

Online Accreditation Assessment with SISPENA: Survey on PKBM Assessors in East Java

Ahmad^{1, *}, M. Ishaq¹, Edi Widiyanto¹,
Ratih Permata Sari², Citra Dewi³, Rita Prima Bendriyanti³

¹ Faculty of Educational Sciences, Malang State University, Indonesia

² Faculty of Tarbiyah Institute of Islamic Religion Al-Qolam Malang., Malang, Indonesia

³ Faculty of Training and Education, Dehasen University, Indonesia

*Corresponding author. Email: ahmad.fip@um.ac.id

ABSTRACT

The assessor is a professional who has the assessment competency and high personal capacity for task completion. An assessor should adapt to the SISPENA online technology in carrying out assessment tasks. The objectives of this article are: (1) Analyzing the readiness of the online SISPENA system in accreditation, (2) Analyzing the competency of assessors with online SISPENA at each stage of the accreditation assessment, and (3) Analyzing the quality of PKBM before and after online SISPENA accreditation. This survey research was conducted in East Java province by involving 35 PKBM assessors and at the same time, the research sample was taken by purposive sampling. Data was collected by distributing questionnaires and then analyzed using the formulation of Jeffreys's Amazing Statistics Program (JASP). The results show that: (1) SISPENA online is well prepared as an effective and efficient accreditation quality control strategy at every stage of the accreditation assessment, (2) All assessors have excellent assessment competency and work professionally at every stage of accreditation. and (3) the significant improvement in quality-based institutions' performance after participating in accreditation, this is relevant to the commitment to fulfill the Eight National Education Standards by all institutions after obtaining accreditation status. This research is still far from perfect, so we hope for constructive suggestions for future improvements.

Keywords: *assessment competency, accreditation, SISPENA online technology.*

1. INTRODUCTION

As the organizer of non-formal education programs, the Center for Community Learning Activities abbreviated as PKBM continually ensures the quality of each program through accreditation.[1] Accreditation is an activity to assess the feasibility of a program in an educational unit based on predetermined criteria. [2] Accreditation ensures the quality of educational units, even with national and international accreditation status, has a positive impact on the reputation of the institution in the community.[3][4] The implementation of the Freedom of Learning still requires accreditation as a policy intervention tool, that is based on public accountability, educational quality assurance, and as a leading learning output that liberates.[5] Therefore, one

of the easiest ways to determine the quality of an educational unit is to look at its accreditation status [6]. Therefore, accreditation is the main tool to ensure the quality of non-formal education.

Quality accreditation can empower and utilize certification as a process of social control and regulation. [7] Accreditation is a control step to give recognition to the quality of PKBM education units, based on the results of the assessment that refers to the established performance rubric.[8][9] The form of the rubric is in the form of a manual assessment by the assessment stages in the accreditation process, including a manual assessment for the classification of accreditation applications, a manual visitation assessment, and a manual validation assessment. Through this assessment stage, it is hoped

that it will reflect the quality of education units that have high accountability values and are trusted by the community. By the change in the accreditation paradigm adopted by the National Accreditation Board for Early Childhood Education and Non-formal Education (BAN PAUD & PNF) from performance complaints, then the use of assessment instruments must be mastered by PKBM assessors in maintaining and controlling the quality of PKBM Education units.[10] Therefore, assessors are required to upgrade their knowledge, skills, and work attitudes so that the title of the professional assessor is fulfilled. The indicators for professional assessors include an assessor who has personality competence, substance competence, methodological competence, and information and communication technology competence.[11][9] Methodologically and in substance, the assessor must understand the PKBM educational unit institutionally, understand theoretically and practical implementation, this can be shown by educational qualifications that are relevant to their duties and functions, besides that, assessors also participate in training activities, competency refreshment coordinated by BAN PAUD & PNF or independently.

In 2020, East Java PKBM assessors have participated in competency strengthening activities and declared to have passed 63 people, where 46 of them are original PKBM assessors and 17 others are transferred assessors from the clump of course and training institutions who had received technical guidance from BAN PAUD and PNF. Assessors who have through this assistance have been declared eligible to become PKBM assessors. This activity is intended to provide a refresher on the competence of knowledge, skills, and mental attitude to assessors so that they are ready to work with a high and good work ethic. As a guard for quality control of PAUD & PNF, assessors do not work alone but also work with the principle of partnership that refers to standards of ethics and work guidelines for assessors and work professionally. However, it has not run optimally since some assessors are found to work outside of their duties and functions. Ideally, an assessor conducts an assessment objectively related to the performance's evidence shown by the PNF unit in form of the classification of accreditation requirements assessment, a visitation assessment, and a validation assessment.

