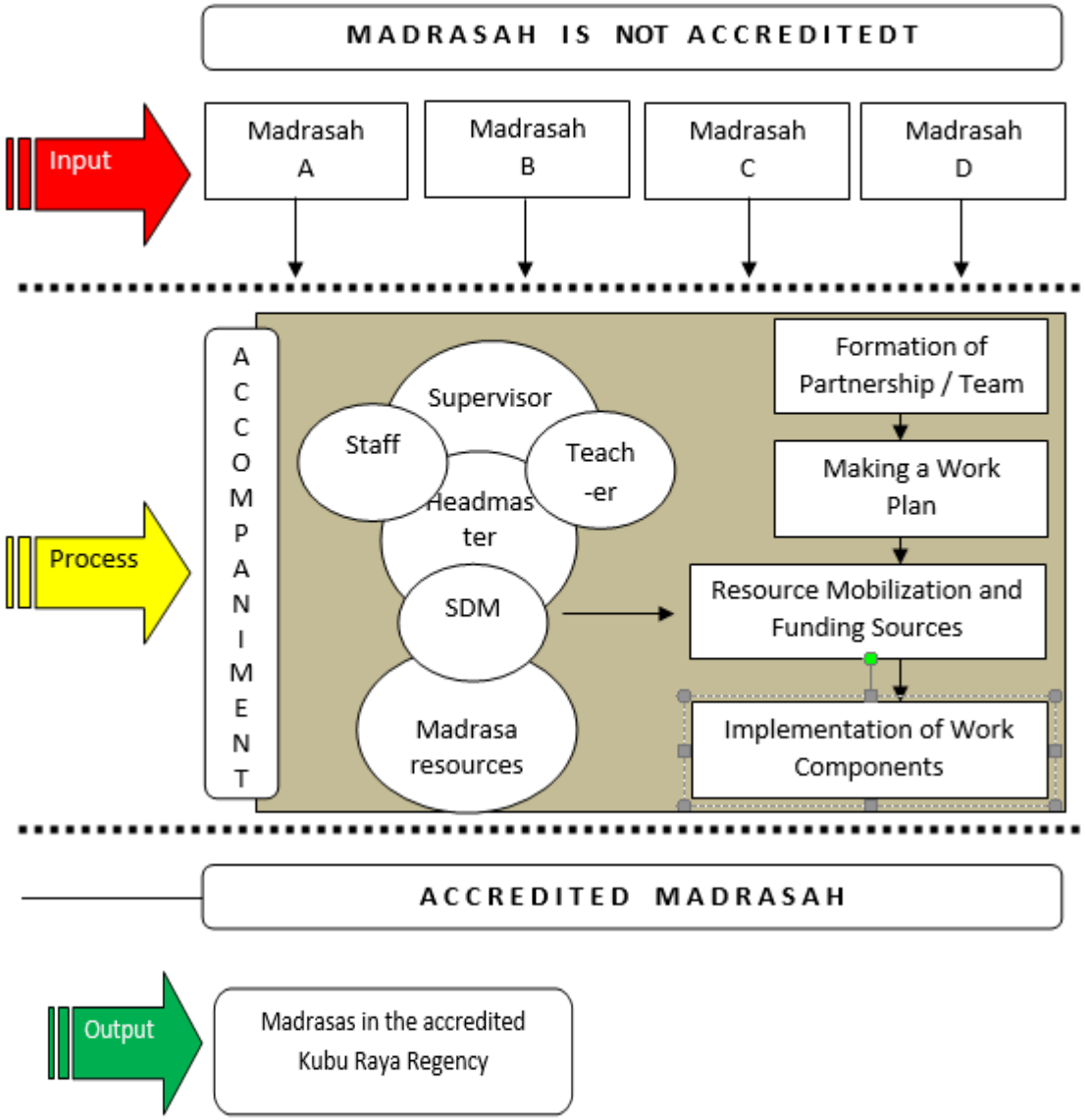

Figure 2 Research Framework
(Source:DokumentasiPeneliti, 26-September-2018)

From Figure 2 above, the initial research activity starts from identifying problems about unaccredited madrasas, which are then followed by process activities in the form of mentoring with the right formula through stages such as planning and action. The evaluation results of this activity are madrassas that are accredited or at least ready to be challenged.

