

Assessing the Structural Reform of National Accreditation Bodies and Its Implications for Education Quality Control in Indonesia

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Abstract. Changes in the scope of educational organizations are believed to ensure that all levels of education in Indonesia receive accreditation in accordance with the National Education Standards. This study aims to examine the impact of the structural transition from National Accreditation Board for Schools and Madrasahs to National Accreditation Board for Early Childhood Education, Primary Education, and Secondary Education in implementing quality assurance in Indonesian education. A literature review approach is employed in this research. The findings indicate that changes in name and accreditation scope have led to structural and functional transformations within the National Accreditation Body. The functions of National Accreditation Board for Early Childhood Education, Primary Education, and Secondary Education are expected to accommodate more accurate and beneficial educational services tailored to each level, including early childhood education, primary education, and secondary education. The implications of this transition are believed to enhance the quality of Indonesia's accreditation institutions by fostering greater transparency and openness in carrying out their duties and functions as quality assurance bodies in the country.

Keywords: Changes; National Accreditation; Quality Control; Education; Indonesia

1. Introduction

Developed countries, including the United States, the United Kingdom, and China, continue to make significant progress in reforming their educational policies to support the use of evidence-based learning in schools. These developments reflect various ongoing evidence-based education reforms, particularly within a continuous cycle of innovation, evaluation, and dissemination in education, similar to advancements in agriculture, medicine, and technology (Haskins, 2014; Kolada, 2013; Xie, 2020).

Interest in scientific evidence is beginning to grow in Indonesia; however, it remains far from establishing a robust field of research and program evaluation in education. Initiatives similar to evidence-based education reform (Slavin, 2020) have yet to be evenly promoted or formally recognized. Evidence-based education reform refers to policies that enable educators and policymakers to implement programs and practices proven effective through rigorous scientific studies (Bridgeland & Orszag, 2013; Gueron & Rolston, 2013; Slavin, 2017, 2020; Xie, 2020). In Indonesia, this has led to institutional reform as a primary driving force, aimed at implementing comprehensive improvements in institutional governance.

According to Law No. 20 of 2003 on the National Education System, the government is obligated to provide quality education. To achieve this, the Indonesian government issued Government Regulation No. 19 of 2005 on National Education Standards, which led to the establishment of the National Education Standards Agency as the body responsible for setting the standards and criteria for educational implementation.

In ensuring the quality of educational implementation, education standards are expected to drive various changes in the education system and services, leading to improved student achievement, expanded opportunities, increased roles for teachers, education personnel, parents, and students, as well as the provision of accurate information and observable

coordination functions. Recognizing the importance of national education standards, all educational institutions in Indonesia adhere to these standards.

The entire process of educational implementation in Indonesia follows a systematic, integrated, and sustainable quality assurance mechanism, as outlined in Minister of Education and Culture Regulation No. 2 of 2016 on the quality assurance system. To maintain education quality, supervision is necessary to ensure that the educational process aligns with its intended goals. Hoys et al. (2005) emphasize that educational control is essential at both central and regional government levels. Sallis (2005) further explains that controllers or supervisors typically conduct quality control. In education, inspection and assessment serve as quality control methods used to determine whether education standards have been met.

1.1. Problem Statement

For a long time, educational policies were largely based on ideological perspectives; however, such policies did not always yield the expected outcomes, as they were not accompanied by effective educational programs (Slavin, 2016; Xie, 2020). In contrast, programs supported by strong evidence have the potential to produce the desired educational results (Haskins, 2014; Kolada, 2013). Observably, several developed countries have improved their policies by supporting official organizations and non-governmental institutions that focus on interpreting program evaluation studies. These efforts help ensure that governments and educators are informed about programs that have been proven effective (Xie, 2020).

