

Accreditation as Instrument Cultivating Quality: A Review Literature on Islamic Education

Ahmad Suryana¹, Yesi Susilawati², Masripah³, Annisa Mayasari⁴

¹²³ Mahasiswa Magister PAI Sabili Bandung, Indonesia

⁴ Dosen Magister PAI Sabili Bandung, Indonesia

Email : achmadcs12@gmail.com ¹, yesisusilawati02@gmail.com ²,
masripahhadikusumah@gmail.com ³, annisamayasari020@gmail.com ⁴

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Abstract :

Accreditation is instrument guarantee quality externally intended for ensure and encourage improvement quality institution education. In the context of Islamic education, practice accreditation Still often understood as an administrative process that is oriented towards fulfillment instruments and achievements value, so that not yet fully contribute to the formation of culture sustainable quality. Research This aim reconstruct role accreditation as instrument cultivation quality through approach qualitative with Systematic Literature Review (SLR) design. Research data in the form of document scientific secondary data obtained from journal academic, books, and document policies, which are traced through the Google Scholar, DOAJ, and Garuda databases. Selected literature analyzed using content analysis and thematic analysis to identify pattern findings, gaps studies, as well as connection conceptual between accreditation and culture quality.

Study results show that quality education demand transformation system organization and internalization mark quality in practice institutional accreditation reform based performance open opportunity strengthening quality, but its implementation Still hampered by orientation administrative and not yet optimally integration standard quality to in culture Work institution. Synthesis literature produce a conceptual model that places accreditation as trigger change culture organization through internalization standard performance, change habit work, until formation culture quality sustainable. Contribution study This lies in strengthening perspective accreditation as a cultural driver in management quality Islamic education, as well as recommend reorientation meaning accreditation at the level institution as well as development study empirical advanced For test the resulting conceptual model.

Keywords : *accreditation education , culture quality , Islamic education*

Abstra: Akreditasi merupakan instrumen penjaminan mutu eksternal yang ditujukan untuk memastikan dan mendorong peningkatan kualitas lembaga pendidikan. Dalam konteks pendidikan Islam, praktik akreditasi masih sering dipahami sebagai proses administratif yang berorientasi pada pemenuhan instrumen dan pencapaian nilai, sehingga belum sepenuhnya berkontribusi pada terbentuknya budaya mutu yang berkelanjutan. Penelitian ini bertujuan merekonstruksi peran akreditasi sebagai instrumen pembudayaan mutu melalui pendekatan kualitatif dengan desain Systematic Literature Review (SLR). Data penelitian berupa dokumen ilmiah sekunder yang diperoleh dari jurnal akademik, buku, serta dokumen kebijakan, yang ditelusuri melalui basis data Google Scholar, DOAJ, dan Garuda. Literatur yang terpilih dianalisis menggunakan content analysis dan thematic analysis untuk mengidentifikasi pola temuan, kesenjangan kajian, serta hubungan konseptual antara akreditasi dan budaya mutu. Hasil kajian menunjukkan bahwa mutu pendidikan menuntut transformasi sistem organisasi dan internalisasi nilai mutu dalam praktik kelembagaan. Reformasi akreditasi berbasis kinerja membuka peluang penguatan mutu, tetapi implementasinya masih terhambat oleh orientasi administratif dan belum optimalnya integrasi standar mutu ke dalam budaya kerja lembaga. Sintesis literatur menghasilkan model konseptual yang menempatkan akreditasi sebagai pemicu perubahan budaya organisasi melalui internalisasi standar kinerja, perubahan kebiasaan kerja, hingga terbentuknya budaya mutu berkelanjutan. Kontribusi penelitian ini terletak pada penguatan perspektif akreditasi sebagai cultural driver dalam manajemen mutu pendidikan Islam, sekaligus merekomendasikan reorientasi pemaknaan akreditasi di tingkat lembaga serta pengembangan penelitian empiris lanjutan untuk menguji model konseptual yang dihasilkan.

