

EVALUATION OF IMPLEMENTATION OF SCHOOL / MADRASAH ACCREDITATION PROGRAMS IN PALEMBANG CITY IN SOUTH SUMATRA PROVINCE 2018

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Abstract

The purpose of the study was to evaluate the implementation of the School/ Madrasah accreditation program at the SMA/SMK/MA level in Palembang City. This study uses an implementation of the public policy model by George Edward III, namely: communication, resources, dispositions, bureaucratic structure. Data collection techniques used are documentation, interviews and observation. The data analysis technique used is the technique of Miles and Huberman, analysis activities consist of three activities or processes that occur simultaneously namely: data reduction, data display and conclusion drawing/verification. The results of the study show: 1) The communication component is carried out through activities: a) BAP-S/M Provincial coordination meeting with UPA-S/M District /City is carried out properly in accordance with the objectives. b) Training on renewal of accreditation assessors to meet the needs of trustworthy and competent assessors has been achieved well c) Seminar on the results of accreditation implementation that socializes the results of the implementation of accreditation to stakeholders in the area concerned, regarding the status of school / madrasah accreditation about rank A, B, C, and Not Accredited has been implemented and achieved. d) Dissemination and the introduction of school/madrasah accreditation to the dissemination of information in the form of a directory, to schools/madrasahs has been carried out but is still not maximally up to the target. 2) the resources used to support the success of the school/madrasah accreditation program in the implementation of accreditation programs include: a) Facilities and infrastructure needed for the implementation of school/madrasah accreditation are not sufficiently equipped for the accreditation needs of schools/madrasahs properly. b) Sources of funds for implementing activities in financial management, financial reporting and financial accountability reports are clear and correct. c) Human resources assessors, school accreditation teams and secretariat staff have carried out their duties and functions well and smoothly. 3) Disposition of policy implementers of accreditation activities work with full awareness and are oriented to guidelines and rules are implemented well. 4) The bureaucratic structure of accreditation activities through monitoring and evaluating the performance of BAP-S/M and the BAP-S/M secretariat on the implementation of accreditation programs has been carried out and is still not yet optimal.

Keywords: *evaluation, school/madrasah accreditation program.*

School / madrasah accreditation activities are a comprehensive process of assessing the feasibility of educational units or educational programs, the results of which are realized in the form of recognition and feasibility ratings issued by an independent and professional institution, namely. National Accreditation Agency. Guarantee and quality control of education in accordance with the National Standards of Education needs to be done in three, namely evaluation, accreditation and certification programs. This quality guarantor aims to protect the public so that they can obtain services and educational outcomes in accordance with what is promised by education providers.

Constraints faced in conducting accreditation are still many numbers of schools / madrasas that have not applied for accreditation, and accredited schools / madrasas still have low accreditation ratings. In addition, there is still a perception that the accreditation of schools / madrasas is not important. In addition, the number of assessors for each Regency / City is still uneven. The results of the implementation of accreditation in high school / MA / Vocational education units starting from 2016 to 2018 for the city of Palembang, A accreditation rating of 93 institutions 41.52%, Rank B as many as 81 institutions 36.16%, while ranking C 44 institutions 19, 64% and not accredited as many as 6 institutions 2.68%. So high school / MA schools have met 41.52% of national education standards, while the remaining approximately 58.48% still do not meet national education standards. For the rank of SMK in Palembang, the accreditation of A is 119 institutions, 54.09%, Rank B is 81 institutions, 36.16%, while rank C 20 institutions 9% and not accredited does not exist. So vocational schools for the city of Palembang that have met national education standards 54.09% while the remaining approximately 45.4% still do not meet national education standards, based on these data of Provincial Accreditation Agency School / Madrasah, South Sumatra Province (2016).

Based on the recapitulation data of the results of 2017 School / Madrasah accreditation that meet national education standards up to 2017 for rank A 21.47%, rank B 46%, the remaining approximately 32.52% still do not meet national education standards. Furthermore, in 2018 the School / Madrasah accreditation ratings for rank A were 332 institutions 15.73% who received B accreditation ratings of 1036 institutions 49.10% who received C accreditation ratings of 625 institutions 29.62%, those not TT accredited as many as 117 institutions 5.55% . Based on these data it can be stated that the number of SMA / MA / SMK in South Sumatra that meets national education standards up to 2018 for rank A is 15.73%, rank B is 49.10% and the remaining approximately 35.17% still does not meet national education standards.

