

# Factors Of Leadership And Organizational Behavior On The Accreditation Of Schools In Tomohon City

Maria R. Walukow<sup>1\*</sup>, Joulanda A.M Rawis<sup>2</sup>, Henny N. Tambingon<sup>3</sup>, Joseph Kambey<sup>4</sup>

<sup>1,2,3,4</sup> Doctoral Program in Education Management, Universitas Negeri Manado, Indonesia

\*Corresponding Author:

Email: [mr\\_walukow@yahoo.com](mailto:mr_walukow@yahoo.com)

---

## **Abstract.**

*Schools are declared accredited or not accredited based on the results of verification, clarification and validation, which are now summarized in the variables of the school accreditation instrument concerning the quality of graduates, the learning process, teacher performance and school management. This study describes school accreditation as a policy of education in Indonesia by examining leadership factors and organizational behavior towards current problems faced by the world of education, specifically high schools in Tomohon City. This paper is the result of a descriptive study using qualitative methods. The techniques used in the forms of literature study, observation, and interviews. Observations and interviews were carried out by researchers directly to high school level schools in Tomohon City. Based on the research results, all high schools in the city of Tomohon are accredited with the mechanism due to school leadership factors and the coordination of the Education Office Development Supervisors. On the other hand, schools that have expired accreditation status are caused by the lack of attention from school leaders and organizational behavior that is not functional.*

**Keywords:** Accreditation, Leadership and Organizational Behavior.

---

## **I. INTRODUCTION**

The accreditation of an education unit, both Schools and Madrasas, is one of the policies of the government of the Republic of Indonesia in the national education system. This policy is as stated in the Law of the Republic of Indonesia Number 20 of 2003. In Article 1 paragraph 22 it is stated that accreditation is an activity of evaluating the feasibility of programs in educational units based on predetermined criteria. The affirmation in Article 60 states that: 1) accreditation is carried out to determine the feasibility of education programs and units in formal and non-formal education pathways at every level and type of education, 2) accreditation of education programs and units is carried out by the Government and/or independent institutions authorized as a form of public accountability, and 3) accreditation is carried out on the basis of open criteria. Referring to this policy, school leaders should pay special attention to the accreditation of the schools they lead. A school leader must have an understanding that the school's accreditation symbol will provide a comprehensive picture of the appropriateness of the quality of education for that education unit. The form of implementational leadership attention can be demonstrated by the fulfillment of National Education Standards which include 1) graduation competency standards, 2) content standards, 3) process standards, 4) assessment standards, 5) educator and education staff standards, 6) facilities/infrastructure standards, 7) management standards, and 8) financing standards.

Educational National Standards (called SNP) are the minimum criteria regarding the education system in all jurisdictions of the Unitary State of the Republic of Indonesia. SNP based on Pancasila, the 1945 Constitution of the Republic of Indonesia, the Unitary State of the Republic of Indonesia, and Bhinneka Tunggal Ika. Schools are declared accredited or not accredited based on the results of verification, clarification and validation as a form of accreditation activities. This accreditation activity is in nature as an assessment using instruments and criteria that refer to national education standards. This accreditation result then becomes the basis for determining accreditation status (Article 51 paragraph 2, PPRI Number 57 of 2021). The variables contained in the School/Madrasah accreditation instrument consist of 1) quality of graduates, 2) learning process, 3) teacher performance, and 4) school management (BAN S/M, 2020). The problem was identified at the beginning of 2023 through the issuance of a decision letter from the Central

National Accreditation Board for Schools/Madrasahs (BAN S/M) number 1857/BAN S-M/SK/2022 dated 30 November 2022 concerning Determination of the results of automation of School/Madrasah accreditation for 2022, which among other things, stipulates **the expiration** of the accreditation status of several Schools/Madrasahs.