Kata Kunci: *akreditasi pendidikan, budaya mutu, pendidikan Islam*

Introduction

Quality of education is issue central in discourse management institution modern education. Concept quality No Again understood in a way narrow as achievements academic only, but as ability institutions in building a systematic, consistent and sustainable process for produce service valuable education. Harvey & Green (1993) stated that quality own various meanings, including excellence, fitness for purpose, value for money, and transformation, which indicate that quality related close with change sustainable in system organization education. Understanding This confirm that management quality No just procedure administrative, but effort build culture improvement-oriented organization continously.

In the Indonesian context, accreditation schools and madrasas are mechanism guarantee quality external functioning evaluate eligibility and performance unit education. System reform accreditation through Instrument Accreditation Education Unit (IASP-2020) marks shift paradigm from orientation administrative going to evaluation based performance, with emphasis on quality graduates, learning process, teacher quality, and management unit education (BPMP Provinsi NTT, 2020). Changes This show that accreditation No Again intended only as a verification process documents, but rather as instrument for push improvement sustainable quality.

However Thus, various findings show that practice accreditation in the field Still often understood as a periodic agenda that is oriented towards fulfilling instruments. A study of IASP-2020 -based madrasas shows that although instrument new bring ideal improvement quality, lots unit education Not yet fully understand substance and its implications, so that its implementation Still need mentoring and strengthening internal capacity (Gunawan et al., 2023). Conditions This show existence gap between design policy progressive accreditation and practice management quality at the level institution.

At the institution Islamic education, issues the become the more complex Because institution No only carry not quite enough answer academic, but also formation character and values religious literature management quality in Islamic education is abundant adopt Total Quality Management (TQM) approach that emphasizes repair sustainable, stakeholder orientation interests, as well as commitment collective inhabitant institutions (Ikhsan et al., 2023; Sulistyorini, 2015). However, the approach This generally discussed at the level implementation managerial and not yet Lots connected in a way conceptual with accreditation as mechanism external that can trigger formation culture quality.

Study of accreditation of Islamic schools also shows trend focus on achievement strategies mark accreditation. Research regarding the strategy of Islamic schools in prepare A accreditation describes various step administrative and managerial for fulfil indicator assessment (Alfiyaturohmaniyyah et al., 2023). Although important, focus kind of This Not yet fully answer question fundamental about How accreditation contribute to change culture organization in a way sustainable.

In perspective culture quality, Loukkola & Zhang (2010) emphasized that quality real education No can produced only through the guarantee process formal quality, but rather through development culture shared and lived quality together by all community education. Views This hinting that accreditation will impact substantive if capable push internalization mark quality to in habit work, pattern leadership, as well as system taking decisions in institutions education.

In addition, the study global literature on accreditation and assurance quality show that study Still spread on the issue system accreditation and its impact to quality, while aspect learning organization and change sustainable consequence accreditation Still need strengthening conceptual (Kumar et al., 2024). Findings This strengthen indication existence room study for put accreditation as trigger transformation culture organization, not just tool evaluation.

Based on exposure mentioned, there are gap knowledge in the form of Not yet strong synthesis conceptual linking accreditation in particular in IASP- 2020 framework— with acculturation processes quality in institutions Islamic education. Existing literature tend separate discussion management quality, accreditation, and characteristics Islamic education, so that not yet produce understanding integrative about role accreditation as instrument cultural.

Therefore that, article This aim for identify and synthesize findings literature about connection accreditation and management quality in institutions Islamic education, as well as reconstruct framework conceptual that places accreditation as instrument cultivation quality. In addition, research This make an effort formulate factor drivers and inhibitors cultivation quality in context accreditation based on proof available literature.

Research Method

Study This use approach qualitative with Systematic Literature Review (SLR) design for analyze in a way deep draft accreditation as instrument cultivation quality in institutions Islamic education. Approach This chosen Because study No collecting field data, however examine, compare, and synthesize results study previously used to build framework conceptual based proof scientific (Kumar et al., 2024). The data sources are document scientific secondary data obtained from academic database reputable, namely Google Scholar, Directory of Open Access Journals (DOAJ), and Garba Digital Reference (Garuda), as well as journal portals college tall for reach article national SINTA indexed. Documents analyzed covering article journals, proceedings scientific, books academic, as well as document policy official related accreditation education. Search done using the keyword " management" quality education", "accreditation education", "culture quality", "quality culture", "Islamic education management", and "IASP 2020" which are combined with the Boolean operators AND and OR, with range publication ten up to fifteen year lastly to remain relevant with development policy quality education.

