

Quality of Senior High School Accreditation Based on Digital Evidence Governance in School Strategic Management

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ARTICLE INFO

Keywords: Senior High School Accreditation, Digital Evidence, Governance, Strategic Management, Quality Assurance

Received : 27 March

Revised : 20 April

Accepted: 25 May

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ABSTRACT

Senior high school accreditation increasingly requires quality governance that is not only based on document compliance, but also supported by digital evidence that can be traced, audited, and used in school strategic decision-making. This study aims to synthesize recent literature on the quality of senior high school accreditation based on digital evidence governance in school strategic management. A systematic literature review was conducted using the PRISMA guideline. Articles were identified through Scopus using structured keywords and were screened based on the publication year of 2021–2026, journal article type, English language, open access status, abstract relevance, active DOI, and substantive proximity to accreditation, quality assurance, governance, digital evidence, and institutional strategy. From 520 initial articles, 99 articles remained after Scopus filtering, and 13 articles with the strongest relevance were selected for in-depth analysis. The synthesis shows that accreditation quality is influenced by the validity of evaluation instruments, document traceability, stakeholder participation, digital capacity, collaborative leadership, and the integration of quality data into school strategic plans. Digital evidence should not merely be interpreted as online document storage, but should be positioned as a decision architecture that supports internal audit, transparency, accountability, and continuous improvement. This study contributes a conceptual basis for preliminary studies and the development of a senior high school accreditation model based on digital evidence.

INTRODUCTION

School accreditation is increasingly positioned as a quality governance mechanism that requires integration among standards, self-evaluation, performance evidence, and follow-up improvement. Recent literature indicates that accreditation and quality assurance do not merely function as compliance instruments, but also as institutional strategies to strengthen educational accountability and the achievement of SDG 4 (Kumar et al., 2025). In the school context, self-evaluation is an important component of inspection and quality assurance because school achievements, needs, and weaknesses can be assessed contextually (Gardezi, 2024). However, the objectivity of evaluation may still be influenced by power relations, differences in indicators, and inconsistencies between internal and external evaluation (Mcheke & Mislav, 2025). Educational digitalization has also expanded the way schools produce, store, and use quality evidence (Timotheou et al., 2023). Therefore, school accreditation needs to be understood as an evidence-based quality system that connects evaluation, governance, and continuous improvement strategies.

Recent research maps show three intersecting streams, namely educational digital transformation, change leadership, and data-based school governance. Educational digital transformation has been examined as a systemic process that requires strategy, cultural change, organizational capacity, and multi-level leadership (McCarthy et al., 2023). School digitalization is also understood as a change in educational activities influenced by the interaction among technology, work practices, and organizational learning (Pettersson, 2021). In vocational schools, the perceptions of school management and teachers regarding digital transformation differ, which means that digital readiness cannot be reduced merely to device availability (Rauseo et al., 2023). Studies on school governance also show that governance involves actor relations, accountability, policy, and institutional legitimacy (Mifsud & Wilkins, 2025). Thus, research on senior high school accreditation quality needs to be placed at the intersection of accreditation, digital governance, and school strategic management.

Although research on educational data has developed rapidly, a knowledge gap remains in the relationship among digital evidence, quality evaluation, and strategic decisions at the school level. Principals' data literacy has been mapped as a complex capacity that includes the formation of a data culture, school improvement, and reflective leadership practice (Lee et al., 2024). However, data use in school self-evaluation is still often fragmented because it is influenced by data quality, data users, organizational factors, and leadership practices (Vanari et al., 2025). Professional development interventions on data use can positively affect student achievement, but variations in design and implementation context still produce heterogeneous findings (Spiele et al., 2025). The use of artificial intelligence in educational decision-making also raises warnings about ethics, bias, and dependence on system outputs (Wang, 2021). This gap indicates that digital evidence has not been sufficiently examined as the foundation of senior high school accreditation that is directly connected to school strategic decisions.