RESULTS

1. Implementation of Accreditation Assistance Program in Madrasas Ibtidaiyah in Kubu Raya Regency in 2019

The implementation phase in this research was carried out in two cycles, namely the First Cycle conducted in the form of a Workshop and the second Cycle carried out in the form of data

collection on Madrasah Ibtidaiyah conditions and data collection on the understanding of the Forms Forming Team and the Forms of Madrasah Assistance Program Forms in Kubu Raya District 2019.

a. Cycle 1

Cycle 1 was held on Saturday, October 12, 2019 at the Pontianak IAIN Campus, precisely in the SyehAbdurani Mahmud Hall from 08.00 to 15.00 West Indonesia Time in the Form of Workshop Activities.

1) Planning

a) The researcher analyzes the accreditation problem with the Ministry of Religion in Kubu Raya to coordinate related to the condition of the Madrasah Ibtidaiyah in Kubu Raya. The team collaboratively makes a work plan.

b) Establish Workshop Days and Date, materials and resource persons in the Workshop. Next, prepare an invitation letter for the Kubu Raya Ministry of Religion both as a guest speaker and to open the Workshop on the Accreditation of Madrasah Ibtidaiyah Accreditation Program Kubu Raya in 2019. Prepare invitation letters for resource persons from internal and external assessors, then prepare invitations for 12 Madrasah Ibtidaiyah who will be invited to the workshop on Saturday, October 12, 2019. But only 10 Madrasas Ibtidaiyah can attend this research.

c) The researcher arranged the schedule for the Workshop on Accreditation Assistance Program for Madrasah IbtidaiyahKubu Raya Regency in 2019.

d) The researcher together with the Assessors prepared an observational Blank with the activity of Representatives from Madrasah Ibtidaiyah in following all the Wokshop material and preparing Questionnaires related to data for the conditions of Madrasah Ibtidaiyah.

2) Acting

a) The Workshop begins with the Workshop Participants' Regestration, Regestration time is from 08.00 to 08.30 West Indonesia Time by the Workshop committee in the SyeckAbdurrani Mahmud Hall. Every Pesera gets a Staterkid Workshop equipment.

b) Opening Ceremony Workshop.

c) After the Opening Ceremony continued with the Core Event. In this activity the researcher made observations on the course of the Workshop, both in terms of Permaeri and the activity of Workshop participants.

3) Observation

a) At the time of this observation, the researcher observed the situation of the Accreditation assistance workshop activities mainly related to the resource attendance schedule and participant activity. For presenter data that was observed all the sources of time and the contents of the material were in accordance with what had been planned and determined, the Observation Process was carried out using Observation Blanks and completed with field notes.

b) Observations were also made to Workshop Participants during the Workshop while the observations were as follows:

a. Punctuality to attend workshop material
b. Seriousness in listening to Wolshopmaterial
c. Active Asking and arguing with regard to the material of minimum standards of service at educational institutions
d. Active Questioning and opinion relating to the material Matters must be prepared for Accreditation
e. Active filling Questionnaire related to the condition of Madrasah Ibtidaiyah according to what it is.

Table 1 Data on the Activities of Participants in the Workshop on Accreditation of Madrasah Ibtidaiyah Accreditation Program, Kubu Raya Regency

No	Aspect observed	Madrasas Origin											
		1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
1.	Punctuality to attend workshop material	3	3	3	3	3	3	3	3	3	3	3	3
2.	Seriousness in listening to Wolshop material	3	2	3	2	3	2	3	3	3	2	3	2
3.	Active Asking and arguing relating to the material Minimum service standards at educational institutions	2	3	2	3	2	3	2	2	2	3	2	3
4.	Active Questioning and opinion relating to the material Matters must be prepared for Accreditation	2	3	2	3	2	2	2	2	2	3	2	3
5.	Active filling Questionnaire related to the condition of Madrasah Ibtidaiyah according to what it is.	3	3	3	3	3	3	3	3	3	3	3	3
	total	13	14	13	14	13	13	13	13	13	13	13	13
	Percentage	86%	93%	86%	93%	86%	86%	86%	86%	86%	86%	86%	86%

Category	Weight
Active / Good	3
Active Enough / Enough	2
Inactive / Inadequate	1

From the data on the activity of school representatives who participated in the Workshop had a good seriousness, that is, the average activity was 874/10 = 87.4%, meaning that all schools realized that this workshop was very important for them in preparing their Ibtidaiyah School / Madrasah accreditation.