There are still many Schools / Madrasas that have not been accredited, because if the results of the process of determining the results of accreditation the final score is less than 56 ($N < 56$) is stated TTA, and if the level is A very good the final value is greater than 85 ($85 < N < 100$) The education unit that has not reached a score above 55 is possible that the school has not been able to fulfill the 8 components of the National Education Standards such as facilities and infrastructure that have not been equipped, the school does not yet have a laboratory, there is still a lack of teachers, insufficient learning space and others. research focuses on "Evaluating the Implementation of the S / M Accreditation Program in Palembang City"

METHOD

This study uses a implementation of the public policy model by George Edward III, namely: communication (communication), resources (resources), disposition (disposition), bureaucratic structure (bureaucratic structure). Data collection techniques used are documentation techniques, interview techniques and observation techniques. The data analysis technique used is the technique of Miles and Huberman, analysis activities consist of three activities or processes that occur simultaneously, namely: data reduction, data display and conclusion drawing / verification. This research was conducted at the National Accreditation Agency - Schools / Madrasah Province, as the research target was SMA / SMK / MA in Palembang City.

According to the stages of qualitative research through the hypothetical model by George Edward (1980: 1) the components of communication, resources, disposition and bureaucratic structure in evaluating the implementation of the School / Madrasah accreditation program in Palembang city can be described as follows:

1. Communication:

Communication carried out in the accreditation program is carried out through the activities of the coordination meeting of the National Accreditation Board - Schools / Provincial Madrasas with Accreditation Implementing Units - Schools / Madrasas Districts, accreditation implementation seminars, Training of assessor renewal, Socialization and accreditation imaging of the following Schools / Madrasas are described below this:

- a) Coordination meeting of the National Accreditation Body - Schools / Provincial Madrasas with Accreditation Implementation Units - District / City Schools / Madrasas
- b) This coordination meeting was carried out to socialize the work program of the National Accreditation Agency - School / Madrasa Province, in the future to unite the vision, mission and produce the same perception in achieving the specified school / madrasah accreditation program. Every step of the work that will be carried out by the National Accreditation Board - Provincial Schools / Madrasas in establishing policies for the implementation of school / madrasah accreditation programs, prioritizing the scale and needs of school / madrasah accreditation programs based on predetermined quotas.
- c) Seminar on the results of the implementation of accreditation.
The seminar on the accreditation implementation of accreditation aims to socialize and announce the results of accreditation carried out by the Central National Accreditation Agency, National Accreditation Body-Province / Madrasah, Accreditation Implementing Units - District / City Schools / Madrasas, to education stakeholders in schools / madrasas in the area concerned about the accreditation rating of schools, madrasahs A, B, C, and not accredited.
- d) In order to meet the needs of assessors who are trustworthy and competent to carry out objective and accountable accreditation assessments, the National Accreditation Board - Provincial Schools / Madrasas conduct training for assessors (both new assessors and old assessors). Where in the training activities will be given memory refreshment for assessors in the process of assessing school / madrasah accreditation programs, sharing experience (sharing experience) among fellow accreditation assessors, and receiving information on new policies in order to improve the skills and understanding of assessors in make an assessment during the accreditation visitation to meet the feasibility of an accountable and objective accreditation program.
- e) Socialization and imaging of school / madrasah accreditation
- f) The socialization activities are carried out to provide information to all stakeholders through the mass media, print / electronic media and notice boards to the relevant agencies to the public and spread brochures / leaflets, websites, compac disks.
- g) Benefits are carried out on socialization and accreditation of schools / madrasas, namely schools / madrasas knowing the accreditation ranks that are produced and otherwise do not have an accreditation rating for schools / madrasas that propose accreditation.