Indonesia In fulfilling its functions of standardization, quality assurance, and quality control (Government Regulation No. 57 of 2021), school accreditation is conducted by the National Accreditation Board for Schools and Madrasahs (NAB-S/M), as regulated by Minister of Education and Culture Regulation No. 13 of 2018. This regulation defines accreditation as an assessment activity to evaluate the eligibility of schools/madrasahs based on predetermined education quality assurance criteria. Consequently, every school/madrasah in Indonesia is required to undergo accreditation by NAB-S/M. In the United States, for example, the federal education law—Every Student Succeeds Act (ESSA) of 2015—encourages financial support for schools to select and implement programs and practices based on evidence of impact. It does not require uniformly established standards, thereby allowing recognition of program quality at the school level (Xie, 2020). This flexibility has not diminished the U.S.'s role as a pioneer in education policy reform. Regardless of differing values and without making direct comparisons, Indonesia needs to reexamine its role and position in generating effective educational programs. NAB-S/M accreditation results, only 30.8% of schools/madrasahs received an A rating, while 53.5% received a B rating, and 14.3% received a C rating (Mu'ti, 2017). These findings align with the results of the 2015 PISA test, which assessed Indonesian 15-year-old students' proficiency in mathematics, reading, and science. The results indicate a declining trend in performance across all subjects in 2022. Over the last decade (2012–2022), there has been no significant improvement in reading (0.19%), mathematics (0.5%), or science (0.0%). Among countries with the largest 15-year-old student populations, Indonesia performed better than the Philippines in all subjects but lagged behind Brazil and Mexico.

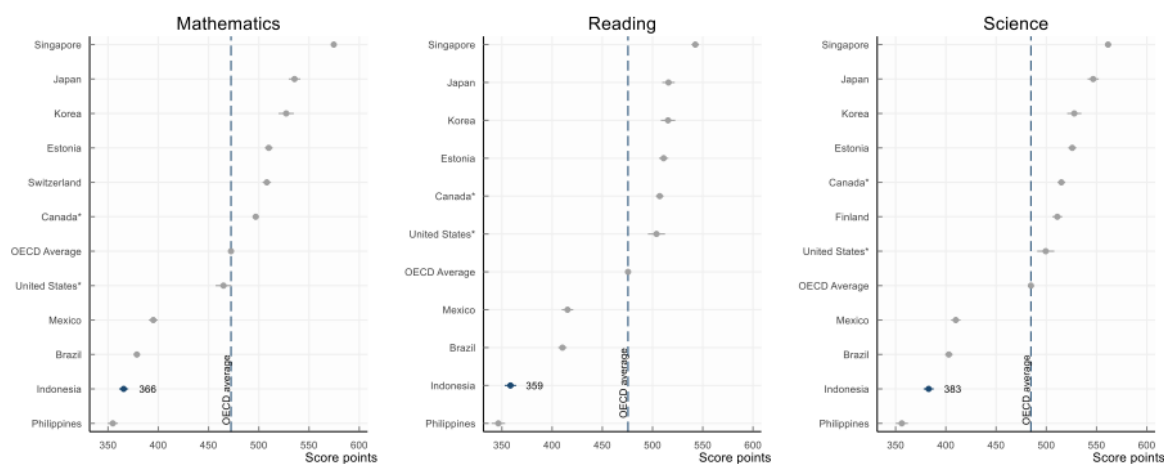


Figure 1. Average Performance All Subject

Source: OECD 2023 (Database PISA 2022), Tahun 2025

Based on this, the issue does not lie in the quality of the National Education Standards but rather in the inadequate fulfillment and implementation of these standards (Puslitjakdikbud, 2019). The accreditation results of schools and madrasahs in Indonesia also indicate a lack of significant progress. According to the Puslitjakdikbud report, the average increase in accreditation scores remains minimal, suggesting that schools have not made substantial improvements across the eight national education standards over the five-year accreditation period. This is particularly evident in the educator and education personnel standards, as well as the infrastructure and facilities standards, which consistently show the lowest performance (Puslitjakdikbud, 2019).

1.2. Related Research

This finding is further supported by Yuliana et al. (2019), who revealed that, based on accreditation data for senior high schools (SMA), the three lowest-performing standards are the educator and education personnel standards, infrastructure and facilities standards, and graduate competency standards. However, Handayani (2016) presented different findings, indicating that the fulfillment of all eight accreditation standards for senior high schools in Jakarta has shown improvement. In Regassa's (2024) findings on educational supervision across five different countries, the importance of supervision in promoting teacher development and improving educational practices is emphasized, alongside the identification of challenges to effective supervision.

Educational reforms aim to improve the condition of educational systems; however, much like medical interventions, educational interventions inevitably produce social effects—success for some and failure for others (Meyer, 1977; Keith et al., 2024). In the educational context, the side effects of policies, whether in support of or in opposition to an initiative, are often presented post hoc or through postmortem analyses conducted after implementation, with very few attempts to predict impacts through rigorous research methods. Such studies are frequently limited to predictive research based on normative assumptions and hypothetical speculation (Keith et al., 2024), thus indicating a need for further research. Nevertheless, studies focusing on institutional reform in the context of educational supervision in Indonesia remain limited.