Selection process literature done in a way gradually through identification, screening title and abstract, assessment eligibility through reading text full , and determination articles that meet the requirements criteria inclusion criteria inclusion covers relevance topic with management quality , accreditation, culture quality, and Islamic education, as well as originate from source credible

academic, whereas non- scientific documents like opinion popular and news No included. Data analyzed using integrated content analysis with thematic analysis through the coding process concept, grouping theme main and synthesis findings for build understanding integrative about connection between accreditation and cultural development Quality. Data validity is maintained through election source reputable, comparison cross study and triangulation theory, so that results study own base strong and valid arguments accountable in a way academic.

Result And Discusion

Result

1. Educational Quality Management

Results of the study literature show that management quality education in a way conceptual understood as a repair process sustainable which emphasizes transformation system organization. Quality is not solely measured from academic output, but from ability institutions build an adaptive and improvement - oriented system sustainable (Harvey & Green, 1993). In the context of Islamic education, approach management quality Lots adopt Total Quality Management (TQM) principles, which emphasize involvement all over inhabitant institutions, leadership participatory, as well as culture Work collective (Sulistyorini , 2015; Ikhsan et al., 2023).

However, some big study show that implementation quality in institutions Islamic education is still focus on fulfilling programs and procedures, not on forming culture inherent quality in habit organization. Quality tends to positioned as a technical agenda, not as mark living organization.

2. Accreditation as Quality Assurance

Literature show that accreditation designed as mechanism guarantee quality external. Reform through IASP-2020 marks shift from approach administrative going to evaluation based performance with focus on quality graduates, learning process, teacher quality, and management schools (BPMP Provinsi NTT, 2020).

However, the results study show that understanding unit education to the substance of IASP-2020 is still diverse. Research on madrasas shows that limitations internal capacity and understanding instrument make accreditation Not yet fully functioning as tool improvement quality sustainable (Gunawan et al., 2023). Accreditation Still often interpreted as activity periodic based fulfillment document.

3. Quality Culture

Literature review show that culture quality is element important in sustainability quality education. Loukkola and Zhang (2010) stated that "True high quality education cannot result only from formal quality assurance processes," which he emphasized that quality true born from values and habits organization, not just formal procedures.

In Islamic education, the values like trustworthy, responsible answer collective, and ethos Work quality own potential big for become foundation culture

quality. However, the literature Not yet Lots linking values the with system accreditation as mechanism cultivation quality.

4. Connection Accreditation and Quality Culture

Synthesis results show that literature Still separate study management quality, accreditation, and culture quality. Study of more Islamic schools Lots discuss strategies to achieve mark accreditation (Alfiyaturohmaniyyah et al., 2023), while study culture quality more develop in context education high. With so, not yet Lots studies that are explicit put accreditation as trigger formation culture quality in Islamic education.

Discussion

Findings study This show that there is discontinuity between design conceptual system accreditation and practice management quality in institutions Islamic education. In general normative, accreditation reform through IASP- 2020 has shift orientation from compliance administrative going to evaluation based performance (BPMP Provinsi NTT, 2020). Shift This in line with draft quality as a transformation process organization, not just fulfillment standard (Harvey & Green, 1993). However, the results synthesis show that change paradigm at the level policy not yet fully followed by changes culture organizations at the level unit education. Accreditation Still often understood as incident periodic, not as mechanism learning sustainable organization. Conditions This confirm that regulations quality No automatic produce culture quality.