2. Resources

- a) Human resources involved in the implementation of the school / madrasah accreditation program activities consist of elements: members of the National Accreditation Body-Province / Madrasah, secretariat staff National Accreditation Agency-Province / Madrasah, assessors National Accreditation Agency -Schools / Provincial Madrasas, Accreditation Implementing Units - District / City Schools / Madrasas and school / madrasah accreditation teams, have carried out their respective duties and functions according to their abilities, competencies and professionals.

b) Budget financing

The funding budget for accreditation activities has been determined by the National Accreditation Agency - School / Madrasah Center, while the National Accreditation Agency - School / Madrasah Province only conducts program activities in accordance with the funding allocation according to the DIPA through the Ministry of Education and Culture. In 2017 the National Accreditation Agency - Schools / Madrasahs of South Sumatra Province received funding for the school / madrasah accreditation program as much as Rp. 3,364,000,000, allocated to 805 institutions. From the amount of available funds, it is still insufficient to finance the activities of the accreditation assessors to conduct visitation of accreditation assessments. Due to the condition of the location of the visitation accreditation sometimes to reach the school / madrasah is very far and difficult to reach. So that accreditation assessors must add their own additional costs to the destination of the visitation. The geographical location of schools / madrasahs in conducting accreditation visits is very influential. Even though there are still many schools / madrasahs that are still not accredited, they don't want to be accredited or are still ranked low in accreditation.

c) Facilities and infrastructure

In order to meet the needs of facilities and infrastructure the implementation of school / madrasah accreditation program activities is very limited. In 2015 there was assistance of facilities and infrastructure by the Regional Government of South Sumatra Province, to the Provincial School / Madrasah National Accreditation Agency, but after 2016/2017 assistance was not given again. For schools / madrasahs the strategy of being able to obtain facilities and infrastructure assistance by submitting a proposal is sent to the Education Office to be forwarded to the Directorate of Vocational High School Education. The proposal passed the selection by the Directorate of Vocational Middle School Education, will be followed up with supervision to the school place which proposes a proposal to see the real needs in the field. Support for facilities and infrastructure was also carried out through collaboration with third parties (school committees), assistance from AUSAID and budgeting in the State Budget. The assistance of facilities and infrastructure is only given to schools that still desperately need learning facilities and schools that are very sad, especially still low accreditation ratings (c) Whereas the assistance in the form of complete school accreditation such as laptops and modems is not provided. Schools / madrasahs can complement their own facilities.

3. Disposition

Dispositions carried out regarding each program implementation through activities, staff bureaucracy, work effectiveness and incentives.

The attitude element that will be explored from the policy implementers in the implementation of the school / madrasah accreditation program, towards compliance, the willingness of the implementers to carry out the activities of the school / madrasah accreditation program. Implementers of accreditation program activities in completing their tasks, can always be completed appropriately and according to the leadership disposition. For schools / madrasahs that delay their schools / madrasahs to not yet or do not want to be accredited, the education unit is not given permission or holds a national exam at its school / madrasah. On the other hand, for an accredited school / madrasah education unit, it may hold national exam activities and aid facilities in the form of facilities and infrastructure and government incentives are delayed waiting for the school / madrasah to hold the school / madrasah accreditation status. Provincial National School / Madrasah Accreditation Bodies in carrying out policies generally have freedom and an open attitude towards the implementation of accreditation activities, so it does not become an obstacle in

transferring information and accreditation programs for members of the Provincial School / Madrasah National Accreditation Body, South Sumatra.

4. Structure of the Bureaucracy

The bureaucratic structure carried out on the implementation of school / madrasah accreditation program activities is guided by the Operational Standards for school / madrasah accreditation procedures, guidelines for implementing school / madrasah accreditation, laws, government regulations and rules governing school / madrasah accreditation programs. One of the bureaucratic implementation of the accreditation program structure is through monitoring and evaluation of work outcomes. Internal monitoring and evaluation activities, namely supervision of guidance and problem solving for the implementation of school / madrasah accreditation programs. The aim is to carry out monitoring and evaluation to ensure that the accreditation program funds are received by those who are entitled in the right amount, time, method and use. Monitoring is carried out at least once in a fiscal year to monitor the success and disadvantages of implementing the program in the field.

