"Implementation Of Accreditation Follow-Up Management (IAFUM) To Enhance Vocational High School Education Quality (Descriptive Study Of SMK XYZ In Bandung City)"

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Abstract.

This research identifies key post-accreditation issues in Vocational High Schools (VHS/SMK), highlighting low awareness of educational quality, limited involvement in planning, and a mismatch between SMK graduate skills and industry needs. Busy schedules hinder evaluating accreditation outcomes, delaying improvements and re-accreditation preparations. The study applies Corrective Action, Preventive Action, and Continuous Improvement concepts aligned with ISO 9001:2015. It analyzes Accreditation Follow-up Management's (IAFuM) impact on SMK XYZ in Bandung, employing a descriptive qualitative method. Accreditation, crucial for program eligibility, operates independently based on open criteria and government regulations. Findings reveal that while IAFuM was executed at SMK XYZ with documented planning, implementation, and evaluation actions, no records of the Inventory of Problems Resulting from Accreditation (IPRA) were found. The School Self-Evaluation based on National Education Standards (NES) and the School Quality Management System (QMS) lacked documentation. Post-IAFuM implementation, improvements in teaching processes, educator competency, administrative services, community participation, and industry collaboration were observed. However, not all schools saw enhanced alumni absorption or national exam scores. Insufficient follow-ups such as corrective actions, preventive measures, and sustainable enhancements were noted.Recommendations to boost education quality at SMK XYZ Bandung include: schools and accreditation teams reviewing issues, integrating IAFuM with QMS, policymakers considering IAFuM for accreditation gaps and school mentoring, and Accreditation Body for School/Madrasa (AB-S/M) including accreditation result records in school certificates.

Keywords: *Accreditation follow-up management (IAFuM), educational quality and National Education Standards (NES).*

I. INTRODUCTION

A. Background of the Problem

This research uncovers significant issues post-accreditation in Vocational High Schools (SMK). These include insufficient awareness about improving educational quality, limited involvement in evaluation and planning, and inadequate coordination between the industrial sector and SMK graduate competencies. The school's busy schedule hinders assessing accreditation outcomes, resulting in delayed preparations for reaccreditation, leading to a lack of improvement.Accreditation is often seen as a periodic event every five years, delaying follow-up actions until reaccreditation approaches. Responsibility for accreditation is confined to the team nearing reaccreditation, ignoring its continuous nature. Self-evaluation using accreditation criteria is sporadic, happening only before reaccreditation instead of being an annual practice overseen by School Supervisors. This underutilizes their role in guiding schools, especially in self-evaluation.There's an urgent need to raise awareness about evaluation, planning, and follow-up post-accreditation. Enhanced collaboration between schools and industries is crucial to align graduate competencies with industry needs. Accreditation's importance, as outlined in Law No. 20 of 2003, emphasizes the role of independent institutions in assessing educational programs and units at all levels. Accreditation recommendations, part of the accreditation results, address deficiencies in meeting the 8 National Education Standards (NES). These suggestions aim to enhance education quality and are shared with relevant authorities for improvement purposes.

The author believes that, based on its performance achievement levels, the follow-up program of accreditation results can be categorized into 3 tiers: rectifying past performance that did not meet the 8 components of the National Education Standards (NES); maintaining past performance that already met the 8 components of NES and preventing it from declining in the future; and enhancing past performance that already meets standards to make the school excel in all aspects or determinants of its performance. Follow-up implies corrective action as a continuation towards improvement or restoring activities to their intended

goals, aligned with Clause 10.2 Nonconformity and Corrective Action ISO 9001:2015 (CCG, 2015:33). Follow-up involves taking action for further steps toward resolving issues or deeds, including school accreditation. These efforts would fail if the follow-up is not executed well, efficiently, and effectively. Regarding the technical recording of accreditation activity outcomes, they will be integrated into the school's work program by educational program or unit management.Therefore, the aspects of implementing Accreditation Follow-up Management (IAFuM) encompass inventorying accreditation result issues, program planning, implementation, evaluation, corrective action, prevention, and continuous improvement of the school's educational quality in meeting the 8 NES (BANP, 2018). The formulation of the problem arises from insufficient planning for implementing IAFuM to enhance educational quality in schools. The ineffective execution of IAFuM to improve educational quality. Evaluation of IAFuM has not been comprehensive.