4) Reflection

The first cycle is said to be successful if:

1) Representatives from Madrasah Ibtidaiyah who participated in Accreditation assistance workshop activities can understand the School/Madrasah accreditation standards.

2) Representatives from Madrasah Ibtidaiyah can identify the documents required for each accreditation standard for Madrasah Ibtidaiyah.

At the time of the implementation of this first cycle. The researcher checks the participants' understanding of the workshop in relation to the standards that exist in the accreditation assessment. The results of the Understanding of Participants in the Worshop Participants in the Accreditation Program for Madrasah Ibtidaiyah in Kubu Raya Regency as referred to can be seen in the following table:

Table 2
Cycle Data 1
Test Results of Workshop Participants' Understanding of the Content of Accreditation Forms
(Source: DokumentasiPeneliti, 12 Oktober 2019)

No	Question	Results of Workshop Participants' Answers										
		1	2	3	4	5	6	7	8	9	10	11
1.	The teacher develops learning devices on the spiritual attitude competencies of students, social students in accordance with the level of competence	1	1	1	1	1	1	1	1	1	1	1
2.	Students use textbooks in the learning process	0	1	0	1	1	1	0	0	0	0	0
3.	The headmaster / madrasa supervises the learning process for all teachers every year	1	0	0	0	1	0	1	1	1	1	1
4.	Schools / madrasas develop religious education and character building tools according to the scope of learning material at each grade level	1	1	1	1	1	1	1	1	1	1	1
5.	The teacher uses learning resources that fit students' characteristics and subjects/themes	0	1	0	1	1	1	0	0	0	0	0
6.	Students have honest behavior that reflects social attitudes with character: (10 honest and responsible, (2) caring, (3) mutual cooperation and democratic, (4) self-confidence, (5) nationalism which is obtained through learning and habituation activities	0	1	0	1	1	1	0	0	0	0	0
7.	Schools / madrasas compile KTSP / k.13 which include: (1) vision, mission and goals, (2) organizing curricular content, (3) managing student learning load and teacher workload, (4) Preparation of educational calendar, (5) preparation syllabus of lesson content, (6) preparation of lesson plans	1	0	1	1	0	1	1	1	1	1	1
8.	Students gain learning experiences using information about the environment logically,	0	1	0	0	0	0	1	1	1	1	0

	critically, and creatively through the use of learning resources in the form of: (1) teaching materials, (2) textbooks, (3) libraries, (4) teaching aids, (5) internet											
9.	School / madrasah principals compile: (1) monitoring reports, (2) supervision reports, (3) learning process evaluation reports, (4) follow-up programs	1	1	1	1	1	0	0	1	1	1	0
10.	Students have behaviors that reflect a healthy physical and spiritual attitude through involvement in student activities, in the form of: (1) sports, (2) art, (3) scouting, (4) UKS, (5) religious, (6) competitions related to physical and spiritual health.	1	1	1	0	0	1	1	1	0	0	1
11.	The teacher teaches according to his educational background and / or due diligence and equality	1	1	1	1	1	1	1	1	1	1	1
12.	The teacher carries out counseling service tasks that have professional competence including: (1) mastery of the concepts and praxis of the assessment, (2) mastery of theoretical and praxis frameworks, (3) program planning, (4) program implementation, (5) assessment of processes and results of activities, (6) commitment to professional ethics, (7) mastery of research concepts and practices	1	1	1	1	1	1	1	1	1	1	1
13.	Schools / madrassas have a building floor area in accordance with the provisions.	1	1	1	1	1	1	1	1	1	1	1
14.	Schools / madrassas have officers who carry out special services that are responsible for: (1) security guards, (2) gardeners, (3) janitors, (4) janitors	0	0	1	0	1	0	1	0	1	0	1
15.	Schools / madrasas have management guidelines which include: (1) KTSP, (2) Calendar of Education / Academic	1	1	1	1	1	1	1	1	1	1	1