In the context of partnership, assessors act as key instruments in collecting unit performance information, cooperate with education unit managers, supervisors, representatives of the education office, and the public, so that the purpose of collecting information is achieved. The tool that assessors need to master is the online, integrated, and objective Accreditation Assessment System (SISPENA) in measuring the performance of PNF units. Since it was first launched in 2018, SISPENA originally was a conventional approach that has changed to an online approach. his system innovation was chosen because it is relevant to the quality needs in Indonesia, as

geographically Indonesia is an archipelagic country which quite difficult to reach. However, the implementation of this online assessment system requires special requirements, for example, all institutions need to prepare online accreditation tools like internet network access, evidence of the performance of e-office-based educational units, and e-portfolios that are openly stored and saved on the education's unit website, including social media. The number of institutions administering equality and literacy programs that accredited as very well outnumber educational units that accredited as excel and good in 2018-2019. There has been a consistent increase from 2018 to 2019, but for 2019, the accredited institutions have decreased significantly even though the quota has been determined proportionally.[12][13] For more details can be seen as the following table:

Table 1. Accreditation Status of PNF Program Institutions in East Java

Accreditation Year	Accreditation Status			
	Superior	Very Good	Good	Not Accredited
Year 2018	25,53	56,38	15,96	2,13
Year 2019	10,45	79,10	10,45	0,00

Based on the data above, the most dominant factor causing the low achievement of accreditation is that the institution has not been able to adapt to the use of online SISPENA.[14] Old experience with preparing portfolios of educational units that require printed documents and supported evidence is also becoming a problem. Education units have not been able to adapt to the online SISPENA which was developed so that the availability and completeness of conventional documents can be reduced. This is in line with the spirit of going green in human life, the use of paper and ink needs to be reduced to create healthy and sustainable earth.

On the other hand, the ability to assess the performance of educational units is a challenge for assessors, where until now assessors have not had the same thoughts regarding the assessment methods and techniques in assessing the performance of educational units, although national assessment guidelines have been provided. Assessors are also expected to have digital literacy skills to operate computers, internet networks, zoom meetings, email, google drive, online visitation screen recorders so that accreditation results are well recorded, systematically documented, and well-reported with the principle of accountability for the performance of all assessors.

Based on the background above, the formulation of the research problems are as follows: (1) Does the online SISPENA system work well and adequately in measuring the quality of PKBM education units? (2) Do PKBM Assessors have assessment competencies in each stage of accreditation? (3) Are there any differences in the quality

of PKBM units before and after participating in online accreditation with SISPENA?

2. METHOD

This survey research is conducted in East Java.[15] The writers choose this type of research since in describing the research’s problems, writers do not manipulate the data related to the readiness of the SISPENA online system and competency of PKBM assessor assessment. On the other hand, the selection of research sites in East Java province because it is a pilot project area of every BAN PAUD & PNF policy. In addition, East Java province gets the highest allocation of accreditation quotas each year. The population of this research are 63 people, however; since the sample are taken purposively then the number of assessors involved was 35 (thirty-five) PKBM assessors, consisting of 21 male assessors and 14 female assessors who had the

experience to be involved in doing KPA assessment, Visitation Assessment, and Accreditation Validation Assessment since the year 2018-2019. The data of this study are quantitative data, obtained from the results of distributing online questionnaires, then analyzed quantitatively in the form of descriptive tests, exploratory factor analysis tests, and T-tests with the formulation of Jeffreys's Amazing Statistics Program (JASP).[16] Descriptive analysis is used to see the tendency in groups or from the tendency of research data to provide an understanding of the scores in one group of research data. The exploratory factor analysis test is used to map the dimensions of the similarity tendency of the questionnaire indicators used in the study so that it helps in analyzing the readiness of online SISPENA and assessor competence assessments. While the T-test is used to see the achievement of PKBM Education unit quality before and after accreditation with online SISPENA.

3. RESEARCH RESULT

After analyzing the research data, research questionnaires used have met the analysis requirements as shown in the following table.

Table 2. Descriptive Statistics

	Sispena System		KPA		PV		PVV	
	Man	Woman	Man	Woman	Man	Woman	Man	Woman
Valid	21	14	21	14	21	14	21	14
Missing	0	0	0	0	0	0	0	0
Mean	24.429	24.857	31.619	30.571	56.667	55.714	36.714	33.000
Median	25.000	25.500	32.000	30.000	57.000	55.000	37.000	36.000
Mode	^a 26.000	26.000	32.000	29.000	61.000	52.000	39.000	40.000
Std. Deviation	1.886	2.033	2.636	2.821	3.610	3.709	2.813	9.422
Shapiro-Wilk	0.896	0.902	0.913	0.940	0.919	0.919	0.872	0.738
P-value of Shapiro-Wilk	0.029	0.122	0.063	0.421	0.084	0.214	0.010	< .001
Minimum	21.000	22.000	25.000	25.000	50.000	50.000	30.000	8.000
Maximum	27.000	28.000	35.000	35.000	61.000	61.000	40.000	40.000
Sum	513.000	348.000	664.000	428.000	1190.000	780.000	771.000	462.000