1.3. Research Objectives

To address these challenges, the Indonesian government has implemented various measures, including the recent issuance of Minister of Education, Culture, Research, and Technology Regulation No. 38 of 2023, which establishes the National Accreditation Board for Early Childhood Education, Primary Education, and Secondary Education (NAB-EPS). This regulation replaces the previous NAB-S/M and expands the scope of accreditation beyond primary and secondary education. The change in name and accreditation scope has led to specific

impacts on the structure, coverage, and functions of NAB-EPS compared to NAB-S/M in enhancing the quality of education in Indonesia. Based on this background, this study examines the impact of the structural transition from NAB-S/M to NAB-EPS in implementing quality assurance in Indonesian education.

2. Theoretical Framework

2.1. National Accreditation Board

The National Accreditation Board is an independent and professional body responsible for assessing the eligibility of educational institutions at the primary and secondary school levels. In Indonesia, this function is carried out by the National Accreditation Board for Early Childhood Education, Primary Education, and Secondary Education (NAB-EPS), as regulated by Minister of Education, Culture, Research, and Technology Regulation No. 38 of 2023. The principles underlying school accreditation in Indonesia include objectivity, effectiveness, comprehensiveness, independence, and fairness (Anshori, 2021).

In the context of ensuring and controlling education quality, different countries adopt various approaches. In Europe, accreditation follows the Bologna Process, a collaborative effort among European countries to develop standardized criteria and methodologies. The European Association for Quality Assurance in Higher Education (ENQA) serves as the primary policymaking body for education quality assurance in Europe (ENQA, 2015; Sursock, A., & Smidt, H., 2010). Through ENQA, European nations participate in the Bologna Process to harmonize accreditation standards.

In contrast, the United States Department of Education does not have a specific federal law governing the recognition of accreditation associations for primary and secondary schools. Most U.S. states have their own regulations to promote quality assurance and accreditation for both public and private schools. Schools accredited and recognized at the state level are considered part of the U.S. education system. However, the federal government maintains general quality assurance and accreditation standards (U.S. Department of Education, 2019; Puslitjakdikbud, 2019).

2.2. Education Quality

Quality refers to the standard or measure of something when compared to other similar entities (Oxford University Press, 2010). Quality is a primary objective for educational institutions worldwide. For instance, when analyzing the global implementation of quality in university cases, three main components of academic programs were identified: structure, instruments, and assessment (Pham et al., 2021).

In the context of accreditation, Harvey (2004) argues that accreditation serves not only as a quality assurance mechanism but also as a political instrument that can influence power dynamics within educational institutions. The transition from NAB-S/M to NAB-EPS reflects an effort to expand accreditation coverage and integrate a more comprehensive approach to school quality control. However, the effectiveness of accreditation depends on whether it emphasizes administrative compliance or genuine institutional development (Sallis, 2005). Therefore, a key challenge in Indonesia's accreditation reform is ensuring that the new NAB-EPS system not only standardizes school quality but also provides substantive guidance for educational improvement.

In institutional analysis, NAB-EPS's educational supervision plays a crucial role in promoting the implementation of quality assurance activities across educational institutions in Indonesia. These include quality assurance manuals (Lamagna et al., 2017), quality handbooks (McGhee, 2021), quality assurance policies (Chu & Westerheijden, 2018), and quality assurance frameworks (Vettori et al., 2017). Although the terminology varies across institutions, they generally address definitions of quality, quality principles, and the integration of quality standards. NAB-EPS practices are responsible for quality control tasks such as providing feedback and conducting institutional or specific program accreditation. This is supported by

Jankowski et al. (2018), whose study shows that accreditation serves as a significant driver in providing accountability evidence and contributes to continuous quality improvement.

3. Method

3.1. Research Design

This study employs a library research approach with a conceptual framework (Lihat, 2015). The research examines various legal literature on Indonesia's national accreditation body as well as other general literature in the form of journals, books, and documents. From these sources, concepts and theories are identified, allowing the study to explore, uncover, develop, and test theoretical validity. The review in this study consists of four (4) main steps: a) Identifying all potential and relevant studies, b) Screening studies based on specific inclusion and exclusion criteria, c) Coding eligible studies, and d) Conducting the analysis.