	Management Standards, (3) organizational structure, (4) division of teacher assignments, (5) division of tasks of educational staff, (6) academic regulations , (7) code of conduct, (8) code of ethics, (9) operational costs											
16.	Principals / madrasas have entrepreneurial abilities which include: (1) innovating, (2) working hard, (3) having motivation, (4) never giving up and always looking for the best solution, (5) having entrepreneurial instincts	0	0	1	0	1	0	1	0	1	0	1
17.	Schools / madrasas have libraries with: (1) spacious according to the provisions, (2) facilities according to the provisions, (3) maximum utilization, (4) well-maintained, clean and comfortable conditions	1	1	1	0	1	0	1	0	1	0	1
18.	Schools / madrasas have a place of worship for school / madrasah residents with a minimum area of 12 m2 and facilities in the form of: (1) religious equipment, (2) closets, (3) wall clocks, (4) water and ablution places	1	1	1	0	1	0	1	0	1	0	1
19.	Schools / madrassas have a warehouse with the following provisions: (1) minimum area of 182, (2) has furniture, (3) can be locked, (4) is well organized	0	0	1	0	1	0	1	0	1	0	1
20.	Schools / madrassas involve community participation and build partnerships with other relevant institutions in carrying out various educational management activities, including institutions: (1) education, (2) health, (3) police, (4) religious and community, (5)) business world, (6) development of interests and talents	1	1	1	0	1	0	1	0	1	0	1
21.	Schools / madrasas carry out self-evaluation activities on the performance of schools / madrasas in the framework of meeting National Education Standards (SNP)	1	1	1	1	1	1	1	1	1	1	1

22.	Schools / madrasas convey operational costs for teachers and education personnel in the form of: (1) salaries, (2) activity fees, (3) incentives, (4) other benefits	1	0	1	1	1	0	1	0	1	1	0
23.	Schools / madrasas have complete infrastructure investment documents	1	1	0	1	1	0	1	1	0	1	0
24.	Schools / madrasas have a Management Information System (MIS) which includes: (1) management of MIS, (2) provision of MIS facilities, (3) assignment of MIS managers / operators, (4) reporting data and information	1	1	1	1	1	0	1	0	1	1	0
25.	Schools / madrasas have spent funds on student coaching activities for the past 3 years	1	1	1	1	1	1	1	1	1	1	1
26.	The teacher carries out an attitude competency assessment according to the characteristics of Basic Competence (KD)	1	1	1	1	1	1	1	1	1	1	1
27.	The teacher carries out an assessment of learning outcomes in the form of: (1) tests, (2) observations, (3) assignments, and / or (4) other forms needed	1	1	1	1	1	1	1	1	1	1	1
28.	The teacher carries out an assessment of learning outcomes in the form of: (1) tests, (2) observations, (3) assignments, and/or (4) other forms needed	1	1	0	1	1	0	1	1	0	1	0
29.	The teacher carries out attitude competency assessment through observation and other relevant assessment techniques	1	1	1	1	1	0	1	0	1	1	0
30.	Teachers carry out competency assessment skills using: (1) practice tests, (2) product assessments, (3) project assessments, (4) portfolio assessments, (5) other techniques according to the competencies that are assessed	1	1	1	1	1	1	1	1	1	1	1
	TOTAL	23	24	23	22	27	16	26	18	24	19	20

	Percentage	76.7	80	76.6	73.3	90	53.3	86.7	60	80	63.3	66.7

From the measurement data on the understanding of workshop participants related to the content of each standard that must be prepared at the time of accreditation it turns out that all participants listened to the material well and could understand the things they had to prepare for all standards assessed in Accreditation, this can be seen from the average The Workshop Participant's understanding score was obtained a score of 739.9 / 10 = 73.39 when compared to the categories set out in Chapter 3 categorized Good because it was included in the Value category (68 - 79.99 = B) so it can be concluded that Workshop participants understood well the material provided in MadarasahIbtidaiyah Accreditation Accompaniment Workshop in Kubu Raya Regency 2019.