There is a lack of follow-up action from IAFuM to enhance educational quality. The brief rationale behind formulating this problem is that these conditions indicate that SMK XYZ Bandung is not optimal in preparing, implementing, evaluating, and following up on Accreditation Follow-up Management. This results in the suboptimal nature of the school's programs in fulfilling the obligation to improve educational quality, reflected in the school's lack of readiness to carry out IAFuM. Accreditation has positive impacts on schools, evident in adequate facilities, improved teacher performance, increased trust from both the community and government, and the move towards efficient and effective school quality management. This results in enhanced school productivity (Sopwan, D.; 2018:271). However, as explained by Trysia, V. (2018, page 34), accreditation can be negatively perceived as a mere formality that educational institutions must undergo to attain accreditation status. Consequently, the intended goals and functions of accreditation might not be fully achieved, leading to suboptimal outcomes.Based on the description above, the researcher formulates the research problem as follows: "How is the Accreditation Follow-up Management Implemented to Improve the Quality of Vocational High School Education?". This research aimed to describe and analyze the implementation of Accreditation Follow-up Management to enhance the quality of education at SMK XYZ in Bandung City.

II. METHODS

The study employed a descriptive qualitative approach, utilizing interviews, observations, and document analysis to explore the Implementation of Accreditation Follow-up Management at SMK XYZ Bandung. Pragmatism in education emphasizes adaptability, creativity, and collaboration to meet evolving societal needs. Schools play a pivotal role in knowledge transmission and student development. Pragmatism, relevant in vocational education, emphasizes aligning with industry needs and fostering innovative communication between schools and industries. Teachers act as facilitators in inspiring student learning. Quality education encompasses personnel, facilities, and comprehensive strategies from input to outcomes, ensuring competent graduates with strong moral values.

III. OVERVIEW, RESEARCH FINDINGS AND DISCUSSION

A. Overview of Research Location

SMK XYZ Bandung has a significant legacy in vocational education, stemming from a Chemistry Analyst program at a prominent Bandung university. Evolving into a vocational school, it offers two specialties: Computer in Specific Field Competency Group (CSFCG) and Chemistry in Specific Fields Competency Group (ChSFCG). Established in Bandung, the school holds multiple classrooms, public status, and was accredited in 2016. The school envisions becoming a quality institution fostering character and environmental awareness. Its mission focuses on nurturing knowledgeable, competent graduates, particularly in information technology, while adhering to ISO 9001:2015 standards for service quality and customer satisfaction.Curriculum alignment varies, with some classes following the 2013 Curriculum based on their competencies. Student enrollment data in Table 4.1 depicts the school's growth, providing insights into SMK XYZ Bandung's history, identity, vision, mission, quality policy, curriculum, and expertise, crucial for understanding the institution.

B. Research Findings

Findings on IAFuM at SMK XYZ Bandung are part of the School Work Program overseen by the Quality Management Representative (QMR), assisted by staff and activity coordinators. The Accreditation Team handles planning and collecting documents and evidence for meeting the 8 National Education Standards (NES). Among these standards, ChSF SG has met target scores for four components, while the other four are yet to meet the set targets. Similarly, SG faces a comparable situation, with four NES components not meeting the specified targets.

Table 4.1. Illustrates the increase in student enrollment at SMK XYZ Bandung from 953 in the academic year 2018/2019 to 983 in the academic year 2020/2021.

Class	Competency Group (CG)	2018/2019				2019/2020				2020/2021			
		Student		Amount	LG	Student		Amount	LG	Student		Amount	LG
		M	F			M	F			M	F		
X	ChSF	92	100	192	6	69	106	175	6	93	93	188	6
	CSF	65	28	93	3	79	14	93	3	75	19	94	3
XI	ChSF	88	92	180	6	87	99	186	6	61	103	164	6
	CSF	49	14	63	2	61	28	89	3	73	12	85	3
XII	ChSF	83	102	185	6	89	90	179	6	85	99	184	6
	CSF	30	28	58	2	49	14	63	2	61	28	89	3
XIII	AC	68	114	182	6	82	102	184	6	89	90	179	6
Jumlah		475	478	953	31	516	453	969	32	539	444	983	33

Source: SMK XYZ Bandung, 2022 (processed)

The IAFuM implementation at SMK XYZ Bandung is integrated into the School Work Program, overseen by the Quality Management Representative (QMR) with support from staff and activity coordinators. The Accreditation Team's role involves planning and executing the collection of documents and evidence to fulfill the 8 National Education Standards (NES). In ChSF SG, four NES components have met target scores, while the remaining four have not reached the set targets. Similarly, SG encounters a similar scenario, with four NES components not meeting the specified targets.

