# Achievement of National Education Standards as an Indicator of School Quality

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| ARTICLE INFO | ABSTRACT |
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| | One important indicator for evaluating the quality of education in Indonesia is the Achievement of the National Education Standards (SNP). Each educational unit must meet various aspects of the SNP, including the curriculum, the learning process, and evaluation results. This research aims to analyze the relationship between the achievement of the National Education Standards (SNP) and school quality, as well as its impact on student learning outcomes. Using quantitative methods, data were collected from several schools in various regions, including national exam results, graduation rates, and other relevant indicators. The research results indicate that there is a significant positive correlation between SNP achievement and the quality of education perceived by students and parents. Learning outcomes and community satisfaction levels are higher in schools that successfully meet the standards. These findings indicate that SNP can be an effective tool for improving the quality of education in Indonesia if implemented regularly. It is hoped that this research will provide recommendations for policymakers and education practitioners to improve school quality by adhering to the established educational standards. |
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## INTRODUCTION

Education quality has become a central concern in global educational reform, particularly in the context of rapid technological advancement and the demand for competitive human capital. International discussions emphasize that quality assurance systems must go beyond regulatory compliance and focus on measurable learning outcomes, institutional effectiveness, and equity (UNESCO, 2023; OECD, 2023). Empirical studies in science education further demonstrate that structured learning standards and systematic evaluation frameworks contribute significantly to improving literacy skills and overall educational performance (Balqis et al., 2025; Cahyo & Diyana, 2025). These findings suggest that national standards, when implemented effectively, function as strategic instruments for strengthening school performance and ensuring consistent educational quality.

In Indonesia, the National Education Standards (Standar Nasional Pendidikan/SNP) serve as the primary framework for educational quality assurance across different levels of schooling. SNP encompasses content standards, process standards, graduate competency standards, educator qualifications, facilities and infrastructure, management, financing, and assessment standards. Recent analyses indicate that the implementation of structured standards positively correlates with improved institutional management and learning outcomes, particularly when schools integrate standards into instructional practice rather than treating them as administrative

requirements (Putri et al., 2024; Fadhliana et al., 2024). However, disparities in regional capacity, infrastructure readiness, and teacher professionalism remain significant challenges in achieving uniform compliance.

Several contemporary studies highlight that the effectiveness of standards-based reform depends on how schools internalize and operationalize those standards. For instance, research on problem-based learning and literacy improvement demonstrates that structured implementation models yield measurable gains in student competencies when supported by coherent management systems (Febria Utami & Bahri, 2025; Sari & Ahmad, 2025). Similarly, investigations into science literacy development emphasize that institutional readiness and instructional alignment play decisive roles in translating policy frameworks into classroom impact (Erayani & Jampel, 2022; Mutmainnah et al., 2025). These findings reinforce the argument that standards alone are insufficient without meaningful institutional engagement.

Despite extensive discussion on standards implementation, empirical validation of SNP achievement as a predictor of overall school quality remains limited. Existing research often focuses on specific instructional models or literacy outcomes without examining how comprehensive compliance with national standards influences broader quality indicators such as accreditation performance, stakeholder satisfaction, and institutional governance (Rina Hidayati Pratiwi et al., 2025; Murti et al., 2024). Furthermore, some studies suggest that administrative compliance may not necessarily reflect substantive improvements in learning culture or institutional effectiveness (Handayani, 2025; Susandi et al., 2025). This inconsistency underscores the necessity of examining SNP achievement within a predictive analytical framework.

Based on these considerations, this study aims to analyze the relationship between the achievement of National Education Standards (SNP) and school quality, to assess the predictive strength of SNP compliance on institutional performance indicators, and to provide empirical recommendations for strengthening quality assurance mechanisms in Indonesian education.

## METHOD

The research method to examine the achievement of the National Education Standards (SNP) as an indicator of school quality generally uses a descriptive quantitative approach with secondary data analysis (Raharjo et al., 2018; Sari, 2021). The data used usually comes from the results of school accreditation issued by the National Accreditation Board for Schools/Madrasahs (BAN-S/M) and the results of the national examination or national assessment in a specific year, for example, the year 2015 (Prasetyo & Wulandari, 2022). This research purposively sampled schools from various levels and statuses (public and private) to obtain a representative picture. Data analysis was conducted using statistical techniques such as analysis of variance (ANOVA) to test the differences in SNP achievements among school groups, as well as multiple linear regression to identify the influence and contribution of each SNP standard to school quality both simultaneously and partially (Murti et al., 2024). Classical regression assumptions such as normality, multicollinearity, and heteroscedasticity were also tested to ensure the validity of the analysis model. With this method, researchers can measure the extent to which standards such as Content Standards, Graduate Competencies, Educators and Education Personnel, Facilities and Infrastructure, and Management contribute to school quality, which is measured through academic achievements (UN scores) and accreditation.