Expired status is caused by expiry date of the Accreditation Certificate of the educational unit. In fact, in the province of North Sulawesi, there are a total of 87 SMAs and SMKs that have received this status, 37 of which are SMA Education Units. As an implication of this problem, it has a negative impact, namely a decrease in the percentage of graduates who are eligible to be admitted by higher institutions. In terms of school organizational leadership, it is assumed that several factors caused to occur, including leadership and organizational behavior. School leadership is carried out by personnel such as school principals, vice principals, and managers of units, namely administrative administration, libraries, laboratories, OSIS coaches, and so on. Thus this paper aims at examining the leadership factors and behavior of school organizations in appreciating school accreditation policies. This is important to study regarding with the importance of accreditation goals. In other words, school principals and stakeholders need to pay special attention to the significance of school institutional accreditation.

## II. METHODS

This research was a qualitative research by conducting a literature study approach. Thus data collection was carried out through reviewing books, searching literature, notes, and reports related to this research. In addition, in order to obtain further information about the accreditation process, an interview technique was carried out. The schools in this study focused on high school level of education units, specifically those in Tomohon City, North Sulawesi province, Indonesia. There are 11 high schools in this area. The results of the study were described according to the purpose of identifying leadership factors and organizational behavior towards accreditation.

## III. RESULT AND DISCUSSION

Accreditation is defined as an acknowledgment of an educational institution granted by an authorized body after going through an assessment process that the institution meets certain standard requirements or criteria. Based on this definition, it is understood that accreditation is an acknowledgment of the fulfillment of standard requirements regarding quality as an educational institution. According to Patil and Pudlowski (BAN S/M, 2019) that accreditation and assessment are two very important processes in maintaining the quality of educational units. The accreditation process begins with an assessment or appraisal process. The results of the assessment are then used as a basis for providing legality in the form of accreditation status. As recognition of eligibility, accreditation actually becomes a driver and can create a conducive atmosphere for the development of education. In addition, accreditation provides direction to carry out quality assurance on an ongoing basis so that we continue to strive in order to achieve the expected quality. According to BAN, School/Madrasah accreditation aims to: 1) provide information about the feasibility of Schools/Madrasahs or programs implemented based on the SNP; 2) provide acknowledgment of the eligibility rating; 3) Mapping the quality of education based on SNP; and 4) provide accountability to stakeholders as a state of public accountability. Referring to points 3 and 4 of these objectives, it can be understood that school leaders who pay great attention to the accreditation system by following the procedure and mechanism of accreditation meaning that they are the leaders who have great respect for improving the quality of education services. They are able to provide accountability for their maximum performance to stakeholders, both to parents of students, the community, coaching agencies and the world of work.

After all, this quality improvement leads to the quality of graduates. Referring to the purpose of accreditation, by citing Antonius (2017) stated that accreditation is carried out to determine the feasibility of programs and educational units in formal and non-formal education at every level and type of education. The accreditation process is carried out periodically and openly with the aim at assisting and empowering education unit programs so that they are able to develop their resources in achieving national education

goals. Accreditation is a regulatory tool so that educational units know their strengths and weaknesses so that they are able to make continuous efforts to increase their strengths and improve their weaknesses. Accreditation is an assessment of the quality of an education unit whose results are manifested in the form of a formal certification of the condition of an education unit whether it meets or does not meet the criteria based on established standards. Accreditation has two meanings, namely: (a) the meaning of process, accreditation as a reference for improvement and quality improvement, and (b) the meaning of results, accreditation is an acknowledgment that a school has met certain standards (BAN-S/M, 2007). Didin Asopwan (2018) concluded that the results of the accreditation of an educational institution have several benefits such as a reference in efforts to improve the quality of education and school development plans, as input material for empowering and developing the performance of school members, and as a driving force for gradually improving school quality. Leadership is a leading activity carried out by a leader in an organization. Personally, the organization consists of leaders and led staff. The leader with all his ability to influence his staff to carry out their duties.