^a More than one mode exists, only the first is reported

Descriptive analysis using the JASP application, as shown in Table 2 above, shows that the overall sample is normally distributed, with positive and high mean, median, and mode values for each measurement dimension in the respondent group. The research sample already represents the existing population and provides a specific description of online SISPENA system readiness and the competence of PKBM assessors in assessing the performance of the PNF unit. Items of the instrument are filled in completely with full responsibility, honesty, with a high level of validity and reliability so that the

information is in line with real conditions. Although there is a difference in the number of respondents between men and women, the results of the calculation of the average and standard deviation are not that far and even meet the normality of the data referring to the Shapiro-Wilk method.

The results of Bartlett's Test calculation are 561,000 with a significance below 0.001, which means that the research data meets the requirements for further analysis. This result is also proven by the calculation of the result's frequency of research data with a positive Chi-squared

Test value of 494 and a significance level below 0.001. The results of the Kaiser Meyer Olkin Test also show that the overall Measure of Sampling Adequacy (MSA) is 0.500. If the KMO value is between 0.5 and 1, it can be concluded that the appropriate factor analysis is used, meaning that the indicators of all measurement dimensions can still be predicted, and further analysis can be carried out.[17][18] MSA is another measurement used to see the intercorrelation between dimensions and suitability of factor analysis. The raise in the MSA value is determined by an increase in sample size, the mean correlation, the number of dimensions, and a decrease in the number of factors.[19]

Table 3 Bartlett's test

Bartlett's test			
	X ²	df	p
	4735.608	561.000	< .001

Chi-squared Test			
	Value	df	p
Model	2583.803	494	< .001

Table 4 Kaiser-Meyer-Olkin test

Kaiser-Meyer-Olkin test					
Overall MSA					0.500
	MSA		MSA		MSA
SIS1	0.500	IPV1	0.500	PVV1	0.500
SIS2	0.500	IPV2	0.500	PVV2	0.500
SIS3	0.500	IPV3	0.500	PVV3	0.500
SIS4	0.500	IPV4	0.500	PVV4	0.500
SIS5	0.500	IPV5	0.500	PVV5	0.500
SIS6	0.500	IPV6	0.500	PVV6	0.500
KPA1	0.500	IPV7	0.500	PVV7	0.500
KPA2	0.500	IPV8	0.500	PVV8	0.500
KPA3	0.500	IPV9	0.500		
KPA4	0.500	IPV10	0.500		
KPA5	0.500	IPV11	0.500		
KPA6	0.500	IPV12	0.500		
KPA7	0.500	IPV13	0.500		

Based on the calculation results of the analysis requirements, empirically the research data can be used to collect field data by analyzing the readiness of the online SISPENA system in accreditation, and the competency assessment of PKBM assessors in doing

their duties as KPA assessors, visitation assessors, and validation assessors can be described as follows.

Table 5. Analysis result of Factor Loadings

Factor Loadings			
	SISPENA	Assessment Competence	Uniqueness
SIS1	0.443	0.403	0.641
SIS2			0.994
SIS3		0.459	0.780
SIS4			0.870
SIS5			0.973
SIS6			0.871
KPA1		0.741	0.447
KPA2		0.625	0.591
KPA3	0.411	0.595	0.477
KPA4		0.704	0.404
KPA5			0.876
KPA6			0.894
KPA7		0.718	0.484
IPV1		0.726	0.470
IPV2	0.505		0.651
IPV3		0.579	0.629
IPV4		0.480	0.638
IPV5	0.497	0.648	0.333
IPV6		0.461	0.788
IPV7			0.991
IPV8		0.623	0.612
IPV9			0.964
IPV10			1.000
IPV11		0.682	0.462
IPV12			0.811
IPV13			0.987
PVV1	0.850		0.195
PVV2	0.736		0.359
PVV3	0.916		0.120
PVV4	0.963		0.069
PVV5	0.930		0.135
PVV6	0.965		0.067
PVV7	0.481		0.747
PVV8	0.940		0.113

Note. The applied rotation method is varimax.

Based on the data above, the thirty-four (34) items of the questionnaire have formed two main factors, such as the SISPENA factor and Assessor Assessment Competency factor. Based on the results of exploratory factor analysis (EFA) using the JASP application, twelve questions related to the readiness of SISPENA online provide information that the loading factor of these items is above 0.4,[20][21] with the highest loading factor value of 0.965, and the lowest loading factor of 0.411. From this data, it can be concluded that the online

SISPENA system developed by BAN PAUD and PNF is very strong and ready to be used in measuring PKBM performance. The competency dimension of assessor assessment also has a loading factor value above 0.4 with the highest loading factor value of 0.741 and the lowest loading factor value of 0.459 as measured by fourteen (14) questionnaire questions. Both factors in this study are high with a factor 1 value of 7.462 and factor 2 of 6.094. It means that it is very significant in influencing the dimensions that have been set. After meeting all the factors for the online SISPENA readiness dimension and the competency assessment of PKBM assessors, the next step is to determine whether accreditation has a quality impact on PKBM institutions. The results of the analysis show that accreditation has a significant impact on the quality of the institution, as shown in the following table.