The reality in the field of the implementation of monitoring and evaluation activities is not as smooth as imagined, many obstacles faced, especially. the geographical location of a very remote area between one village and another village, will make it difficult to be taken by using private-owned vehicle transportation or public transportation. Sometimes to carry out monitoring and evaluation of school accreditation to the target area, it is necessary to hire local transportation that does not exist every day. Efforts are made by chartering speed boat transportation if it is in the waters and motorbike or car vehicles on the mainland. Not to mention lodging places not available in the destination village. Thus the results of monitoring and evaluating the performance of the Provincial Accreditation Board of Schools / Madrasahs towards the implementation of accreditation programs are still not optimal.

DISCUSSION

The related discussion regarding the evaluation of the implementation of the school / madrasah accreditation program in Palembang City was analyzed by the hypothetical model George Edward III (1980: 1). The evaluation of the S / M accreditation program in Palembang city is as follows:

1. Findings of evaluation communication (communication) which includes coordination meetings of the Provincial Accreditation Board School / Madrasah with Accreditation Implementing Units - Schools / Madrasahs, training in assessor renewal, seminars on the results of the implementation of accreditation and socialization and imaging of accreditation of Schools / Madrasahs.
 - a. Coordination Meeting of Provincial Accreditation Bodies Schools / Madrasahs with Accreditation Implementation Units - Schools / Madrasahs In the coordination activities of the Provincial Accreditation Board of Schools / Madrasahs with Accreditation Implementing Units - Schools / Madrasahs, the draft accreditation program will be discussed together with relevant stakeholders in the education sector. To discuss the accreditation program, it is necessary to unify the vision and mission of the Provincial Education Office, the Regional Office of the Ministry of Religion, South Sumatra, the Education Quality Improvement Institute, Accreditation Implementing Units - Schools / Madrasahs, District / City Office of Religion, District / City Education Service, Members of the Provincial Accreditation Board of Schools / Madrasahs and the secretariat in achieving accreditation programs. Determination of policies resulting from coordination meetings about accreditation programs, sometimes disconnected by participants who were sent present to represent the coordination meeting not the official who should be. From the above findings, it can be

analyzed that the Provincial Accreditation Board School / Madrasah coordination meeting with Accreditation Implementing Units - Schools / Madrasahs can be categorized as assessment 2, because evaluation criteria are fulfilled, some of the meeting participants reach a range of 50-85% of all attendees. the evaluation is categorized as moderate.

b. Training on renewal of accreditation assessors

Training on renewal of accreditation assessors in order to meet the needs of assessors who are trustworthy and competent in conducting accreditation in an objective and accountable manner. And at the same time as conveying information about the latest developments in the implementation of school / madrasah education.

The competence of the appointed assessors has fulfilled the stipulated requirements, through written test, interview, and has participated in training, and has succeeded in obtaining a certificate that has been passed issued by the Provincial Accreditation Board of the School / Madrasah Provincial School / Madrasah. Organizers of accreditation assessor renewal training activities have sought to train assessors so that they can guarantee the achievement of the objectives of the accreditation program. But in assigning assessors to conduct accreditation assessments it is often constrained by official duties at the place of their principal agency. When assigned as the task of assessing accreditation they cannot carry out their responsibilities. In addition, assessors who have completed their duties and / or have entered their retirement period have begun to be lazy to carry out their duties as accreditation assessors. To achieve complete assessor qualifications is set in line with the program objectives. This is according to the expression stated by The Joint Committee on Standard for Education Evaluation (2009) the systematic assessment of a person's performance or qualification in relation to a professional role and some specified, defensible institutional purpose, that the performance or qualifications of human resources are related to the purpose of an organization. From the above findings it can be analyzed that the implementation of assessor renewal training to fulfill assessors' needs that are trustworthy, competent and have graduation certificates can be in the category of assessment 2, because the evaluation criteria are fulfilled in the range of 50-85% of all training participants, then the evaluation results are categorized moderate.

c. Seminar on the results of the implementation of accreditation

The seminar on the results of the implementation of accreditation was carried out aimed at informing Stakeholders who were authorized in the education sector, to know the development of the quality of education in their regions towards schools / madrasahs whose accreditation status was A, B, C or TT. From the results of the implementation of the seminar on the accreditation of schools / madrasahs the benefits can be made by stakeholders to be able to follow up on the problems of school / madrasah accreditation in their respective regions.