Table 4.2. Acceptance of new students (ANS) at Vocational School XYZ Bandung Academic Year 2010/2011 to 2014/2015

Academic Year	Acceptance of New Students					
	Registrant		Amount	Accepted		Amount
	M	F		M	F	
2010/2011	231	365	596	119	113	232
2011/2012	500	604	1104	146	110	256
2012/2013	505	564	1069	159	130	259
2013/2014	507	559	1066	160	129	289
2014/2015	270	260	539	171	118	289

Sumber: SMK XYZ Bandung, year 2022 (processed)

Over the past four years, Vocational School XYZ Bandung has shown a consistent upward trend in both applicant numbers and student acceptances. In 2017/2018, 1104 students applied, with 256 accepted. The subsequent year (2018/2019) had 1069 applicants and 259 acceptances. In 2019/2020, 1066 students applied, resulting in 289 admissions. Finally, in 2020/2021, despite a decrease in applicants to 539, the number of accepted students remained steady at 289. This trend signifies a continuous increase in interest among applicants and successful admissions to the school.

Table 4.3. Absorption of graduates from SMK XYZ Bandung 2018/2019 to 2020/2021

Academic year	Competency group	Absorption in the Business World/Industrial World	Continuing to college	Etc.
2017/2018	CHSF	126	36	1
	CSF	26	16	1
	Amount	152 (73,77%)	52 (25,21%)	2 (0,97%)

		204 (99,01%)		
	Total amount	206		
2018/2019	ChSF	129	36	1
	CSF	19	23	0
	Amount	148 (71,15%)	59 (28,37%)	1 (0,48%)
		197 (99,52%)		
	Total amount	208		
2019/2020	ChSF	120	40	3
	CSF	12	33	0
	Amount	132 (64,46%)	73 (35,10%)	3 (1,44%)
		205 (99,56%)		
	Total amount	208		
2020/2021	Kimia Analis	119	47	1
	TKJ	10	43	0
	Amount	129 (58,64%)	90 (40,91%)	1 (0,45%)
		119 (99,55%)		
	Total amount	220		

Source: SMK XYZ Bandung, year 2022 (processed)

Based on the data in table 4.3, the absorption of CSF CG graduates from 2017/2018 to 2020/2021 shows the following: 99.01% (73.77% absorbed in IW/BW and 25.21% continuing to college), 99.52% (71.15% absorbed in IW/BW and 28.37% continuing to college), and CSF SG graduates with 99.56% (64.46% absorbed in IW/BW and 35.10% continuing to college), and 99.55% (58.64% absorbed in IW/BW and 40.91% continuing to college).

Table 4.4. Average National Examination Scores (ANES) for Vocational School XYZ Bandung for the 2017/2018 to 2020/2021 Academic Year

Academic year	CG/ School	Value ClaSSEfication	Average Subject Score				Total Average Score
			Indone-sia Language	Math.	English	Productif	
2017/2018	ChSF	Average	8,39	8,28	8,68	8,86	34,21
	CSF	Average	8,33	8,24	8,84	8,82	34,23
	School	Average	8,36	8,24	8,76	8,84	34,17
2018/2019	ChSF	Average	8,28	8,69	8,32	8,42	33,71
	CSF	Average	8,22	8,89	8,62	8,08	33,81
	School	Average	8,25	8,79	8,47	8,25	33,76
2019/2020	ChSF	Average	8,28	7,62	7,82	8,34	32,06
	CSF	Average	8,22	7,58	7,76	8,28	31,84
	School	Average	8,25	7,60	7,79	8,31	32,20
2020/2021	ChSF	Average	8,25	7,74	7,82	8,38	32,19
	CSF	Average	8,31	7,64	7,94	8,46	32,35
	School	Average	8,28	7,69	7,88	8,42	32,27

Sumber: SMK XYZ Bandung, year 2022 (processed)

The average achievement of the national exam results at SMK XYZ Bandung for ChSF CG and CSF CG from TP 2018/2012 to 2020/2021 according to attachment 4.4 includes subjects (S): 1) Indonesian: 8.36, 8.25 , 8.25 and 8.28; 2) Mathematics of: 8.24, 8.25, 7.60 and 7.69; 3) English: 8.84, 8.47, 7.79 and 7.88; and 4) Productive of: 8.84, 8.25, 8.31, and 8.42.