Table 6. Independent Samples T-Test

	Test	Statistic	df	p	Effect Size
quality before	Student	0.543	33	0.591	0.187
	Mann-Whitney	157.000		0.747	0.068
quality after	Student	0.485	33	0.631	0.167
	Mann-Whitney	150.500		0.918	0.024

Note. For the Student t-test, the effect size is given by Cohen's d. For the Mann-Whitney test, the effect size is given by the rank biserial correlation.

Based on the data above, there is a significant average difference between the quality of PKBM before and after participating in accreditation with online SISPENA. It is indicated by the results of high student and Mann Whitney T calculations after the education unit has participated in accreditation, with the arithmetic value above 0.5.

4. DISCUSSION

4.1 The Readiness of Online SISPENA

SISPENA online is an innovative product of BAN PAUD and PNF to accommodate the quality needs of PKBM to the community. For this reason, SISPENA is used as the main tool for the accreditation process in an open, accountable manner, and fulfills the principles of future quality assessment that is effective and efficient. By developing SISPENA, BAN PAUD and PNF have educated the public that accreditation is not a scary thing, but as part of a process that must be fulfilled by institutions to provide excellent service to the community. This is very rational as SISPENA used as a strategy to accommodate the enthusiasm of the community in the success of the PNF national accreditation movement. With the SISPENA application,

the implementation of accreditation becomes easier, faster, and also has higher quality. Accreditation is more transparent as it is integrated with national education data centers, both at the Ministry of Education and National Culture of Indonesia, as well as at the Ministry of Religion of the Republic of Indonesia nationally and internationally.[22][5]

The implementation of SISPENA received positive responses from PKBM assessors as it allows all tasks to be done anytime, with a high work ethic and applying good work ethic principles. Through SISPENA Online, both assessors and assessors get high security and comfort in their work, each assessor is provided with a system by provides different user ids and passwords, so that quality control is truly guaranteed. In general, the network system is the most difficult aspect of adopting digital assessment, however, with SISPENA, network access is rarely a problem. This is due to efforts to strengthen an integrated server so that accreditation information can be accommodated.

As assessors and assessment participants operating SISPENA, they are monitored systemically by BAN PAUD and PNF both at the Head Office in Jakarta and in the province of East Java. The implementation of SISPENA-based accreditation activities is based on a request from the Association. This accreditation process usually starts from an independent assessment and periodically updates the completeness of the institution's performance documents on the basic education database that is integrated with the DAPODIK KEMDIKBUD and or EMIS Kemenang. If the assessment participant inputs complete data, the data will automatically be integrated into SISPENA, the next step for PKBM is to fill in the self-evaluation form and complete the general and special requirements. The East Java BAN PAUD and PNF parties check the completeness of the accreditation application documents from PKBM. For accreditation documents that meet 60% they can be proceeded to the next stage, while for those who do not meet these requirements, the application process is returned. After the assessment participant completes the accreditation requirements, it will then be monitored by BAN PAUD and PNF East Java province to be mapped to the classification assessment stage of the accreditation assessment. At this stage, an assessment is carried out by the KPA assessor with its main task of checking the availability of all documents by the KPA assessment guidelines as well as checking the completeness of the general and specific requirements documents attached to the assessment. If it's all complete, then it will be processed to the visitation stage.

At the visitation stage, the two assessors were assigned by BAN PAUD and PNF to collect information online using the zoom meeting application. This

visitation was carried out for two days and involved two assessors, in turn, confirming the performance of each visitation respondent which generally involved students, graduates, tutors, institutional managers, community representatives, as well as business and industrial partners. The results of the next visitation assessment go to the validation assessment stage. The validation assessment process involves a validation assessor, that has main level assessor criteria. The task of the validation assessor is to assess the suitability of the KPA assessor's assessment and the visitation assessor regarding the performance of the institution. The results of the validation assessment are then verified by BAN PAUD and PNF resource persons, later, used as the material for making decisions on the determination of the results of accreditation. Further explanation can be seen in the following illustration.