According to Makawimbang (2012) leadership is an ability possessed by someone to influence others. Educational leadership is directing and supervising other people so that they can carry out planned tasks in order to achieve the goals and objectives of educational institutions. As revealed by Simerson & Venn that leadership is the behavior of people who communicate directions or orders to followers or workers. Its concrete form can be seen in the principal, dean, rector, and so on. In communicating directions or orders to the staff, of course it will be directed at efforts to achieve organizational goals, which is in this point to the goals of the educational institution (Purwanto, 2016). As said by Nasution (2015) that leadership is a process of influencing individuals or groups of people to do something voluntarily so that the desired goals are achieved. Thus, a school principal as the leader of a school organization must be able to carry out the leadership function with all the behavior of the staff in the organization he leads. The leadership function is nothing but related to management functions, such as planning, organizing, directing, and supervising. The duties of an organizational leader: making decisions, setting goals and compiling policies, organizing and placing workers, coordinating activities both vertically (between subordinates and superiors) and horizontally (between sections or units), as well as leading and supervising the implementation of work (Badu & Novianty, 2017). A school principal has competences and carries out certain functions in order to control the behavior of the school organization. According to Permendiknas number 13 of 2007 concerning School Principal Standards that a school principal must have personality, social, managerial, entrepreneurship and supervision competencies.

Furthermore, in Permendiknas number 28 of 2010 concerning the assignment of teachers as school principals, it states that the competence of school/madrasah principals is knowledge, attitudes and skills in the dimensions of personality, managerial, entrepreneurial, supervision, and social competencies, related to the function of the school principal. Mulyasa (2011) explains that a school principal performs a leadership function known as "emaslim" namely educator, manager, administrator, supervisor, leader, innovator, and motivator. According to Regulation of the Minister of Education, Culture, Research and Technology, Republic of Indonesia number 40 of 2021, the duties and functions of the principal as managerial, entrepreneurial, and supervisor are seen as a workload that aims to develop student-centered learning; creating a safe, comfortable and inclusive learning environment; building a culture of reflection in the development of education unit citizens and management of education unit programs; and improve the quality of student learning processes and outcomes. The functions of the school principal become a symbol of power in controlling and maximizing the performance behavior of the staff so that the goals of the educational organization (school) can be achieved. Management of education both as theory and practice is closely related to organizational behavior. Organizational behavior is the study of personal behavior in organizations. According to Stephen P. Robbins & Timothy A. Judge (2008), Organizational behavior is a field of study that investigates the influence that individuals, groups and structures have on behavior in organizations, with the aim of applying this kind of knowledge to increase the effectiveness of an organization. Meanwhile, according to Kelly in Thoha (Thoha, 2014) that organizational behavior is a system of study of the nature of

the organization such as how the organization starts, grows and develops and how it influences members as individuals, groups, other organizations and institutions or larger institutions.

It is in line that organizational behavior is a study that concerns aspects of human behavior in an organization or a particular group. There are elements that need to be considered in organizational behavior such as the psychological aspects of human action itself as a result of psychological studies, organizational structure that plays an important role and overall organizational goals (Sofyandi & Garniwa, 2007). Based on the level of analysis, organizational behavior is divided into individuals, groups and organizations. If analyzed further, organizational behavior is even more complex when applied in the world of education. From an individual aspect, the educational environment includes a variety of people including students, teachers, administrative staffs, school principal, supervisors, and other staff (Muhammad, 2017). The school organization as a system is influenced by external factors in addition to internal factors which also influence teacher performance in carrying out their duties. In the Government Regulation of the Republic of Indonesia, number 19 of 2017 article 54, regulates the workload of school principals saying that the workload of heads of education units is entirely to carry out managerial tasks, entrepreneurship development, and supervision of teachers and education staff. This means that the duties and functions of the principal have focused on carrying out management tasks, developing an entrepreneurial spirit in leadership, and supervising educators and educational staffs.