Table 4.5. Average Value of Industrial Practices and Competency Tests XYZ Vocational School Bandung Academic Year 2018/2019 to 2020/2021

TP	Competency Group / School	Score	Test Score	
			Industrial Practices	Competency Test
2011/2012	Ch SF	Average	88,76	86,94
	CSF	Average	86,28	86,32
	School	Average	87,52	86,63
2012/2013	Ch SF	Average	88,86	86,44
	CSF	Average	86,32	86,06
	School	Average	87,59	86,25
2013/2014	Ch SF	Average	89,00	87,02

	CSF	Average	86,37	86,19
	School	Average	87,69	86,61
2014/2015	Ch SF	Average	88,58	87,28
	CSF	Average	86,52	86,22
	School	Average	87,55	86,75

Sumber: SMK XYZ Bandung , yaer 2020 (processed)

From 2017/2018 to 2020/2021, internship scores for ChSF SG and CSF SG consistently averaged between 87.52 and 87.69. Similarly, Competency Examination scores during the same period ranged from 86.22 to 86.63. Graduates' absorption rate from ChSF SG remained consistently high, ranging from 99.01% to 99.55%, with a decreasing portion entering the workforce over the years as more pursued higher education. National examination scores at SMK XYZ Bandung fluctuated between 2018/2019 and 2020/2021. Indonesian Language and Mathematics scores remained relatively stable, while English and Productive Skills varied.Assessment scores for internships and Competency Tests showed consistent averages for ChSF SG and CSF SG from 2018/2019 to 2020/2021, highlighting the school's competent educators and staff. However, in accreditation, some NES components for both groups fell below expectations, as depicted in detailed tables 4.6, 4.7, and 4.8. Despite meeting or exceeding target scores in certain NES components, there are areas requiring improvement. The average accreditation score for SG indicates four NES components falling below the target. Table 4.6 illustrates scores for the 8 NES components and the final accreditation score at SMK XYZ Bandung.

Table 4.6. Scores of the 8 National Education Standards (NES) and the final accreditation score for ChSF SG at SMKN XYZ Bandung.

No	Component	ChSF SG		Description
		Score	Rating	
1	Content Standards (Std I)	95	A (Very Good)	Under Target
2	Process Standards (Std II)	95	A (Very Good)	Under Target
3	Graduate Competency Standards (Std III)	98	A (Very Good)	On Target
4	Standards for Educators and Education Personnel (Std IV)	98	A (Very Good)	On Target
5	Facilities and Infrastructure Standards (Std V)	99	A (Very Good)	Above Target
6	Management Standards (Std VI)	99	A (Very Good)	Above Targe
7	Financing Standards (Std VII	95	A (Very Good)	Under Target
8	Assessment Standards (Std VIII).	94	A (Very Good)	Under Targett
	Final Everage Score	97	A (Very Good)	On Target

Source: Provincial Accreditation Body, WJ (2016), (processed).

Note: The Accreditation Team at SMK XYZ Bandung aimed for a minimum average score of 97 and individual component scores of 97, classifying the school with an excellent accreditation rating (Source: QMR of SMK XYZ Bandung, 2020).

For CSF SG, among the 8 National Education Standards (NES) components, 4 met target scores: Std III (score 98), Std IV (score 98), Std V (score 99), and Std VI (score 99). However, the remaining 4 components, Std I (score 95), Std II (score 95), Std VII (score 95), and Std VIII (score 94), fell below the target scores. The average accreditation score for CSF SG indicates that 4 NES components haven't yet reached the goal, detailed in Table 4.7. Recommendations include integrating IAFuM seamlessly into the school's documented QMS to address accreditation gaps. Policymakers should acknowledge IAFuM's value for targeted school development, and the Provincial Education Office should consider including accreditation outcome notes in school accreditation certificates.