3.2. Data Collection

Data collection in this study is conducted through library research by reviewing archival records related to the national accreditation body's legal framework in implementing quality assurance in Indonesian education. The data collection process is categorized into primary and secondary legal materials. Data were gathered from online sources through systematic searches using the Google search engine. Legal documents were analyzed using content analysis to identify patterns and gaps in policy implementation:

- a. Law No. 20 of 2003, Article 60, on the National Education System, which regulates accreditation as part of quality assurance.
- b. Minister of Education and Culture Regulation No. 59 of 2012 on the National Accreditation Body.
- c. Minister of Education and Culture Regulation No. 13 of 2018 on the National Accreditation Body for Schools/Madrasahs and the National Accreditation Body for Early Childhood Education & Non-Formal Education.
- d. Government Regulation No. 57 of 2021 on National Education Standards.
- e. National Accreditation Body for Schools/Madrasahs (NAB-S/M) Regulation No. 2 of 2023 on School/Madrasah Accreditation Criteria and Instruments.
- f. Minister of Education, Culture, Research, and Technology Regulation No. 38 of 2023 on the National Accreditation Body for Early Childhood Education, Primary Education, and Secondary Education (NAB-EPS).

Secondary legal materials serve as supporting resources that complement and strengthen the explanation of primary legal materials. These include books, journals, and documents discussing the role of the national accreditation body in quality assurance in Indonesian education. The steps undertaken in data collection are as follows:

- 1) Collecting and cataloging relevant laws and regulations.
- 2) Classifying the gathered legal provisions.
- 3) Reading, comprehending, and citing sources directly or indirectly.

3.4. Data Analysis

Legal documents were analyzed using content analysis to identify patterns and gaps in policy implementation. After gathering the legal materials, the researcher conducts content analysis. The integrative and conceptual analysis method is employed to identify, process, and analyze legal materials, aiming to understand their meaning, significance, and relevance (Burhan, 2007), particularly in relation to accreditation in quality assurance for Indonesian education.

3.5. Validity and Reliability

To ensure validity and reliability in this literature-based article, we conducted a comprehensive search of databases and examined previous systematic reviews to ensure no relevant studies were overlooked. The English-language databases searched included Sage Journals, Web of Science, and Emerald Publishing. The search was conducted for studies published between

2010 and 2025. We further reviewed articles that met similar inclusion criteria to this study. Additionally, we examined the reference lists of eligible studies. The inclusion criteria focused on study topics with keywords such as educational quality, educational control, and educational supervision.

4. Findings

4.1 School Accreditation Across All Educational Levels in Indonesia

Before delving into the institutional aspects, it is essential to first examine the current state of education in Indonesia. This preliminary discussion aims to encourage practitioners, academics, and experts to reflect on accreditation outcomes as a means of assessing progress and challenges in regulating and enhancing education quality in Indonesia.

Accreditation serves as a crucial instrument for evaluating school performance based on the criteria set by Indonesia's National Education Standards. It provides a comprehensive assessment of educational institutions while identifying key areas that require improvement. By analyzing accreditation results, stakeholders can gain valuable insights into the effectiveness of current policies and determine necessary interventions to enhance the overall quality of education in Indonesia.

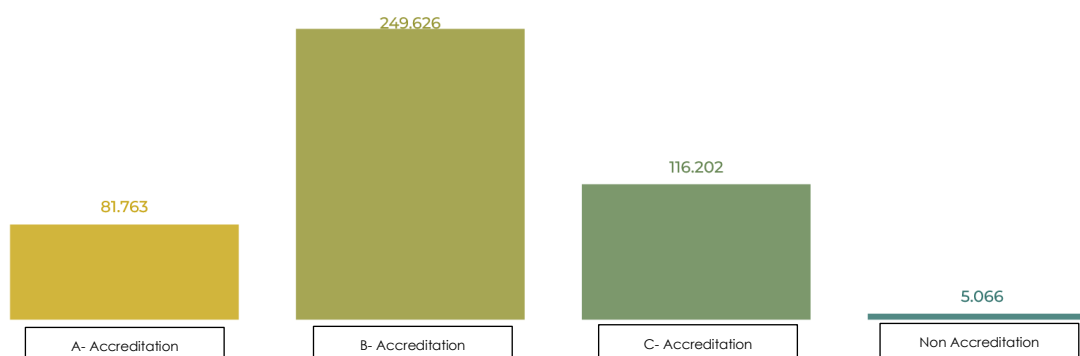


Figure 1. School Accreditation Trends Across All Educational Levels in Indonesia (2024)