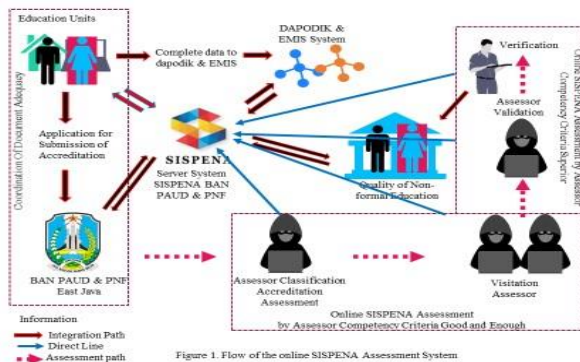


Figure 1. Flow of the online SISPENA Assessment System

The picture above shows that the online SISPENA that is developed is very well prepared and provides a very effective and efficient impact for measuring the quality of PKBM by referring to the SISPENA manual which is systematic and easy to implement by all parties.

4.2 Assessor Assessment Competence

Assessors are independent individuals who come from elements of academics and practitioners that are working based on the rules of the code of ethics; hence they'd promote professionalism and a high work ethic. In general, the assessors owned by BAN PAUD and PNF are divided into three categories such as excellent assessors, very good assessors, and good assessors. Excellent and very good assessors oversee all stages of the assessment, while good assessors oversee the KPA assessment and visitation assessment. As professionals, assessors are partners of all parties, both internal and external. Internal partnerships are collaborating with managers of central BAN PAUD and PNF, fellow assessors, even with the technical team of BAN PAUD and PNF in East Java. While the external partnerships collaborate with assessors, supervisors, community representatives, and the business and industrial world. In

line with their duties and functions, assessors assess the feasibility of PKBM, starting from the classification stages of accreditation applications, visitation assessments, and validation assessments as described below.

a. KPA Assessment

The assessment stage of the accreditation application classification is assessed by an assessor. The criteria for assessing KPA assessors such as being active as an assessor, having passed the competency test, having ICT skills, writing a personal statement, and not having violated the code of ethics. At this stage, all assessors are obliged to check the completeness of the PKBM document referring to the pass-competency standards, content standards, process standards, educators and education personnel standards, management standards, financing standards, and assessment standards. The assessment stage of the accreditation application classification is assessed by an assessor. The criteria for assessing KPA assessors such as being active as an assessor, having passed the competency test, having ICT skills, writing a personal statement, and not having violated the code of ethics. At this stage, all assessors are obliged to check the completeness of the PKBM document referring to the pass-competency standards, content standards, process standards, educators and education personnel standards, management standards, financing standards, and assessment standards. This kind of standard also applies in various countries in measuring the quality of institutions.[15][23] The assessor coordinates with the assessment applicant regarding the completeness of the documents available at SISPENA. Assessors are given 3 x 24 hours to complete the assessment after coordinating with the assessor. Coordination aims to ensure that there are no obstacles in attaching supporting documents for accreditation, and as consideration of assessment by assessors.

The research data provides information that, in general, there are not so many problems faced by assessors in the assessment process at this stage, it is because SISPENA openly provides two-way information access for both assessors and assessment applicants in the KPA assessment process. During the KPA assessment process, the assessment applicant can monitor the assessor's assessment notes on the item notes menu, so that in the system the assessment applicant can confirm the assessor's findings. This is where the advantages of SISPENA exist, as it applies the principle of objective assessment. If the assessment process and data confirmation are faster than the stipulated time, then there's no problem so the assessment can be ended and continued at the visitation stage.

b. Visitation Assessment

In the assessment context, PKBM as a non-formal education supermarket needs special treatment compared to other units, because the scope of the program assessed

during the visitation is relatively large, so the measuring instrument used must have an adequate level of confidence. To measure the performance of PKBM, a PKBM visitation assessment instrument (IPV) was developed by measuring five aspects, such as (1) Competence of students/graduates, (2) Meaningful for the community, (3) Responsive in capturing community needs, (4) Innovative, pioneering, and referrals, and (5) Partnerships/networks, where all of them are distributed into 22 questions.

To assess these performance aspects, all assessors are involved in this stage, however; assessors with only good criteria should be accompanied by an assessor with excellent criteria. This process does not mean that the results of assessor mapping when assessor capacity building training fails, but this assessor mapping is expected to demonstrate better credibility of the accreditation results. The mentoring process also aimed to measure the extent of the assessor's competency level in measuring PKBM performance through visitations. Both assessors are also provided with manual visitation. This document must be mastered by both visitation assessors, as a reference in making assessment decisions. The manual visitation contains instrument items and data collection guidelines so that both assessors work optimally.[24]