Table 4.7. Scores of the 8 National Education Standards (NES) and the final accreditation score for CSF SG at SMK XYZ Bandung

No	Component	CSF SG		Description
		Score	Rating	
1	Content Standards (Std I)	95	A (Very Good)	Under Target
2	Process Standards (Std II)	92	A (Very Good)	Under Target
3	Graduate Competency Standards (Std III)	99	A (Very Good)	Above Targe
4	Standards for Educators and Education Personnel (Std IV)	98	A (Very Good)	Above Targe
5	Facilities and Infrastructure Standards (Std V)	99	A (Very Good)	Above Targe
6	Management Standards (Std VI)	97	A (Very Good)	Above Targe

7	Financing Standards (Std VII	95	A (Very Good)	Under Target
8	Assessment Standards (Std VIII).	94	A (Very Good)	Under Target
	Final Everage Score	96	A (Very Good)	On Target

Source: Accreditation Agency of WJ Provincial Education Office (2016) (processed).

Note: The Accreditation Team determined that SMK XYZ Bandung received a very good accreditation rating classification and a target average score of at least 96 and a score for each component of 96 (Source: QMR of SMK XYZ Bandung, 2020). The average accreditation score for the KK has 4 NES components that have not met the target score, namely the Std III component with a score of 98, Std IV with a score of 98, Std V with a score of 99, and Std VI with a score of 99. The scores for the other 4 NES components are namely Std I with a score of 95, Std II with a score of 95, Std VII with a score of 95, and Std VIII with a score of 94 have not reached the average target accreditation score.

Table 4.8. Distribution of accreditation issues of SMK XYZ Bandung concerning the 8 NSE and related functions

SG	Number of Problems (NP) for 8 NES and Responsible Persons and Related Functions								NP/SG	NP/ School
	Std I	Std II	Std III	Std IV	Std V	Std VI	Std VII	Std VIII		
ChSF	1 (items: 14) ACIMN	3 (items: 21, 23 and 28) ACGIM	0	0	0	0	6 (items: 145, 146, 147, 148, 149 and 154) AFHIK	6 (items: 165, 167, 168, 169, 178 and 185) ABCIM	16 items on 8 National Edu-cation Standards	16 items on 8 National Education Standards
CFS	1 (items) : 14; ACJMN	3 (items) : 21, 23 and 28); ACGJM	0	0	0	0	6 (items): 145, 146, 147, 148, 149 and 154) AFHJK	6 (items): 165, 167, 168, 169, 178 and 185) ABCJM	16 (items) on 8 National Education Standards	16 (items) on 8 National Education Standards

Notes: Abbreviations for the positions of functions related to the Standard component items:
A: Principal; B: Quality Management Representative (QMR); C: Head of Curriculum; D: Deputy Head of Student Affairs; E: Deputy Head of Facilities and Infrastructure; F: Deputy Head of Public Relations, Industrial Relations and Cooperation Exchange; G: Deputy Head of Human Resources and Development; H: Administrative Coordinator; I: Leader of Expertise Group of Chemestry Specifief Field (LEG ChSF); J; Leader of Exptertise Group of Computer Spicified Field (LEG CSF); K: School Treasurer; L: Teacher Performance Assessment Team and Sustainable Professional Development; M: Teachers; and N: Curriculum Development Team.

C. Discussion

The findings highlight 16 issues related to accreditation results across 8 School Operational Standards (SOSs) at SMK XYZ Bandung. These issues involve various staff members and specific components under the responsibility of the principal, supported by QMRs, curriculum representatives, and development teams. Despite lacking an explicit term for accreditation follow-up in official documents, the school consistently executes its work program aligned with the School Budget and Activity Plan (SBAP) from 2018/2019 to 2020/2021.Most accreditation issues have been addressed, yet two out of sixteen remain unresolved concerning SOSs requirements. This signifies a collaborative responsibility among school stakeholders to rectify these issues.Accreditation results aren't fully utilized by stakeholders at the provincial/district/city levels for quality improvement, specifically focusing on the accreditation status per national education standards component (Trysia, 2013; pages 540-541). The Implementation of School Quality Assurance (ISQA) has generally met SOSs requirements through required activities and administration support. According to Government Regulation Number 19 of 2005 Article 2, ensuring and controlling education quality aligned with National Education Standards (NES) involves three integrated programs: evaluation, accreditation, and certification. This quality assurance aims to ensure access to promised educational outcomes.However, there hasn't been a formal evaluation specifically for IAFuM implementation at SMK XYZ Bandung.While the SBAP for 2020/2021 covers most IAFuM activities, its evaluation is part of the overall school work program review, lacking consideration for meeting accreditation value criteria related to SOSs sub-components.