Source: www.ban-pdm.id, accessed on March 22, 2025

Based on Fig. 1, school accreditation results in Indonesia are predominantly in category B, with a total of 249,626 schools, followed by category C with 116,202 schools, category A with 81,763 schools, and 5,066 schools that remain unaccredited. These results are quite surprising, considering that the accreditation process has been in place for the past 21 years. Upon further examination, accreditation results for Early Childhood Education (ECE) in Indonesia from 2019 to 2024 have significantly contributed to this trend. Between 2021 and 2024, the number of accredited ECE institutions consistently increased, as shown in Fig. 2. Conversely, an opposite trend is observed in the accreditation of primary and secondary education, where accreditation rates have continuously declined in Indonesia from 2020 to 2024, as illustrated in Fig. 3.

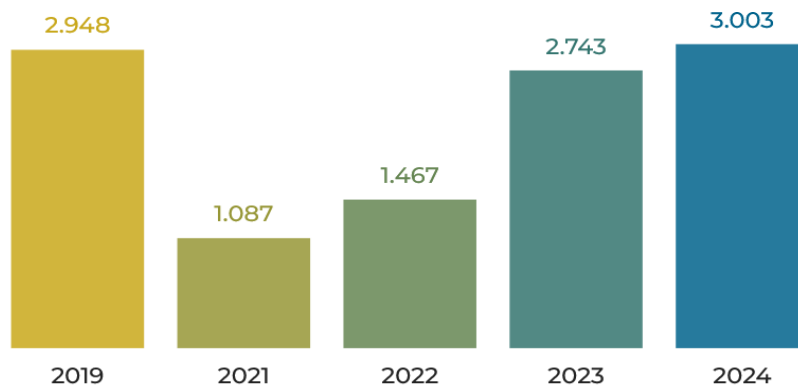


Figure 2. Early Childhood Education (PAUD) School Accreditation Trends (2019-2024)

Source: www.ban-pdm.id, accessed on March 22, 2025

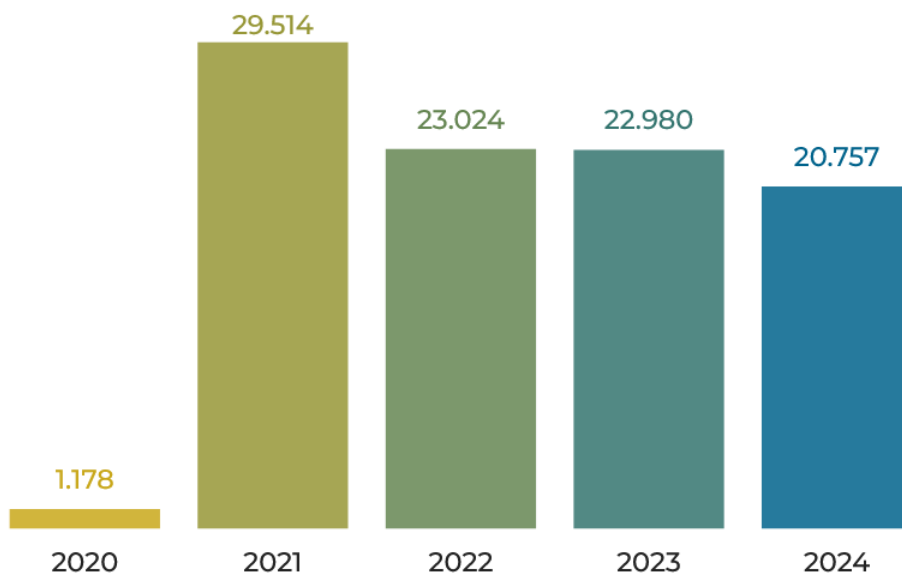


Figure 3. Accreditation Trends in Primary and Secondary Education (2020-2024)

Source: www.ban-pdm.id, accessed on March 22, 2025

Thus, it is essential for readers to understand the role, function, and structure of the education accreditation body in Indonesia in carrying out quality control in education, as well as to comprehend the institutional hierarchy and the accreditation implementation mechanism.