The functions of school principals related to managerial, entrepreneurship and supervision are described in the annex to Regulation of the Minister of Education and Culture number 15 of 2018, namely 1) managerial tasks, consisting of planning programs, managing 8 SNP, carrying out supervision and evaluation, carrying out school leadership and managing school information, 2) The task of developing entrepreneurship: Planning an entrepreneurship development program, Implementing an entrepreneurship development program, including the Entrepreneurial Spirit Development Program (innovation, hard work, never giving up, and motivation to succeed; Implementing an entrepreneurial spirit development program; Implementing production unit development programs; Carry out apprenticeship programs, evaluate entrepreneurship development programs, 3) Supervision tasks, consisting of: Planning a supervision program; Carry out teacher supervision; Carry out supervision of educational staff; Follow up on the results of supervising teachers in order to increase teacher professionalism; Carry out Teacher and Education Personnel Supervision Evaluations; and planning and following up on the evaluation results and reporting on the implementation of supervisory duties to teachers and education staff. Afridoni (2022) noted that in implementing accreditation of educational units it is necessary to pay attention to school accreditation management, factors that are obstacles to accreditation and their solutions, post-accreditation follow-up and steps in achieving good accreditation. As previously revealed problems regarding the expiry of school and/or madrasah accreditation certificates nationally, especially high school schools in North Sulawesi, are presented in the following table, a list of the names of these schools (Decree of the Head of BAN S/M number 1857/BAN -SM/SK/2022, 30 November 2022).

**Table 1.** List of high schools in North Sulawesi province, Expiration of Accreditation Certificates in 2022

No	School names	Municipal/Regency
1	SMAN 1 Bolaang Uki	Bolsel
2	SMAN 1 Kotabunan	Boltim
3	SMAN 1 Pinolosian	Bolsel
4	SMAN 1 Remboken	Minahasa
6	SMAN 1 Langowan	Minahasa
7	SMAN 1 Tondano	Minahasa
8	SMAN 1 Kawangkoan	Minahasa
9	SMAN 1 Tombariri	Minahasa
10	SMAS Petra Sawang Jauh	Sangihe
11	SMAS Lentera Sangihe	Sangihe
12	SMAN 1 Essang	Talaud
13	SMAN 1 Rainis	Talaud
14	SMAN 1 Ratahan	Mitra

15	SMAN 1 Tenga	Minsel
16	SMAS Muh. Ratatotok	Minsel
17	SMAN 1 Touluan	Mitra
18	SMAN 1 Tombatu	Mitra
19	SMAN 1 Dimembe	Minahasa Utara
20	SMAS Korpri Manado	Kota Manado
21	SMAS Kr. Eben Haezar	Kota Manado
22	SMAS Prisma Manado	Kota Manado
23	SMAS Agape Manado	Kota Manado
24	SMAN 7 Manado	Kota Manado
25	SMAN 1 Tabukan Selatan	Sangihe
26	SMA Neg. Marore	Sangihe
27	SMAN 1 Modayag	Boltim
28	SMAS Swadarma Mopugad	Boltim
29	SMAS Unklab Airmadidi	Minut
30	SMAN 2 Langowan	Minahasa
31	SMAN 1 Pineleng	Minahasa
32	SMAN 2 Pineleng	Minahasa
33	SMAN 1 Tombulu	Minahasa
34	SMAS Yadika Langowan	Minahasa
35	SMAN Pintareng	Sangihe
36	SMAN 1 Motoling Timur	Minsel
37	SMAN 2 Tahuna	Sangihe

*Source: BAN S/M, Jakarta, 2022*

In the dictum of the five decrees, it is stated that Schools/Madrasahs that do not apply for an extension of the accreditation certificate and/or do not complete the Accreditation Form List (called DIA) will have their accreditation certificate declared invalid after the expiry date of the certificate. From the dictum it turns out that the schools presented in the table above, the expiry date of the accreditation certificate had ended in 2022. As the result, the school's accreditation status was declared not accredited with a score of 0 (BAN S/M Prov. North Sulawesi, 2023) Based on the data table above, it can be seen that there are no senior high schools in Tomohon that have expired. In the city of Tomohon there are 11 high schools. Based on the results of the interviews, that this was due to the good coordination of the supervisory agencies, namely the Education Office of the Tomohon Minahasa Branch through the builder Supervisors.