As a reflection, to produce the 22 IPV PKBM questions the process should go through a long and gradual process. Starting from the process of preparing academic manuscripts, drafting IPV, limited expert test stage 1, empirical test stage 1, IPV draft improvement, limited expert test stage 2, stage 2 empirical test, improvement of IPV draft, system trial stage 1 and 2 to produce a final IPV to be able to assess the unit performance. This is relevant to the first stage results of the empirical trial, showing that the Goodness-of-Fit Index (GFI) is in the range between 0.784 – 0.803. These results indicate that the developed model is close to good, although the ideal standard is usually $0.80 < GFI < 0.90$. The GFI value is also close to 0.90 which is a good fit model. Referring to the Root Mean Square Error of Approximation (RMSEA) value between 0.067-0.072, these results indicate that the model developed is in the good fit category with the criteria of $0.05 < RMSEA < 0.08$. The value of the Comparative Fit Index (CFI) is between 0.813 – 0.833, this result shows the suitability of the model developed with the marginal fit category with the criteria of $0.80 < CFI < 0.90$, while the CMIN/DF value is in the range between 1.536-1.627 indicating a model can be used and accepted also match with the criteria. The expected CMIN/DF is 2.0 which indicates the acceptance of the model. [19][22]

The results of the IPV empirical test show that some of the criteria for the model suitability test are in good and marginal categories. The acquisition of the marginal value is a condition of conformity of the measurement model with achievements under the criteria of absolute fit and incremental fit, but this result can still be tolerated to

be continued in the further analysis as it is close to the goodness of fit criteria.[19]

Because of the instrument's high degree of validity and reliability, thus it is convenient for the two assessors to evaluate the assessment's performance in the field. The assessor partnered with the assessor for 2x 24-hours during the visitation. The two assessors conducted individual and group assessments of PKBM performance. This treatment was applied as part of the cross-validation of the information gathered from the assessment, resulting in an almost-perfect assessment. In addition, as part of accreditation quality control, in providing an assessment both assessors are required to provide comments on each question item so that the assessment applicant gets recommendations to be followed up in the quality improvement process, although the results of the visitation assessment cannot be used as the material for final decision making since the principle of visitation assessment is to look closely at the quality performance of the accredited PKBM.

c. Validation Assessment

There is one assessor on duty at the validation stage, with excellent criteria. Where its task is to assess the suitability of the results of the KPA assessment with the visitation assessment because it involves excellent assessors then the validation assessment is truly credible. However, in general, it is found out that there is still a discrepancy between the results of the KPA assessment and the visitation assessment during validation. However, in general, there is still a discrepancy between the results of the KPA assessment and the visitation assessment during the validation stage. This happens because in conducting assessments, assessors are not very confident in providing assessment considerations, sometimes assessors are still stuck with reading, and seeing the existence and completeness of PKBM performance evidence documents, so they have not been able to translate the institution's real performance, so the scores given are relatively high.

On the other hand, the task of the validation assessor will be helped if the KPA and validation assessors can dig up information and attach evidence of findings correctly and accurately, as the basis for validator decision making. Another factor is that there are differences in the value of individual visitations between assessors at the time of visitation, this occurs because of the different perspectives of assessors in collecting information. As the ability of each assessor is not the same and different perspective that they have then this condition is very rational if the difference is not too far between the two assessors. Indeed, the visitation assessment reflects the validation assessor in giving consideration, although sometimes the visitation assessor doesn't provide comprehensive information.

If the performance of the KPA assessor or visitation assessor is determined to be inadequate during validation, the validation assessor confirms and visits the KPA assessor regarding the evidence of performance that has been provided, both those that have met and those that

have not. The validation assessment's findings are subsequently reported to the on-duty Central Resource Person during visitation. [22] This verification is done to see if the validation assessor's assessment is correct and in compliance with the existing manual. Typically, the verifier evaluates everything from the institution's profile to item results, writing recommendations, and even the suitability of the KPA assessment evidence and the Visitation assessment evidence. If it is deemed appropriate, the verifier provides recommendations and approves the work of the validator.

The validator's next responsibility is to examine the performance of the KPA assessors and visitation assessors using a set of questionnaire assessment tools available at SISPENA once they have been verified by the resource persons. This is necessary as data in improving assessment performance and as a foundation for determining assessor responsibilities in the future.

4.3 PKBM Quality in East Java

An accredited institution is the dream of all PKBM managers, especially getting an accredited Excellence title. However, there are relatively few excellent accredited institutions compared to very well accredited ones, although there are as many as well-accredited institutions. This happens because of the high-quality commitment of BAN PAUD and PNF in producing credible assessments, with the implementation of gradual and comprehensive assessments so that the results of accreditation can be accounted for in the community. Accreditation is also a barometer of the quality to influence the quality of learning, this happens in many developing countries and even developed countries. [25] [7]