4.2. Understanding the Institutional Aspects of the National Accreditation Board

Since 2004, the accreditation process in Indonesia has been conducted under the coordination of the Ministry of Education and Culture. The National Accreditation Board (BAN) is an independent institution responsible for accrediting schools and madrasahs across the country. The accreditation process covers various educational levels, including early childhood education institutions, primary schools/madrasahs, junior secondary schools/madrasahs, senior secondary schools/madrasahs, and special education schools.

In accordance with Law No. 20 of 2003, the National Accreditation Board for Schools/Madrasahs (NAB-S/M) was established to improve education quality in a gradual, planned, and measurable manner. As a non-structural and autonomous institution, NAB-S/M is responsible for accrediting, mapping, and evaluating the quality of education. In its

operations, NAB-S/M is supported by Provincial Accreditation Boards (PAB-S/M), which are formed by the Governor.

Institutionally, the accreditation system consists of three levels: the National Accreditation Board, Provincial Accreditation Boards, and District/City Accreditation Boards. The National Accreditation Board is headquartered in Jakarta, while the Provincial Accreditation Boards operate in provincial capitals, and the District/City Accreditation Boards are located in district and city capitals. The board members come from diverse backgrounds, including representatives from government agencies, school practitioners, education experts, community leaders, civil society organizations, and professional education associations.

The number of accreditation board members is determined based on institutional needs, with a term of office lasting four years. Members may be reappointed for one additional term. The Minister of National Education directly appoints the members of the National Accreditation Board, while the Governor appoints members of the Provincial Accreditation Boards, and the Regent/Mayor appoints members of the District/City Accreditation Boards.

Structurally and bureaucratically, the National Accreditation Board is responsible for establishing national accreditation policies and systems. The Provincial Accreditation Boards focus on socializing and coordinating accreditation implementation for special education schools and senior secondary schools/vocational schools. Meanwhile, the District/City Accreditation Boards oversee the dissemination and coordination of accreditation for early childhood education institutions, primary schools, and junior secondary schools.

Thus, institutionally, the study of the educational supervision model of the accreditation body in Indonesia represents an institution that operates within a bureaucratic model. According to Weber (1947), bureaucracy is characterized by a hierarchical structure, adherence to formal rules, and a systematic division of labor.

4.3. School Accreditation Implements Quality Control: Preventive, Corrective, and Detective Measures

The Indonesian Accreditation Board implements quality control through preventive, corrective, and detective measures. At the preventive stage, quality control is carried out through the establishment of standards, criteria, and procedures for accreditation and quality assurance. This process follows a structured accreditation mechanism that schools/madrasahs in Indonesia must adhere to. Schools must first submit a self-evaluation request to the Provincial Accreditation Board for special education schools and senior secondary/vocational schools, or to the District/City Accreditation Board for early childhood education institutions, primary schools, and junior secondary schools. Schools are required to conduct self-evaluations independently, honestly, and accurately using instruments provided by the accreditation board. Once completed, the self-evaluation report and accreditation request are submitted to the accreditation board, serving as a prerequisite for the accreditation process.

During the waiting period, the accreditation board reviews the submitted self-evaluation results. If deemed eligible, the board assigns a team of at least two assessors to conduct an on-site visitation. Based on this visit, the assessors provide evaluations, official reports, and recommendations for school performance improvements. In the final stage, a plenary session is held to determine the accreditation results, issue certification, and compile official reports.

The corrective control aspect of the accreditation board is evident in the strict implementation of accreditation timelines in Indonesia. Schools must apply for accreditation at least six months before their previous accreditation expires. Additionally, schools that wish to undergo re-accreditation after making improvements must wait at least two years following their last accreditation decision. The system also allows schools to submit complaints to the accreditation board, which are then verified and evaluated by the National Accreditation Board.

Through detective control, the accreditation board identifies non-compliance, inefficiencies, and failures in meeting educational standards. Schools that fail to obtain accreditation face

significant consequences, such as losing the right to administer final examinations and issue official diplomas/certificates.

To ensure the accreditation process adheres to established principles and mechanisms, the accreditation board also conducts monitoring and evaluation of selected schools. This process verifies the consistency and accuracy of accreditation implementation, procedures, and outcomes. Therefore, in terms of timing, the accreditation board enforces multi-layered quality control from the initial stages, throughout the process, and after accreditation is granted. When linking the implementation carried out by the accreditation body as described above, several aspects of the bureaucratic model, as proposed by Weber (1947), can be identified. These aspects have been modified by the author as follows.