These Superintendents are functional positions that accompany schools by supervising the implementation of education, called builder supervisors. The supervisors in this area actively socialize the accreditation mechanism, as well as fully support the process. In addition, the Principal function as leader of school and manager who pays attention to the expiration of school accreditation considering the importance of the influence of accreditation status. The accreditation status in question does not only concern whether it expires or not, but also the results or **accreditation scores** obtained by the school. That is, the value of the school's accreditation is seen as an achievement of excellence or school quality. On the other hand, the ability of school leaders to manage human resources and infrastructure is a factor that supports the completion of school accreditation. These are the factors of organizational behavior and leadership that determine the accreditation of schools in the city of Tomohon.

The impact of this expired status of school accreditation is that graduates will find it difficult to continue their studies at higher institutions. There is a threat of discontinuing to carry out the education process because it is not funded by the School Operational Assistance. The factors that cause the expiration of school accreditation certificates related to leadership and organizational behavior can be described as follows.

- 1) School leaders tend to focus on routine management activities, so they no longer pay attention to the deadline for accreditation status,
- 2) Not being reminded by the builder supervisor, in this case the Education Office or the school administration foundation,
- 3) Frequently participating in or carrying out leadership activities that are not directly related to improving the quality of education,



- 4) Staffs in school organization are ignorant of accreditation issues, because they do not understand the importance of the accreditation status of a school.
- 5) Lack of coordination between school supervisors and BAN S/M at the provincial level, resulting in delays in obtaining information regarding the implementation of school accreditation.

Furthermore, several steps were taken by related parties, namely the High Schools, Supervisory Agency in Education department, in this case the Regional Education Office of North Sulawesi Province, the Provincial Government, held a coordination meeting. It was organized in order to anticipate, improve, and prepare expired schools to be re-accredited by BAN S/ M Province of North Sulawesi. BAN proposes schools to re-accredited after fulfilling the visitation requirements which consist of four components which are the main variables in conducting assessments in schools, namely Quality of Graduates, Learning Process, Quality of Teachers, and School management.

#### IV. CONCLUSION

School accreditation is an education policy of Indonesia that must be implemented by education units. This accreditation system continues to be evaluated every five years. This aims at determining the feasibility of educational units and as a guarantee of quality for educational services carried out by educational institutions. The principal as a school leader has managerial, entrepreneurial and supervisory duties and functions that aim to develop learning and management of education units so as to achieve quality education services. Schools that are not accredited have an impact on students. Therefore, the accreditation mechanism which is carried out every 5 years must be a concern of school leaders and an important part of the organizational behavior of education units.

The accreditation status which had no issue (unexpired) in the high school education environment in the city of Tomohon shows the success of the school leadership in carrying out significant coordination with related parties, in particular the builder supervisor assigned by the Education Office in this regency. This school organizational behavior proved to be the decisive factor. Meanwhile, the factors that caused school accreditation to expire were related to the leadership that did not pay attention to the expiration date of accreditation status and was not reminded by the Education Office supervisor. Leadership and organizational behavior towards the condition of school accreditation is an important aspect. Unaccredited schools are declared unfit to run educational programs as a state of accountability to the community. Schools should immediately apply for re-accreditation some time about six months before the validity date of accreditation expires therefore.