From the above findings, it can be analyzed that the seminar on the results of the accreditation carried out aims to inform the Stakeholders in the education sector, to know the development of the quality of education in the district / city area for schools / madrasahs about A, B, C or TT accreditation status. can be in the category of assessment 2, because the evaluation criteria are met in the range of 50-85% of all districts / cities, the achievement of the evaluation results is categorized as moderate.

d. Socialization and imaging of school / madrasah accreditation

The aim is to carry out socialization and the introduction of school / madrasah accreditation, namely to disseminate information on school / madrasah accreditation and the legal foundation for quality education quality assurance. The benefits of socialization and recognition of school /

madrrasah accreditation so that people can find out information about educational services that have been accredited or not. The results of the socialization and imaging of accreditation are compiled by books and printed directory, then the accreditation booklet is sent to the Governor and to the District / City Education Service. However, when the distribution of directory books to the Regency / City is constrained, because there is no shipping fund outlined in the DIPA, the directory is sent by way of the Regency / City staff or teachers who have other matters to the Provincial Education Office. It's just that by keeping it difficult to control whether the directory reaches the intended hand. So that it is difficult to monitor whether the directory reaches the destination or stakeholders in the Regency / City.

From the findings above, the analysis of the directory can be sent by way of being entrusted to Regency / City staff or teachers who happen to be assigned to the Provincial Education Office, having difficulty controlling and monitoring the directory until the intended hand. While in the directory contains the accreditation results of schools / madrasas that have been accredited. to be followed up and there are no known weaknesses and strengths by stakeholders. Then it can be categorized as assessment 2, because the evaluation criteria are fulfilled, some of the information reaches the range of 50-85%, then the results of the evaluation are categorized as moderate.

2. Findings of evaluations of Resources (resources) which include facilities and infrastructure, human resources and financing budgets
 - a. Facilities and infrastructure

Resources are very important for effective policy implementation, of course without them the policies that are on paper are not the same thing that is done in practice. This was stated by Budi Winarno (2012: 77) Physical facilities may also be critical resources in implementation. An implementor may have sufficient staff, but understand what is supposed to do, but not necessary buildings, equipment, supplies, and even green space implementation will not succeed.

In supporting facilities and infrastructure in the implementation of accreditation Schools / Madrasas are very limited in the Province. The Education Office cooperates with the Director General of Vocational Education in facilitating facilities and infrastructure. In 2015 there was assistance of facilities and infrastructure by the Provincial Government, but in 2016/2017 there was a lot of assistance from the Directorate of Vocational Education.

The strategy is to obtain facilities and infrastructure for the implementation of accreditation of schools / madrasas in the Province of South Sumatra, schools / madrasas submit proposals for proposed facilities and infrastructure to the Provincial Education Office, to obtain recommendations from the Education Office. Then it will be forwarded to the Directorate of Vocational Education. Then the Directorate supervises the school / madrasah place that proposes a proposal to see real needs in the field. Support for facilities and infrastructure was also carried out through collaboration with third parties (school committees), assistance from AUSAID and budgeting in the State Budget. It's just that schools / madrasahs that don't propose proposals for facilities and infrastructure will not get that facility. According to Wahyu Sri Ambar Arum (2007: 5) said:

Facilities and infrastructure are likened to a driving motor that can run at the speed according to the wishes of the driver. Similarly, education, facilities and infrastructure are very important because they are needed. Educational facilities can be useful to support the implementation of the teaching and learning process both directly and indirectly in an institution and to organize educational activities in order to achieve educational goals. From the findings above, it can be analyzed that the support of facilities and infrastructure in the implementation of school / madrasah

accreditation is sufficient for school / madrasah accreditation needs, so the assessment category 3 is achieved, if the evaluation criteria are met in the range of $85 \geq 100\%$ of all criteria set. it is categorized as high.

b. Financing

In 2017 the funds for the implementation of accreditation programs aimed at the Provincial Accreditation Board of the School / Madrasah of South Sumatra Province were obtained from the funding of the State Expenditure Budget of the Ministry of Education and Culture's Office of Research and Development as much as Rp 3,364,000,000. The budget is allocated for the implementation of the school / madrasah accreditation program as many as 805 quota of target schools / madrasahs.