Along with the implementation of performance-based assessment using SISPENA, the quality of PKBM has increased significantly after participating in accreditation, this is due to the aspect of quality being measured that directs the institution to make quality improvements, [4] even though in the reality, assessors do not work in the process of mentoring, supervising, and assistance, but with the content of KPA assessment materials, and visitation assessments become separate references for institutions in evaluating themselves based on the results of the assessment in accreditation. The commitment of quality institutions, on the other hand, has become a mutual agreement in the acceleration program for accreditation, which would be carried out both systematically by the central government and individually by institutions. Because it is part of lifelong education, the institution constantly innovates in institutional arrangements by optimizing the institution's strategic partners. [26] non-formal education is a partnership tool that benefits not just the education sector but also many other sectors, therefore it is no longer an alternative education, but rather an equal and even a communal necessity. [27]

The proudest thing about accreditation is the good partnership work by institutions in receiving all

accreditation information, this is because each institution is given a recommendation that is officially contained in the accreditation certificate. [28] In the preparation of these recommendations, the assessors put out a systematic, measurable, communicative and solution of each institution's performance. Based on that, the institution does not conduct an appeal process on the results of accreditation every year, since the results of the assessment contained in the certificate truly reflect the quality performance of the institution.

5. CONCLUSION

Based on the results of these studies, it can be concluded that: (1) Sispena is very ready as an effective and efficient quality control strategy used by assessors and assessing applicants for the stages of institutional self-assessment, KPA assessment, visitation assessment, and validation assessment; thus, it provides convenience and comfort access to information quickly that is relevant to the conditions of an archipelagic country such as Indonesia; 2) All assessors have good assessment competence for each assessment stage that has been determined. This is relevant to the mapping of tasks and functions for each category of assessors so that the quality of the assessment results is well received by the community; and (3). The high increase in behavioral changes in the quality of institutional performance after participating in accreditation is reflected in the readiness, completeness, and implementation of national education standards which are indicators of accreditation quality. In addition, the high participation and commitment of institutions in partnering so that the recommendations of accreditation results can be fulfilled and implemented by the institution.

ACKNOWLEDGMENT

This article was written as the result of research funded by PNBP UM for the 2021 fiscal year based on the Decree of the Chancellor of the State University of Malang Number 4.3.13/UN32/KP/2021. Our gratitude goes to the Institute for Research and Community Service, the State University of Malang, which has funded this research through a PNBP 2021 grant, and the Faculty of Education, State University of Malang.

REFERENCES

- [1] Menteri Pendidikan dan Kebudayaan Republik Indonesia, "Permendikbud Nomor 13 Tahun 2018," Jakarta, 2018. [Online]. Available: [https://banpaudpnf.kemdikbud.go.id/upload/download-center/Permendikbud No. 13 Tahun 2018 tentang BAN-SM dan _1538451668.pdf](https://banpaudpnf.kemdikbud.go.id/upload/download-center/Permendikbud%20No.%2013%20Tahun%202018%20tentang%20BAN-SM%20dan%20_1538451668.pdf).
- [2] P. R. Indonesia, "Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional," *Sekr. Kab.*, pp. 167–169, 2003.