b. Cycle 2

After passing through the stages in the first cycle of the assistance program. Madrasah Accreditation Ibtidaiyah on October 12, 2019, then the second cycle continued on Tuesday, October 15, 2019 in the Study Room of PGMI's FTIK IAIN Pontianak, which involved Madrasas, Researchers and Study Programs of PGMI, in this cycle there were no formal informal meetings. relating to the submission of a questionnaire that has been completed by the Madrasas and a talk about the mentoring stage for Than 2020 in the Madrasah fostered program of PGMI FTIK IAIN Pontianak. Furthermore, to be clearer, the implementation of cycle 2 actually follows the stages as in the first cycle, namely the planning, implementation/action, observation and reflection stages. This can be seen in the following explanation:

1) Planning

Researchers with resource persons who are also BAN-SM assessors and PGMI study programs make work plans based on reflection in the first cycle.
The preparations made are:

a) Prepare a Questionnaire on Madrasah data collection, namely the Minimum Standard Questionnaire for Madrasah Ibtidaiyah services
b) Giving Questionnaire 8 Accreditation Forms Standards and participants are asked to give a column on the answer option in accordance with the conditions in Madrasah Ibtidaiyah place.

2) Acting

Researchers collaboratively with PGMI Assessors and Study Programs gave the Questionnaire to Workshop participants at the end of the activity to be filled out and returned on Tuesday, October 15, 2019 at the PGMI FTIK IAIN Pontianak Study Program. Implement assistance based on plans and results of the reflection in the first cycle.

For both of these questionnaires, all Madrasas Ibtidaiyah who have attended the Wokshop have filled in completely and submitted them to researchers on Tuesday, October 15 at Porodi PGMI FTIK Pontianak, starting at 09.00 until 15.00 WIB, After checking all questions in the questionnaire, they were filled in according to the conditions Madrasas, respectively.

3) Observation

The researcher together with the Assessors and Study Program observed the seriousness of the school in filling out the Questionnaire in accordance with the actual conditions that existed at the Madrasah Ibtidaiyah where they served. This observation can be seen from the seriousness of returning the questionnaire in accordance with the agreed day, all statements from the contents of the Questionnaire were filled in whatever they were.

4) Reflection

The researcher reflected on the implementation of the second cycle based on data from the Madrasah Minimum Standards questionnaire and a questionnaire about the condition of the school and the availability of documents for each standard from the Madrasah accreditation forms.

a) From the Questionnaire Data on minimal service Madrasah Ibtidaiyah apparently has the same problem for Learning Facilities and Infrastructure. Completeness of the Learning Kit and the Teacher's data in accordance with the field of study.
b) Questionnaire data related to the completeness of data for the evaluation of the 8 standards of Accreditation of MadarasahIbtidaiyah that have been prepared by the school and assessed by the assessor obtained the following data:

Based on the results of actions taken by researchers in the form of assistance to the Ibtidaiyah Madrasah in Kubu Raya district. It can be explained that from the Implementation of Cycle 1 in the form of giving Worshop related to the Interest of Accreditation for schools followed by a minimum standard of service that must be provided by Madrasah Ibtidaiyah as an Educational institution, and discussion of 8 accreditation standards for Madrasah Ibtidaiyah and matters that must be prepared for 8 these standards, obtained results that all school representatives can understand the contents of the workshop material well and proven from the measurement results of their understanding of things that are part of each standard, this is evident from the score 739.9 / 10 = 73.39 when compared with the Category which has been determined in Chapter 3 is categorized as Good because it is included in the Value Categories (68 - 79.99 = Good) so it can be concluded that Workshop participants understand well the material provided in the Workshop for Accreditation of MadarasahIbtidaiyah Accreditation in Kubu Raya Regency 2019.

Then in cycle 2 the Madrasah Ibtidaiyah accreditation assistance program in Kubu Raya Regency. Then in cycle 2 the Madrasah Ibtidaiyah accreditation assistance program in Kubu Raya Regency. Followed by giving a questionnaire to all representatives of Madrasah Ibtidaiyah, and they were asked to fill it in their respective Madrasas in accordance with the actual data available at Ibtidayah where they served, from the results of assessors assessments of 8 Accreditation standards for the data they provided obtained results that showed that the data conditions for each Madrasah are still in the category of sufficient

or obtain an average value of 647.9 / 10 = 64.79 or Conversion C which ranges from the value range (56-67.99).