Based on this gap, this study is directed toward synthesizing scientific evidence on the quality of senior high school accreditation based on digital

evidence governance in school strategic management. Studies on educational strategy and leadership emphasize that school strategy needs to be developed through future orientation, contextual reading, and consistency in organizational action (Carvalho et al., 2021). Sustainable school improvement is also understood as an adaptive process involving multiple actors, feedback, and institutional learning capacity (Koh & Askill-Williams, 2021). At the same time, quality assurance systems need to be encouraged to become allies of innovation rather than barriers to institutional change (Silva & Vargas, 2021). The integration of advanced technology into quality assurance has even begun to be directed toward predictive analytics and automated evidence collection (Warren et al., 2026). Therefore, the research question is directed toward how the literature maps accreditation, digital evidence, governance, and school strategy, as well as how these elements contribute to a preliminary study model.

LITERATURE REVIEW

School Accreditation and Quality Assurance

School accreditation is widely recognized as a mechanism for ensuring educational quality, accountability, and continuous institutional improvement. Contemporary accreditation systems emphasize not only compliance with standards but also the use of evidence-based evaluation to support organizational development and educational effectiveness. Accreditation processes provide a framework for assessing school performance, identifying areas for improvement, and strengthening public trust in educational institutions. Recent studies indicate that quality assurance systems are increasingly expected to function as instruments for strategic improvement rather than administrative control alone (Kumar et al., 2025; Gardezi, 2024).

Digital Evidence Governance in Education

Digital evidence governance refers to the systematic management of educational data, documents, reports, and performance records through digital technologies to support transparency, accountability, and decision-making. Educational digitalization has transformed how schools collect, store, validate, and utilize evidence related to quality assurance and accreditation processes. Effective digital evidence governance requires data accuracy, accessibility, security, traceability, and institutional readiness to use information for improvement purposes. Research shows that educational information systems contribute to organizational effectiveness when they are integrated into quality management practices and supported by appropriate technological capabilities (Putro et al., 2023; Timotheou et al., 2023).

Strategic Management in Schools

Strategic management in education involves the formulation, implementation, monitoring, and evaluation of organizational goals to achieve sustainable school improvement. School leaders are expected to utilize evidence and performance data in determining priorities, allocating resources, and designing improvement initiatives. Strategic management literature emphasizes that successful educational organizations develop clear visions, adaptive planning processes, and continuous learning mechanisms that respond to changing internal and external conditions (Carvalho et al., 2021; Koh & Askill-

Williams, 2021). Consequently, accreditation evidence should serve as a strategic resource that informs policy decisions and organizational development.

Leadership and Data-Informed Decision Making

Leadership plays a critical role in transforming educational data into meaningful organizational actions. Data-informed decision-making requires school leaders to possess data literacy, analytical skills, and the ability to create a culture that values evidence-based improvement. Principals are increasingly expected to interpret data, coordinate stakeholder participation, and align quality assurance processes with school development goals. Previous studies have shown that leadership practices significantly influence how schools utilize data for self-evaluation, accountability, and performance improvement (Lee et al., 2024; Vanari et al., 2025). However, the growing use of digital technologies and artificial intelligence in educational management also raises concerns regarding ethical considerations, bias, and data governance (Wang, 2021).

Relationship Between Accreditation, Digital Evidence Governance, and School Strategy

The literature suggests that accreditation quality, digital evidence governance, and strategic management are interconnected dimensions of educational improvement. Accreditation requires valid and verifiable evidence; digital governance provides mechanisms for managing and analyzing such evidence; and strategic management transforms evidence into institutional actions and improvement plans. Digital evidence therefore functions not merely as documentation for accreditation purposes but as a strategic asset that supports organizational learning, transparency, accountability, and sustainable quality enhancement. Despite increasing research on educational digitalization and quality assurance, limited studies have specifically examined how digital evidence governance supports accreditation quality within the framework of senior high school strategic management. This gap provides the rationale for conducting the present study.

METHOD

This study used a systematic literature review with a gradual selection approach following the PRISMA guideline. Article identification was conducted in the Scopus database using the keywords accreditation AND school AND QUALITY AND assurance AND digital AND governance AND strategy. The initial search yielded 520 articles. After the publication year filter of 2021–2026 was applied, 403 articles remained. The next screening was conducted by limiting the document type to journal articles, leaving 149 articles. The English-language filter produced 147 articles, while the All Open Access filter resulted in 99 articles entering the eligibility stage.