In operating the budget, accreditation activities are divided into 2 terms, namely:

- 1) The first term will be distributed in the amount of school / madrasah implementation funds amounting to Rp. 2,354,800,000 used for 70% of the initial activities.
- 2) The second term will be disbursed for school / madrasah accreditation funds of Rp. 1,009,200,000 remaining funds 30%. The existing budget for funds is insufficient to finance, especially the cost of travel for visitation of accreditation assessors. Where each accreditation assessor is assigned a visitation assignment to 3 schools / madrasahs to be accredited, per assessor is given funds for 6 days Rp. 3,000,000, - each school / madrasah is held for an accreditation visit for 2 days, all accommodation and consumption costs per day IDR 500,000 thousand. Sometimes going to a distant location such as in Muratara or Masi Banyuasin Regencies, almost all locations in the area are difficult to reach to reach the school and have to chart a boot speed with a rental price of Rp. 500,000 to Rp. 700,000 one way and no lodging. Whereas the location of the school / madrasah that will be reviewed cannot go home today. So that accreditation assessors up to accredited school goals must add their own additional costs.

According to Shattock (2003: 30) said: Financial management emphasizes integrity, franality, a concern for pennies rather than the poem and reluctance to borrow, the more it will command internal respect and provide a secure finance base for acting opportunistically and responding quickly to environmental change.

Financial management emphasizes the truth, detailed presentation that can be understood by various parties. From the above findings it can be analyzed that financial management has been carried out by emphasizing the truth, detailed presentation of various parties, current financial statements, financing checks can be accounted for, then categorized as rating 3, if the evaluation criteria are fulfilled reaches $85 \geq 100\%$ of all criteria determined, the achievement of the evaluation results is categorized as high.

c. Human Resources.

1) Management Team.

The School / Madrasah Provincial Accreditation Board of the Province of South Sumatra because the demands of technical guidance and government regulations meet certain criteria, namely those who have high dedication, have IT skills, are reliable, professional and IT capable, committed and dedicated, serving there is no monthly salary, to get incentives to wait if there are activities. For applicants who have the conditions set aside from having computerized skills, demand good work discipline as well. With the existence of this Management Team, many benefits can be obtained from the implementation of the accreditation of the School / Madrasah itself, which can facilitate the administration of activities of the Provincial Accreditation Board of Schools / Madrasahs, without the Secretariat of Accreditation activities being hampered to be implemented.

Constraints faced by secretarial workers in school / madrasah accreditation program service activities are the minimum income earned every month of Rp. 500,000 and all performance-based activities. Law No. 13 of 2003 concerning employment strictly prohibits employers from paying wages lower than the minimum wage.

2) Implementing Unit Accreditation for Provincial Schools / Madrasas

Furthermore, in assisting the Provincial School / Madrasah Accreditation Agency in the field, there are Executing Units of School / Madrasah Accreditation in the District / City as the field coordinator, which is an extension of 3 Provincial / School Madrasah Accreditation Bodies from the Education Office District / City, Office of the Ministry of Religion and Supervisor of the Education Office, with a number of sub-districts which many felt were very lacking. School / Madrasah Accreditation Implementing Unit staff are appointed based on the Decree of the Head of the Education Office or from the Decree of the Regent / Mayor, who has the responsibility to assist in the accreditation of schools / madrasas. As a field coordinator in charge of implementing the accreditation program there is no incentive. Although in their duties as coordinators in the District / City do not receive honorariums, they have the responsibility to coordinate, propose and collect accreditation proposals from schools / madrasas to the Provincial School / Madrasah Accreditation Unit staff. The Provincial School / Madrasah Accreditation Unit can be said to be voluntary.

d. Findings on Evaluation of Disposition (disposition)