It's noted that not all schools use standardized Annual School Work Plan (ASWP/SBAP) formats containing essential components, failing to incorporate recommendations from their accreditation results into their SBAP (Merham, 2019; page 853). Specific and formal follow-up actions for IAFuM results to enhance educational quality in this school haven't been established. Although there are improvements in the SBAP and supporting work programs annually, actions to enhance IAFuM results haven't used relevant Assessment Criteria from SOSs. Additionally, the evaluation of this program doesn't utilize the School Self-Evaluation Evaluation Instrument (SESI), and preventive actions regarding IAFuM results are lacking, despite anticipatory steps in the SBAP and its supporting work program.The session covered vocational high school accreditation, utilizing the Educational Institution Accreditation Instrument for Vocational High Schools (EIAI 2020-SMK), and preparing for accreditation visits. Participants gained insights into accreditation's significance and EIAI 2020-SMK usage, expressing interest in involving vocational high school accreditation teams and practical exercises (Yusro, M: 2020; page 8). Standardization of IAFuM results occurred for one of 14 accreditation follow-ups related to Semester Exam SOP. However, for the other 13 issues, improvement action mechanisms lack standardization. There's no formal continuous improvement effort for IAFuM results, despite measures like using Scriber and Edmodo applications and collaboration with educational institutions. The accreditation process isn't merely evaluative but also diagnostic and requires open and continuous implementation to ensure ongoing educational quality. ISO 9001:2015 emphasizes continuous improvement through quality policies, audits, data analysis, corrective and preventive actions, and management reviews.

Proper documentation, transparency, and follow-up recommendations from assessor visits and School Self-Evaluation (SSE) are vital. Full utilization of accreditation results faces obstacles due to insufficient detailed post-evaluation reports and recommendations aligned with national education standards. The budget mainly emphasizes promoting accreditation and increasing quotas for unaccredited institutions due to inadequate analyses and follow-up guidance for schools (Hendarman, 2013: page 541). Public sharing of accreditation results benefits educators, policymakers, and the community in making informed decisions and improving school quality (Mehram, 2019: page 854).Implementation of Accreditation Follow-up Management (IAFuM) involves post-accreditation processes to ensure compliance with 8 NES requirements. The PDCA cycle guides the process: planning, implementation, evaluation, and follow-up, empowering schools and stakeholders to enhance education quality (Asopwan, D; 2018; page 268). Schools with imperfect performance in accreditation, marked by scores not reaching optimal levels, require follow-up activities in their Annual Work Plans (RKTS) to address these areas (Merham, 2019: page 861).The planning process for IAFuM at Vocational School XYZ Bandung aims to elevate education quality and address unmet national education standards (NES) components. The key stages of this planning include: a) Planning process, involving data collection, self-evaluation, recommendations, and policy formulation for SMART goals, task delegation, and team organization. b) Assessor guidance, crucial for clear information on accreditation components, ensuring clarity for schools. c) Assessor performance measurement, a need to measure assessor and BAP-S/M performance aligning with regulations for periodic evaluations. d) IAFuM benefits:

Planning aids in adapting to NES, identifying issues, coordinating responsibilities, streamlining goals, and saving resources. e) Accreditation outcomes, vital for improving education quality, empowering communities, gradual quality enhancement, and garnering support from various sectors.At the implementation stage, the focus centers on rectifying accreditation issues not meeting NES criteria. Implementation involves non-coercive leadership, team mobilization, problem-solving, and Principal oversight. Reviewing problems with accreditation teams ensures issue validity and priority. The Principal's role is pivotal in overseeing plan execution, providing direction, motivation, and managing personnel duties. Success hinges on the Principal's leadership, team support, time availability, and harmonious team relationships. Achieving success relies on optimal plan execution and the team's focused implementation.The IAFuM evaluation at Vocational School XYZ Bandung involves assessing the planning and implementation cycle to ensure target achievement. It includes controlling activity information, work instructions, facility usage, SSEI implementation, planned activity execution, and result reporting. Evaluation is conducted using

SSEI as a monitoring method to assess the IAFuM process's ability to achieve planned outcomes. Principals oversee organizational aspects, policies, work plans, procedures, reporting, staff development, and monitoring units for IAFuM.Evaluation outcomes guide decisions for repair, prevention, and continuous improvement, assessing educational quality through performance audits, accreditations, or other standards. They aid school management in identifying improvement areas, planning corrective actions, and maintaining Educational Quality Standards.