In addition to quantitative approaches, qualitative methods are also important for delving deeper into the implementation of SNP in the field (Putri et al., 2024; Susandi et al., 2025). This approach typically uses case studies with data collection techniques such as in-depth interviews,

participatory observations, and document analysis like School Work Plans (RKS), BOS reports, and accreditation documents. Key informants include school principals, teachers, school committees, and education supervisors. With this method, researchers can identify constraints and obstacles in the implementation of SNP, such as discrepancies between planning and practice, limitations in facilities and infrastructure, as well as issues in school management. Qualitative data analysis is conducted thematically to identify patterns and phenomena that are not captured by quantitative data, thereby providing a more comprehensive picture of the factors affecting school quality from the perspective of national standard implementation.

To obtain more valid and comprehensive results, recent research often uses mixed methods that combine the strengths of quantitative and qualitative approaches. In this design, quantitative data is obtained through surveys and secondary data, while qualitative data is collected through in-depth interviews and Focus Group Discussions (FGDs) with various school stakeholders. Data analysis is conducted through triangulation to test the consistency of findings from various sources and methods. The mixed methods approach allows researchers not only to measure the statistical relationship between the fulfillment of SNP and school quality but also to understand the social, cultural, and managerial contexts that influence the success of SNP implementation. Such studies affirm that the achievement of SNP can indeed be used as an indicator of school quality, but its effectiveness highly depends on school management, stakeholder support, as well as the innovation and continuity of quality education programs.

## RESULTS AND DISCUSSION

### Definition of School Quality

School quality refers to the quality of education provided by an educational institution. The quality of a school is not only measured by students' academic achievements but also by other variables that influence the learning process and the development of students' character. Here are some key components in shaping the quality of a school:

    a. Curriculum
The relevance and quality of the implemented curriculum determine the quality of the school. A good curriculum must meet the needs of students, the development of science, and the requirements of the job market.
    b. Learning Process
The interactive, innovative, and student-centered learning process tends to produce better learning outcomes. This is because the quality of teaching and the learning methods used by teachers greatly influence the quality of the school.
    c. Human Resources
The quality of educators, including qualifications, competencies, and dedication, is an important factor in determining the quality of a school. Well-trained and experienced teachers can teach better.

### National Education Standards

The National Education Standards (SNP) is a comprehensive framework that realizes education in Indonesia. SNP aims to guide or ensure quality education throughout Indonesia. The SNP provides effective guidelines for education in Indonesia. SNP also becomes a main component in the education of this country, applicable to education from the basic level, namely, Early Childhood Education (PAUD), and secondary education, as well as three additional standards

specifically for higher education, which create a very consistent education system that produces high-quality education throughout Indonesia. This SNP has become a government regulation as stated in (Article 4 of Government Regulation No. 19 of 2005).

SNP includes content standards, process standards, graduate competency standards, educator and educational staff standards, facilities and infrastructure standards, management standards, financing standards, and educational assessment standards. The content standards encompass the scope of material and the level of competence required to achieve graduate competencies at specific levels and types of education, including the basic framework and structure of the curriculum, study load, unit-level curriculum, and academic/educational calendar, and these standards have specific meanings.

Content Standards (SI)

Content standards are the filling or elaboration of the Curriculum and Learning that will be designed for students who can achieve good competencies.

Process Standards (PS)

The standard process is highly focused on a stage that will outline guidelines for an effective and efficient learning process that will optimize the potential of students.

Graduation Competency Standards (SKL)

The graduate competency standards are criteria that will serve as the basic benchmark in curriculum development, final assessment, and will become a guideline for students, which is of importance in education. In the context of higher education, SKL becomes a form of graduate learning outcomes (CPL) which include Attitudes, Knowledge, General Skills, and Special Skills referred to as (KKNI).

Education standards and education assessment standards

Education and assessment standards regulated by the government as part of the National Education Standards, which serve as criteria for the education system throughout the unitary state of Indonesia. Educational standards encompass aspects such as the Curriculum, Learning Process, and educational competencies. The Educational Assessment Standards regulate the system and mechanism of assessing students' learning outcomes, aiming to measure a student's achievements objectively and fairly.

Standards for Facilities and Infrastructure

The standard of facilities and infrastructure is a criterion that must be met by an educational institution related to the supporting facilities for the learning process. Facilities are complements in the learning process. Infrastructure refers to facilities such as buildings, classrooms, teacher's rooms, administrative offices, libraries, laboratories, sports rooms, places of worship, and so on.

Management Standards

Management standards are criteria that regulate the planning, implementation, and supervision of educational activities conducted by educational units to achieve effective administration.