- [3] C. Fleseriu, F. S. Duma, I. A. Nistor, and D. Păun, "The sustainability of international accreditations and their impact on students' choices in selecting the universities," *Sustain.*, vol. 12, no. 16, 2020, DOI: 10.3390/su12166480.
- [4] S. W. Kim, W. C. Lin, and C. F. Tsai, "Research performance of AACSB accredited institutions in Taiwan: before versus after accreditation," *Springerplus*, vol. 5, no. 1, 2016, DOI: 10.1186/s40064-016-2934-6.
- [5] A. Cahyana, "Merdeka belajar dalam konteks akreditasi," *BAN PAUD dan PNF*, pp. 1–6, 2019, [Online]. Available: [https://banpaudpnf.kemdikbud.go.id/upload/download-center/Merdeka Belajar dalam Konteks Akreditasi_1590862092.pdf](https://banpaudpnf.kemdikbud.go.id/upload/download-center/Merdeka%20Belajar%20dalam%20Konteks%20Akreditasi_1590862092.pdf).
- [6] Biyanto, "Akreditasi Untuk Pendidikan Bermutu," 2018. Accessed: May 09, 2021. [Online]. Available: [https://banpaudpnf.kemdikbud.go.id/upload/download-center/Akreditasi untuk pendidikan bermutu_1590803512.pdf](https://banpaudpnf.kemdikbud.go.id/upload/download-center/Akreditasi%20untuk%20pendidikan%20bermutu_1590803512.pdf).
- [7] M. J. Chisvert-Tarazona, A. Ros-Garrido, M. Abiétar-López, and L. Carro, "Context of validation of non-formal and informal learning in Spain: a comprehensive view," *Int. J. Lifelong Educ.*, vol. 38, no. 2, pp. 198–213, 2019, doi: 10.1080/02601370.2019.1582563.
- [8] R. Oktaria, L. Hamid, Y. Yuningsih, and S. Suparti, "Evaluasi Hasil Akreditasi Lembaga PAUD Se-Kota Depok," *J. Early Child. Educ.*, 2019, doi: 10.15408/jece.v1i2.12888.
- [9] BAN PAUD dan PNF, "Perangkat Akreditasi Pendidikan Anak Usia Dini dan Pendidikan Nonformal Tahun 2021," 2021.
- [10] Supriyono, "Karakter pkbm dan kemitraan," 2021.
- [11] BAN PAUD & PNF, "Panduan Pembekalan Asesor Akreditasi (PAA) Tahun 2021," pp. 1–41, 2021.
- [12] BAN PAUD dan PNF, "Kebijakan dan Mekanisme Akreditasi PAUD dan PNF Tahun 2018," 2018.
- [13] Ban Paud dan PNF, "Badan Akreditasi Nasional Pendidikan Anak Usia Dini Dan Pendidikan Nonformal," no. 021, 2019, [Online]. Available: <http://www.banpaudpnf.or.id>.
- [14] B. P. Rola Pebrianti, Wahirudin, "Analisis Kesiapan PKBM dalam Menghadapi Akreditasi Berbasis SISPEN 2.0 di Kabupaten Rejang Lebong," *J. Lifelong Learn.*, vol. 3, no. 2, 2020.
- [15] E. Boeren, "Evidence-based policy-making: the usability of the Eurostat Adult Education Survey," *Int. J. Lifelong Educ.*, vol. 33, no. 3, pp. 275–289, 2014, DOI: 10.1080/02601370.2014.891887.
- [16] B. & R. U. Zulfachri, "Pengaruh Kompetisi Dalam E-Procurement Terhadap Nilai Pada Layanan Pengadaan Secara Elektronik Kota Pengolahan data menggunakan dalam penelitian menggunakan JASP (Jeffreys' s Amazing," *CASH*, pp. 91–110, 2021.
- [17] B. A. Cerny and H. F. Kaiser, "A study of a measure of sampling adequacy for factor-analytic correlation matrices," *Multivariate Behav. Res.*, vol. 12, no. 1, 1977, DOI: 10.1207/s15327906mbr1201_3.
- [18] E. C. Shirkey and C. D. Dziuban, "A note on some sampling characteristics of the measure of sampling adequacy (MSA)," *Multivariate Behav. Res.*, vol. 11, no. 1, 1976, DOI: 10.1207/s15327906mbr1101_9.
- [19] R. E. A. Joseph F. Hair Jr, William C. Black, Barry J. Babin, *Multivariate Data Analysis.pdf*. New Jersey: Pearson Prentice Hall, 2010.
- [20] D. Goretzko, T. T. H. Pham, and M. Bühner, "Exploratory factor analysis: Current use, methodological developments, and recommendations for good practice," *Curr. Psychol.*, vol. 40, no. 7, 2021, DOI: 10.1007/s12144-019-00300-2.
- [21] J. Braeken and M. A. L. M. Van Assen, "An empirical Kaiser criterion.," *Psychol. Methods*, vol. 22, no. 3, 2017, DOI: 10.1037/met0000074.
- [22] BAN PAUD dan PNF, "Kebijakan dan Mekanisme Akreditasi Tahun 2021," 2021.
- [23] S. Webb, J. Holford, S. Hodge, M. Milana, and R. Waller, "Lifelong learning for quality education: exploring the neglected aspect of sustainable development goal 4," *Int. J. Lifelong Educ.*, vol. 36, no. 5, pp. 509–511, 2017, DOI: 10.1080/02601370.2017.1398489.
- [24] I. Yuliantina, "Pentingnya akreditasi satuan paud," pp. 1–6, 2020.
- [25] C. Cavaco, P. Lafont, and M. Pariat, "Policies of adult education in Portugal and France: the European Agenda of validation of non-formal and informal learning," *Int. J. Lifelong Educ.*, vol. 33, no. 3, pp. 343–361, 2014, DOI: 10.1080/02601370.2014.896086.
- [26] D. Soares, D. Dias, and D. Soares, "Perspectives of lifelong education in Portuguese higher education: a critical analysis of learning outcomes education: a critical analysis of learning outcomes," *Int. J. Lifelong Educ.*, vol. 38, no. 2, pp. 148–156, 2019, DOI: 10.1080/02601370.2018.1559890.
- [27] A. Rogers, "Second-generation non-formal education and the sustainable development goals: operationalizing the SDGs through community learning centers," *Int. J. Lifelong Educ.*, vol. 38, no. 5, pp. 515–526, 2019, DOI: 10.1080/02601370.2019.1636893.
- [28] E. C. M. Young, "Continuing education is a lifelong learning society: The Hong Kong model," *Int. J. Lifelong Educ.*, vol. 27, no. 5, pp. 525–533, 2008, DOI: 10.1080/02601370802051660.