Based on the results of the research to achieve the above, the Provincial School / Madrasah National Accreditation Body in accordance with the scope of duties and authority often encounters obstacles in the field in its implementation. In South Sumatra Province there are still many schools / madrasas that need to be accredited. This needs to be a concern, considering that every year the number of schools / madrasas that must be re-accredited continues to grow, besides that there are still many schools / madrasas that have not submitted applications to be accredited. because there is still a perception that the schools / madrasas are not important to be accredited. According to Daniel L. Stufflebeam (2014: 27) the accreditation organization subsequently uses the report to make decisions on whether to what extent and for what period the institution is entitled to be accredited and submits its report to the institution or program, typically the accreditation is granted for a finite period, such as five years, the accreditation body then updates its publicly available list of accredited institutions or programs.

The accreditation organization then uses the report to make a decision as to whether to what extent and for what period the institution or study program will be accredited and submit the report to the institution or program. Usually accreditation is given for a limited period, such as five years, the accreditation body then updates the list of accredited publicly available institutions or programs. With the school / madrasah validity period that has been accredited for five years, schools / madrasas should be able to propose new school / madrasah accreditation proposals.

The results of organizing school / madrasah accreditation for the implementation of accreditation programs in the city of Palembang have not yet reached a maximum category, the achievement of accreditation standards still does not meet the established evaluation criteria, schools / madrasas which are A-rated are still below 50% of the total school / madrasah expertise program totaling 258 SMK / SMA / MA. Data from school / madrasah accreditation results from 2008 to 2016 for Palembang City are detailed as follows: a. SMA / SMK / MA for accreditation status A: 96/25%, b. SMA / SMK / MA for accreditation of B status: 67 / 17.3%, c.SMA / SMK / MA for accreditation status C: 17 / 4.4%. (Data from the Provincial Accreditation Agency School / Madrasah, South Sumatra Province). For accreditation A and B all 8 standard values are spread

almost the same and the lowest standard C is located in the standard values of educators and education staff, facilities and infrastructure, graduation competencies and funding. The government must prioritize weak standards in order to meet high achievement. Regional budget assistance is needed to accelerate the fulfillment of eight national education standards. The experience of school / madrasah accreditation has been due to a number of obstacles and obstacles, including:

a) The limited number and incentives for assessors in conducting visits to schools / madrasah
b) government support for school accreditation, especially in the Implementation Unit for Accreditation in the City is still very lacking, c) management and guidance management systems for education in the regions are still weak especially weak coordination and synergy between education stakeholders, d) geographical location where schools / madrasah are in remote areas so that communication and transportation are difficult and require large costs, e) Limited number of assessors with multiple assignments. The comprehensive principle in accreditation is that improving the ranking of school / madrasah accreditation can only be realized through overall quality improvement covering 8 (eight) national education standards. Because there are limitations to the accreditation quota, the target of school / madrasah accreditation cannot be accredited. Every program implementation is carried out through staff bureaucracy, work effectiveness and incentives. Every program implementation is carried out through staff bureaucracy, work effectiveness and incentives. Then it can be categorized as assessment 2, because the evaluation criteria are fulfilled, some human resources workers reach the range of 50-85%, the achievement of the evaluation results is categorized as moderate.

e. Findings of Bureaucratic Structure Evaluation

Bureaucratic structure carried out on Standard Operating Procedures and fragmentation through monitoring and evaluation of work results. The organizational structure and working mechanism of the Provincial / School / Madrasah Accreditation Board are based on Minister of Education and Culture number 59 of 2012 concerning the National Accreditation Agency. Institution for school / madrasah accreditation consists of Provincial Accreditation Bodies School / Madrasah Accreditation Bodies, If Provincial Accreditation Bodies for Schools / Madrasah are needed, they can form District / City School / Madrasah Accreditation Implementation Units.