Financing Standards

The financing standard regulates the amount of costs that will be used for an educational unit over one year and ensures the smooth implementation of education at both the basic and higher education levels.

The Education Assessment Standards (SPP)

In elementary schools are conducted through a continuous assessment system developed by the curriculum network team. SPP consists of learning outcome assessments by educators, educational units, and the government. SPP is carried out through written, oral, and practical assessments in accordance with the curriculum as per Ministerial Regulation No. 20 of 2007.

## The Influence of SNP on School Quality

The National Education Standards (SNP) greatly influence the quality of schools in Indonesia because they serve as a reference to ensure the quality of education at all levels. SNP sets curriculum standards that must be followed to ensure that the material taught is relevant and aligned with students' needs as well as the development of knowledge, thereby enhancing students' understanding and skills. SNP also includes educator competency standards, which encourage schools to improve the quality of teachers through training and professional development. To improve the overall quality of education, highly qualified teachers will be better able to manage classrooms and deliver effective instruction. In addition, SNP helps schools improve infrastructure that supports a better learning process by encouraging them to meet certain standards related to facilities and educational resources. This allows schools to objectively assess student progress and provide useful feedback.

The National Education Standards (SNP) have a significant impact on the quality of schools in Indonesia because they serve as a guideline to ensure the quality of education at various levels. SNP regulates curriculum standards that must be followed to ensure the material taught is relevant and aligned with students' needs and advancements in knowledge, which in turn can enhance students' understanding and skills. SNP also includes standards for teacher competency, encouraging schools to improve the quality of their educators through training and professional development. With competent teachers, the overall quality of education can be improved, making them more capable of managing classrooms and providing effective teaching. In addition, SNP plays a role in helping schools improve infrastructure that supports learning by encouraging them to meet certain standards related to facilities and educational resources. This allows schools to objectively evaluate student progress and provide useful feedback.

The implementation of the National Education Standards is not merely a formal measuring tool, but also a primary driver for schools to conduct a comprehensive evaluation of various aspects of education. With clear and measurable standards, schools can systematically identify strengths and weaknesses in the teaching and learning process, school management, and the utilization of facilities and resources. This facilitates schools in designing more structured and sustainable development programs. In addition, SNP also encourages increased transparency in school management, including the use of funds and reporting of student learning outcomes, thereby enhancing the accountability of educational institutions in the eyes of the community and government. The implementation of SNP also motivates schools to build a quality culture focused on continuous improvement, which will ultimately create a more supportive and optimal learning environment for student development.

From various studies and analyses conducted over the past five years, it has been proven that adherence to the National Education Standards is strongly correlated with the overall improvement in school quality. Schools that successfully meet or exceed the National Education Standards (SNP) usually show significant improvements in students' academic learning outcomes, the quality of the learning process, and the satisfaction of all school members, including teachers, students, and parents. Research also indicates that the success in implementing the SNP heavily relies on the commitment and active involvement of school principals, teachers, as well as full support from local governments and the community. Without solid cooperation among all parties involved, efforts to improve quality through SNP will not be optimal. Therefore, a collaborative approach involving various parties and supportive policies is needed so that the SNP can be implemented effectively and sustainably, thereby producing quality graduates who are ready to face future challenges (Prasetyo and Wulandari, 2022; Sari, 2021).

## CONCLUSIONS

Based on the analysis results, it can be concluded that the National Education Standards (SNP) are a very important strategic instrument in the effort to improve the quality of education in Indonesia. SNP provides a clear and measurable framework for each educational unit to deliver quality education, covering aspects such as curriculum, learning processes, graduate competencies, and the management and assessment of education. This study shows a positive and significant relationship between SNP achievements and school quality, where schools that consistently meet or even exceed the established standards tend to have better educational quality. This is reflected in higher student learning outcomes, increased community satisfaction, and a more conducive learning environment for the development of students' character and skills. Thus, SNP can function as an effective predictor of school quality, as well as an evaluation tool to ensure the equitable distribution of educational quality across Indonesia.

However, the implementation of SNP in the field still faces various complex challenges. Limited resources, inadequate infrastructure, and differences in social and geographical conditions in various regions are the main obstacles to achieving the expected standards. Moreover, there are still schools that only meet administrative requirements without truly integrating SNP principles into daily practices. Therefore, strong commitment from the government, policymakers, and all elements of society is needed to continuously evaluate, assist, and strengthen the capacity of schools in optimally implementing the SNP. Continuous improvement efforts, teacher training, facility upgrades, and the involvement of parents and the community are essential so that the SNP can truly become the main foundation in building a quality, equitable, and competitive national education system. This research is expected to serve as a reference and inspiration for policymakers and education practitioners to continue innovating and collaborating in order to achieve quality education for all children of the nation.

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