#### REFERENCES

- [1] Afridoni, A., Putra, S., Hasri, S., & Sohiron, S. (2022). *Manajemen Akreditasi Sekolah Upaya Peningkatan Mutu Pendidikan*, *Jurnal Pendidikan Tambusai*, 6(3), 13832–13838. <https://doi.org/10.31004/jptam.v6i3.4402>
- [2] Antonius, A. (2017). *Pelaksanaan Akreditasi Sekolah Dasar Negeri*. **Fokus : Publikasi Ilmiah Untuk Mahasiswa**, Universitas Kapuas Sintang., 14(2). <https://doi.org/10.51826/fokus.v14i2.44>.
- [3] Asopwan, D. 2018. *Studi Tentang Akreditasi Dalam Meningkatkan Produktivitas Sekolah*. December, Volume 2 Number 2, *Indonesian Journal of Education Management & Administration*.
- [4] Badu, S.Q. & Novianty D. (2017). **Kepemimpinan dan Perilaku Organisasi**. Gorontalo : Ideas Publishing.
- [5] BAN S/M. (2020). **Pedoman Akreditasi Sekolah/Madrasah Tahun 2020**.
- [6] (2022). **Penetapan Hasil Automasi Akreditasi Sekolah/Madrasah Tahun 2022**.
- [7] Herman S. & Iwa G. (2007). **Perilaku Organisasi**. Yogyakarta : Graha Ilmu.
- [8] Makawimbang, J.H.(2012) **Kepemimpinan Pendidikan yang Bermutu** . Bandung: Alfa Beta.
- [9] Menkumham R.I.(2021). **Peraturan Pemerintah R.I. Nomor 57 Tahun 2021**. *Standar Nasional Pendidikan. Lembaran Sekretarian Negara. No. 87*
- [10] (2022) . **Peraturan Pemerintah R.I. Nomor 14 Tahun 2022**. *Perubahan Atas Peraturan Pemerintah Nomor 57 Tahun 2021*.
- [11] (2022) . **Peraturan Pemerintah R.I. Nomor 19 Tahun 2017**.
- [12] Miftah T. (2014). **Perilaku Organisasi: Konsep Dasar dan Aplikasinya**. Jakarta : Rajawali Pers.
- [13] Mokal, Gregorius. 2023. "86 Sekolah Kedaluwarsa Ciderai Pendidikan Sulut". **Manado Post**. 15 Februari.

- [14] Muhammad K. A.(2017). *Perilaku Organisasi Lembaga Pendidikan. Studi Kasus di Madrasah Ibtidaiyah Cikatomas Kab. Ciamis. Ta'dib Jurnal*, Vol.1 No. 1, 2017.
- [15] Mulyasa, H.E. (2011). **Manajemen dan kepemimpinan Kepala Sekolah**. Jakarta : Bumi Aksara.
- [16] Nasution, W.N. (2015). *Kepemimpinan Pendidikan Di Sekolah. Jurnal Tarbiyah*, Vol. 22. Ni. 1 Januari-Juni 2015. ISSN: 0854-26.
- [17] Pemerintah Republik Indonesia. 2022. **Peraturan Pemerintah R.I Nomor 4 Tahun 2022 Pasal 1 A**.
- [18] Peraturan Pemerintah Nomor 74. (2008). **Lembaran Negara R.I**. nomor 6058 Tahun 2017.
- [19] Permendiknas Nomor 13 Tahun. (2007). *Standar Kepala Sekolah .Lembaran Negara R.I*.
- [20] Permendiknas Nomor 28 (2010). *Penugasan Guru Sebagai Kepala Sekolah. Berita Negara R.I*. Tahun 2010, Nomor 527.
- [21] Purwanto. 2016. **Pengambilan Keputusan yang Efektif dalam Organisasi**.(online) Available at : <http://www.kompasiana.com/puterision/pengambilan-keputusan-yang-efektif-dalampeningkatan-kualitas-organisasi/>.
- [22] Sekretariat Negara. (2003).**Undang-undang R.I. Nomor 20 Tahun 2003. Sistem Pendidikan Nasional**. Tambahan Lembaran Negara Nomor 4301.
- [23] Stephen,P.& Timothy A. J. (2008) **Organizational Behavior**, (Terjemahan Diana Angelica dkk, 2008. Jakarta.