Wayne K. Hoy said (1987: 423) bureaucratic authority is characteristically realized in specialization, rules and regulations and hierarchy of authority. the characteristics of bureaucratic authority that are realistically realized in specialties, rules and regulations, and the authority of more authorities. The bureaucratic structure of the implementation of the School / Madrasah Provincial Accreditation Agency tasks is directly under the command line of the National School / Madrasah Accreditation Agency and Provincial School / Madrasah Accreditation Bodies The province to accreditation assessors is vertically under the National School / Madrasah Accreditation Agency. The Inspectorate General conducts inspections twice a year, while the Audit Board is conducted once and if taken as a sample only. According to Mukhneri Mukhtar (2013: 37) monitoring is a process to ensure that actual activities are in accordance with the planned activities of controlling it 's process of monitoring, comparing and correcting work performance. Monitoring and evaluation is done to find problems that occur in the field and analyze the problems that occur to be followed up. Monitoring and monitoring efforts are carried out so that the results of the accreditation activities can be measured.

CONCLUSION

1. Findings of evaluation communication (communication)
 - a. Coordination meeting of the National Accreditation Board - Provincial Schools / Madrasas
Coordination meeting of Provincial Accreditation Board Schools / Madrasas with Accreditation Implementing Units - Schools / Madrasas can be categorized as assessment 2, because evaluation criteria are fulfilled some of the meeting participants reach the range of 50-85% of all attendees, then the evaluation results are categorized as moderate.
 - b. raining on renewal of accreditation assessors
From the above findings, it can be analyzed that the implementation of assessor renewal training to fulfill assessors' needs that are trustworthy, competent and have certificates of assessor graduation can be in the category of assessment 2, because the evaluation criteria are met in the range of 50-85% of all training participants. categorized as moderate.
 - c. Seminar on the results of the implementation of accreditation
The seminar on the results of the implementation of accreditation carried out aims to inform the authorized stakeholders in the education sector, to determine the development of the quality of education in the district / city area towards schools / madrasas about the status of A, B, C or TT accreditation. can be in the category of assessment 2, because the evaluation criteria are met in the range of 50-85% of all districts / cities, the achievement of the evaluation results is categorized as moderate.
 - d. Socialization and imaging of school / madrasah accreditation
The directory is sent by way of being deposited to the Regency / City staff or the teachers who happen to be on duty to the Provincial Education Office, it is difficult to control and monitor the directory until it is addressed. In the case of the directory contains the accreditation results of schools / madrasas that have been accredited. to be followed up and there are no known weaknesses and strengths by stakeholders. Then it can be categorized as assessment 2, because the evaluation criteria are fulfilled, some of the information reaches the range of 50-85%, then the results of the evaluation are categorized as moderate.
2. Findings of evaluations of Resources (resources)
 - a. Facilities and infrastructure.
Support for facilities and infrastructure in the implementation of school / madrasah accreditation is sufficient for school / madrasah accreditation needs, so you can get category 3 assessment, if the evaluation criteria are met in the range of $85 \geq 100\%$ of all criteria set, then the evaluation results are categorized high.
 - b. Financing
Financial management has been carried out by emphasizing the truth, detailed presentation of various parties, current financial reports, financing audits can be accounted for, then categorized as 3, if the evaluation criteria are met in the range of $85 \geq 100\%$ of all criteria set, the evaluation results it is categorized as high.
 - c. Human Resources.
Secretariat staff, Provincial School / Madrasah Accreditation Implementation Unit and Assessor have carried out their duties. Then it can be categorized as assessment 2, because the evaluation criteria are fulfilled, some human resources workers reach the range of 50-85%, the achievement of the evaluation results is categorized as moderate.

3. Disposition (disposition) evaluation findings

Because there are limitations to the accreditation quota, the target of school / madrasah accreditation cannot be fully accredited and each program implementation is carried out through staff bureaucracy, work effectiveness and incentives. Then it can be categorized as assessment 2, because the evaluation criteria are fulfilled, some human resources workers reach the range of 50-85%, the achievement of the evaluation results is categorized as moderate.

4. Findings of the Bureucratic Structure Evaluation

The results of monitoring and evaluation activities of members of the Provincial Accreditation Board of Schools / Madrasahs, in the implementation of accreditation programs there are still difficulties in conducting accreditation visits because the location is difficult to reach. Then it can be categorized as assessment 2, because the evaluation criteria are fulfilled, some of the visitation activities for visitation location accreditation are difficult to reach in the range of 50-85%, the achievement of the evaluation results is categorized as moderate.

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