Table 4. Bureaucratic Characteristics and Implementation Model

Bureaucratic Characteristics	Implementation Model
Hierarchical Structure	<ul style="list-style-type: none"> - The Accreditation Body units have clear authority (National Accreditation Body, Provincial Accreditation Body, District/City Accreditation Body). - Policies are implemented in a top-down manner.
Formal Regulations	<ul style="list-style-type: none"> - Binding standards and procedures are in place. - Evaluation and assessment systems are standardized.
Systematic Division of Labor	<ul style="list-style-type: none"> - Each individual has specific roles and responsibilities. - Certain departments/units handle specific tasks.
Strict Documentation & Administration	<ul style="list-style-type: none"> - Official documentation such as reports, certificates, and other administrative procedures. - Transparency & accountability through systematic record-keeping.
Decision-Making Process	<ul style="list-style-type: none"> - Decisions are based on applicable regulations. - Objectivity in evaluating the quality of educational institutions.

Source: Author analysis, 2025

5. Discussion

5.1. Educational Supervision by the National Accreditation Agency

This study provides an overview of educational supervision in Indonesia, in which academic programs across various educational levels are overseen by the National Accreditation Agency. In line with case studies on internal quality control in other countries, such as Vietnam, institutions have also developed infrastructures to implement quality control mechanisms, including the establishment of quality assurance offices (Nguyen et al., 2020; Martin, 2018) and the development of control models that align with external requirements (Cao, 2020; Nguyen, 2020). These practices are consistent with findings from research on international experiences in implementing educational supervision systems worldwide (Martin & Parikh, 2017). The maturity of the quality supervision models developed by institutions depends on the education ministry's policy on national, regional, and international accreditation (AUN, 2020), particularly in relation to achieving ISO 9000:2015 standards (Huynh & Nguyen, 2020).

Referring to Ministry of Education, Culture, Research, and Technology Regulation No. 38 of 2023 concerning the National Accreditation Body for Early Childhood Education, Primary Education, and Secondary Education (NAB-EPS), also referred to by some as NAB ECE Dikdas & Dikmen,

this regulation revises the name and scope of accreditation, previously known as the National Accreditation Body for Schools/Madrasahs (NAB-S/M).

This change can be understood as an effort by the Indonesian government to ensure that all levels of education in Indonesia receive accreditation in accordance with national education standards. It can be seen as a reform in the accreditation body aimed at expanding its reach and promoting accreditation across various levels of education, particularly when considering previous accreditation trends (Fig. 3). This is in line with Jankowski et al. (2018) and Martin (2018), who emphasized that the establishment of a quality control committee can make a significant contribution to overseeing educational supervision activities within institutions.

Alongside the renaming and expansion of accreditation scope, this regulation also brings structural and functional changes to NAB EPS. The transition from NAB-S/M to NAB PDM represents an adjustment to accommodate all levels of education. Previously, accreditation was limited to schools and madrasahs, but it has now been expanded to include early childhood education, primary education, and secondary education. This institutional transformation ultimately demands that NAB EPS be more accountable, transparent, and capable of increasing the number of accredited schools in Indonesia.

This aligns with the findings of Susetyo & Muksin (2022), who stated that the current accreditation process requires significant resources, making it difficult for the National Accreditation Body for Schools and Madrasahs to fully implement its mandate as outlined in the regulations. Ideally, accreditation results should be consistent with other quality indicators. Similarly, Anshori (2021) found that the implementation of educational autonomy necessitates changes in the evaluation system, which should not only serve a supervisory function but also facilitate guidance and empowerment in education management. The reform of the accreditation body is, therefore, an inevitability. Continuous supervision, quality control, and educational development efforts must be carried out both at the institutional level and within the bureaucratic management system. This ensures that the quality of education aligns with both established standards and societal expectation.

5.2. Reform as a Challenge to Improving Educational Quality

Institutional transformation is inevitable when reflecting on Indonesia's PISA results, and it warrants further examination. From a global perspective, school management and supervision play a pivotal role in shaping the quality and efficiency of education systems, particularly as they are influenced by political, economic, social, and cultural dimensions (Bush & Bell, 2019; Hou Yi, et al, 2024).