This aligns with education evaluation functions—decision-making, learning assessment, curriculum evaluation, accreditation, fund monitoring, and program improvement (Worthen & Sander, 1989; Marjuki et al., 2018). At School XYZ Bandung, actions entail standardizing IAFuM outcomes to meet NES, addressing identified accreditation issues, preventing potential problems, and ensuring continuous improvement. School management's role involves ongoing improvement through policies, audits, self-evaluation, corrective and preventive actions. Delegating authority to key roles enhances decision-making during IAFuM, encouraging active involvement and responsibility to meet established standards.The main focus revolves around discrepancies in accreditation results, clarifying field facts within the SSE Instrument. However, the actual process doesn't align with the expected steps, resembling other QMS or ISO audits. Accreditation results, critical for internal review and decision-making, lacked proper documentation and formalization in SMK XYZ Bandung, contrary to standard procedures.The accreditation process, in line with SOP and Education Standards, necessitates following established procedures. However, IAFuM planning lacks comprehensive documentation in the SBAP, especially in addressing accreditation-related issues. While the school has activities planned, there's a disconnect between these plans and meeting the 8 NES criteria, essential for accreditation readiness.Although an Accreditation Team exists for re-accreditation readiness, the absence of SSE since the 2016 accreditation raises concerns about the school's current evaluation practices and preparedness for accreditation.

IV . CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

A. Conclusion

SMK XYZ Bandung has completed most of the work program and IAFuM, but needs improvement, especially regarding certain assessment standards. The IAFuM evaluation is not yet fully in accordance with the expected SSE Instrument, although it has helped resolve accreditation problems and improve several aspects of educational quality. IAFuM follow-up showed improvements, but did not specifically address the lack of written evidence from teachers regarding student teaching and assessment.

The corrective action mechanism has not been documented according to standards. Steps to prevent problems from returning and continuous improvement have not been effectively implemented. Although there have been improvements to the learning process, further improvements are needed. Documentation related to corrective actions must be strengthened to comply with standards. Although there have been improvements, the focus needs to be on resolving open issues and implementing preventive measures. IAFuM evaluations have improved the quality of education, but further efforts are needed to ensure that measures are structured and documented according to standards.

C. Implications

The evaluation highlights that despite SMK XYZ Bandung's efforts to enhance education quality using IAFuM, certain crucial areas require more attention. Gaps exist in meeting assessment standards and effectively utilizing SSE instruments. A concerning issue is the absence of documented evidence for teachers' student teaching and assessment. Moreover, the lack of documented corrective actions and the ineffectiveness in preventing recurring issues indicate ongoing room for improvement. Although progress has been made, further endeavors are necessary to address existing issues comprehensively and implement more efficient preventive measures. The primary implication is that vocational schools like SMK XYZ must prioritize enhancing education quality by strengthening documentation of corrective actions, reinforcing commitment to assessment standards, and adopting more effective preventive measures. This step is vital to ensure education quality aligns with established standards.

D. Recommendation

Based on the findings and implications of the aforementioned research to enhance the educational quality at SMK XYZ Bandung through IAFuM, the following recommendations are suggested:

For the School and Accreditation Team: a) Review past accreditation outcomes to address existing issues. b) Integrate IAFuM into the school's Quality Management System (QMS).c) Implement a comprehensive approach to seamlessly integrate IAFuM into the documented QMS, using it to fill accreditation gaps. For Education Policymakers: Recognize IAFuM as a solution for accreditation issues and utilize it for school development efforts. For the Provincial Accreditation Body (PAB-S/M): Include accreditation outcome notes in school accreditation certificates.These recommendations aim to optimize IAFuM's integration into the school's quality management framework, highlighting its role in addressing accreditation gaps. Additionally, they urge policymakers to leverage IAFuM for intensive school development and advise the Accreditation Body to incorporate accreditation outcomes in certificates.

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