This condition shows that the eleven Madrasas Ibtidaiyah who become Madrasas of the Research Program must indeed be accompanied and assisted to obtain better Accreditation in this case targeted to obtain an Accreditation Value B. with a range of grades (68-79.99) Study of PGMI FTIK IAIN Pontianak in the Madrasah / Madrasah Assistance Program of PGMI Study Program in 2020.

2. Research Findings

Based on the data exposure and discussion of the results of research that have been conducted, found several interesting things to convey as follows:

First, Madrasas Ibtidaiyah which have not been accredited in Kubu Raya Regency are all Madrasah Iibtidaiyah with private status. While the Madrasah Ibtidaiyah Negeri at the time of this research took place in 2019, all were accredited. A significant comparison of accreditation between public and private should not need to occur. Because every school / madrasa should be treated and have the same opportunity to be accredited.

Second, geographically the regency of Kubu Raya is a large area and consists of islands which are located far apart from one another and separated by large and small rivers and with far distances. This complicates the process of transportation and communication between the regency city and the regions. Not surprisingly remote sub-district areas such as Batu Amapar, Terentang and Kubu received less attention in terms of accreditation.

Third, there is no awareness of madrasas to accredit madrassas. The accreditation process itself is usually submitted by local madrassas to BAN-SM. But this did not happen, because accreditation was not considered important in the location of the madrasa. Aside from only adding to new problems, accreditation is also considered to be complex for existing HR in madrasas. In addition, students who graduate from unaccredited madrasas do not blame whether the school is accredited or not, because the main thing for remote areas their children can go to school and know how to learn religion.

Fourth, there is an assumption that with accreditation the source of assistance from the government in the form of funds to increase madarsah facilities and infrastructure will be eliminated. This happens because in general madrassas that have been accredited usually no longer get government rocks, because they are considered capable or independent. Considering this, many madrasas seem to deliberately leave their madrassas unaccredited on the grounds that they continue to receive assistance from the government.

CONCLUSION

From the data exposure and discussion of research results, it can be seen that: 1) Madrasah Accreditation Assistance Program in activity planning is carried out through two phases. In the first stage or Application of Cycle 1 of 12 invited Madrasah Ibtidaiyah, only 10 Madrasas were usually present to attend the Accreditation Competition Workshop Program in the first cycle. From the Workshop, the results were obtained that all school representatives had participated in the activity seriously or well as evidenced by their activity evaluation in attending sessions in the workshop where on average their activity showed a score of 87.4% (with Good Category) meaning that all representatives of the School / Madrasah Ibtidaiyah realize that this workshop is very important for them in preparing for their Ibtidaiyah School / Madrasah accreditation. Meanwhile, and from the measurement results on the understanding of Workshop participants in understanding the contents of the 8 accreditation standards and the things that must be prepared for the eight accreditation standards, it also shows a good number which is 73.39 when compared to the categories that have been set into the Value categories (68 - 79, 99 = With Good Conversion) so it can be said that Workshop participants understand well the material provided in the Workshop on Accreditation of MadarasahIbtidaiyahKubu Raya Regency 2019.

Whereas in the second cycle all Madrasah representatives were asked to fill in the questionnaire about the minimum service standards of Schools / Madrasas and fill in a questionnaire describing the condition of Madrasas and Madrasah Documents where they served in accordance with 8 Accreditation standards for Accreditation Assessment in Ibtidaiyah Primary Schools / Madrasahs. From the application of this second cycle, it was found that the condition of MadrasahanIbtidaiyah and document data contained in the Madrasah Ibtidaiyah Accreditation assistance program showed that it was still in the category of Fair namely 64.79 which was in the range of values (56-67.99) Conversion C = Enough. This means that in the Mentoring Program it is proven that these 10 Ibtidayah Madrasas that have not been accredited must indeed be assisted in order to be accredited with Good Value.

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