The complexity of education systems is increasingly difficult to navigate due to rapid demographic shifts, massive technological advancements, and persistent socio-economic inequalities (Dimmock & Walker, 2019). These changes significantly impact educational supervision worldwide, requiring administrators to manage diverse student populations, identify and close learning gaps, and adapt instructional methods to meet the needs of 21st-century learners (Hargreaves & Shirley, 2018).

As the primary body overseeing educational institutions and administrators, ministries of education — including in Indonesia — are responding to the global expansion of education, which has resulted in greater cultural diversity within school communities. This has led to a push to develop cultural competence and actively promote inclusivity in education (Leithwood et al., 2020).

Institutional changes within Indonesia's National Accreditation Board (NAB) inevitably present challenges to school management and supervision at the national level. As Smyth et al. (2019) note, educational policies and reforms often involve conflicting interests and ideologies, resulting in shifting priorities and resource allocations. Supervision carried out by accreditation bodies must be capable of managing the complexity of policy implementation while also meeting stakeholder expectations and maintaining the integrity and rhythm of educational objectives (Spillane et al., 2019).

Nonetheless, these institutional reforms can also sharpen the focus on school accountability and standardized assessment, increasing the pressure on schools to demonstrate measurable outcomes. This, in turn, intensifies the responsibilities placed upon school administrators and educational leaders (Fink & Resnick, 2019).

5.3. The Impact Mechanism of Educational Institutions

Every organizational change inevitably brings impact to the entity and its smallest operational units. Referring to Lewin's (1947) theory of change, organizational transformation can be effective if the National Accreditation Body undergoes three key stages: unfreeze, change, and refreeze. This model emphasizes the importance of establishing both psychological and structural readiness to ensure that change is accepted and sustained.

1. Unfreeze refers to how the accreditation body prepares the organization by building awareness of the need for change. This stage may relate to previous discussions on the condition of education in Indonesia, including the political, demographic, and technological factors that necessitate reform.
2. Change involves the implementation of new adjustments, such as changes in structure, strategy, or organizational culture. In this context, it may include modifications in institutional nomenclature, functions, scope, objectives, as well as resource allocation, funding, and delegated authority.
3. Refreeze is the process of stabilizing these changes so that they become permanent and are uniformly implemented across the educational system. This includes institutionalizing the change through dissemination, training, the provision of additional resources, and the formulation of rules and policies that formally govern the entire organization.

Unfortunately, this study remains limited in its approach and still requires a more in-depth analysis of the impact of structural and institutional changes within the Accreditation Body. This article serves as an initial exploration of how the reform efforts of Indonesia's accreditation body play a crucial role in the supervision of the national education system.

6. Conclusion

NAB-EPS's educational supervision plays a crucial role in promoting the implementation of quality assurance activities across educational institutions in Indonesia. Institutional change is an inevitability. Every transformation should not be met with skepticism, especially when it involves expanding the structure and scope of an institution to enhance oversight across various levels of education. The complexity of education systems is increasingly difficult to navigate due to rapid demographic shifts, massive technological advancements, and persistent socio-economic inequalities (Dimmock & Walker, 2019). These changes significantly impact educational supervision worldwide, requiring administrators to manage diverse student populations, identify and close learning gaps, and adapt instructional methods to meet the needs of 21st-century learners. While educational quality is an achievement, a structured and systematic supervision process is even more crucial in ensuring better outcomes and expectations. The reform of the accreditation body's structure and scope is expected to establish a more suitable supervision model, particularly in addressing the diverse challenges faced by schools across different regions of Indonesia. This study emphasizes the role and function of the accreditation body in promoting equitable distribution of accredited schools and analyze institutional changes of Indonesian accreditation bodies.

Limitation

This research is limited to the use of analytical tools. To find out significantly the impact of changes in the structure and function of national accreditation bodies, further analysis is needed.

Recommendation

This research helps in maximizing the role of national accreditation bodies in quality control in Indonesia. For further development, researchers with an interest in this topic may adopt a quantitative approach to examine the broader impact. They may also employ more comprehensive analytical tools to support findings that are more contextual and generalizable.

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Conflict of Interest

The Author(s) declare(s) that there is no conflict of interest.

Declaration of Generative AI-assisted Technologies

This manuscript was prepared without the assistance of Generative AI. All intellectual contributions, critical analyses, and final revisions were conducted by the authors. The authors take full responsibility for the accuracy, originality, and integrity of the content presented in this work.

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