Findings the strengthen argument that quality continuing education requires internalization values and habits work, not only formal procedures. Loukkola and Zhang (2010) stated that "True high quality education cannot result only from formal quality assurance processes," which he emphasized importance culture quality as foundation sustainability quality. In the context of this, accreditation should understood as point beginning changes, while success term long determined by ability institution integrate standard quality to in system work, leadership, and practice learning everyday. When accreditation stop at fulfillment indicator, then He only functioning as mechanism control, not as instrument transformation.

Analysis This at a time answer gap literature identified in the section introduction. Previous study about Islamic education is abundant highlight TQM implementation or strategy to achieve mark accreditation (Alfiyaturohmaniyyah et al., 2023; Ikhsan et al., 2023; Sulistyorini, 2015), however Not yet connect in a way conceptual accreditation with formation culture quality. Meanwhile that, study about culture quality develop in discourse education high, but seldom contextualized in Islamic education at the elementary level school/madrasah. With Thus, research This fill in room empty the through synthesis that places accreditation as mechanism socialization mark quality in organization Islamic education.

In a way theoretical, results study This expand understanding about management quality education. If literature previously positioning TQM as approach technical managerial, then study This show that accreditation play a role as a medium of institutionalization mark quality. This means, standard accreditation functioning No only as instrument evaluation, but as means

formation of norms, patterns work and orientation organization. This perspective in line with view that system guarantee quality need seen as a learning process organization (Kumar et al., 2024), not solely external audit system. With Thus, the contribution conceptual study This lies in the shift meaning accreditation from compliance mechanism to cultural driver.

In context Islamic education, findings This own significance special. Values like trustworthy, responsible answer collective, and ethos Work quality in a way theoretical compatible with principle culture quality. However, the literature show that values the Not yet in a way systematic integrated in framework management quality based accreditation. When accreditation interpreted as a process of acculturation quality, then values Islam can functioning as cultural capital that strengthens sustainability quality, not just attribute normative institution.

Implications practical from findings This is the need reorientation meaning accreditation at the level institution Islamic education. Accreditation No Enough understood as a target value, but must integrated to in cycle management daily, such as planning data-driven, reflective learning, supervision academic, and evaluation sustainable. Without internalization process said, accreditation potential become activity separate administrative from practice learning real.

With Thus, the discussion This confirm that the novelty of the research lies in the reconstruction conceptual role accreditation as instrument cultivation quality. The resulting relational model, namely Accreditation → Performance Standards → Internalization Quality Practices → Change Habit Organization → Sustainable Quality Culture, explains track previous transformation Not yet formulated in a way explicit in literature Islamic education. This model No only answer gap knowledge, but also provide framework analytical new for understand connection between policy accreditation and dynamics culture organization education.

Conclusion

This study confirm that accreditation in Islamic education does not can understood solely as mechanism evaluation administrative, but must placed as instrument cultivation quality plays a role in form values, habits work and system organization institution education. Synthesis literature show that despite accreditation reforms has leading to assessment based performance, practice at the level unit education Still tend fulfillment - oriented instruments, so that Not yet fully produce culture sustainable quality. Findings This consistent with view that quality education No born from procedure guarantee formal quality only, but rather from the internalization process mark quality in practice organization daily.

The discussion also shows that literature previously tend separate study management quality, accreditation, and characteristics Islamic education, so that not yet produce framework conceptual integrative. Contribution study This lies in the reconstruction conceptual that places accreditation as trigger transformation

culture organization through the internalization process standard performance to in system work, leadership, and practice learning. Within the framework this, accreditation functioning as point beginning changes, whereas sustainability quality determined by culture practice quality in the environment institution Islamic education. This perspective expand understanding management quality from approach technical going to dimensions cultural organization.

In a way practical, conclusion This confirm the need reorientation meaning accreditation in institutions Islamic education so that it does not stop at achievement value, but integrated in cycle management daily and reflection learning. Values Islam like trust worthy, responsible answer collective, and ethos Work quality can functioning as cultural capital that strengthens culture quality if connected in a way systemic with standard accreditation. For development study to front, research empirical based studies cases in institutions Islamic education is needed to test the resulting conceptual model as well as browse in a way more deep mechanism internalization quality in practice institutional.

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