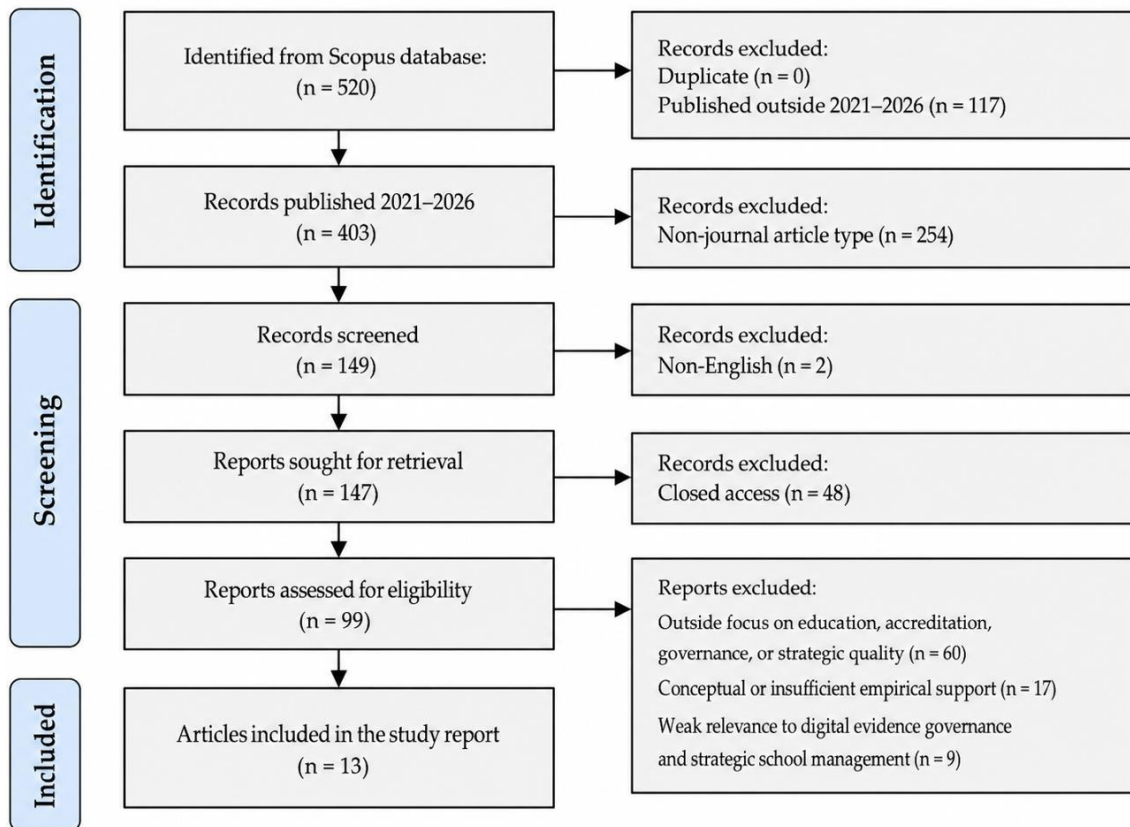
Article eligibility was assessed based on title, abstract, DOI, research design, and substantive relevance to accreditation quality, digital evidence governance, quality management, institutional strategy, school governance, and educational information systems. Articles were included when they met the following criteria: published within 2021–2026, written as English-language journal articles, had an active DOI, discussed educational accreditation or quality assurance, contained elements of governance, strategy, information systems, evaluative

evidence, or quality management, and used primary data or empirical approaches based on case studies, surveys, interviews, FGDs, instrument validation, PLS-SEM, or institutional document analysis. Articles were excluded when their focus was outside the field of education, when they were general conceptual articles without proximity to accreditation or institutional quality, when they lacked strong relevance to evidence governance or strategic management, when they were reviews without empirical contribution, or when they were duplicates or retracted articles.

The identification stage produced 520 articles from Scopus. In the initial screening, the 2021–2026 year filter left 403 articles. The journal article filter left 149 articles. The English-language filter left 147 articles. The All Open Access filter left 99 articles. At the eligibility stage, 99 articles were examined based on abstracts, DOI, design, and substantive relevance. A total of 60 articles were excluded because they were outside the focus of education, accreditation, governance, or strategic quality. A total of 17 articles were excluded because they were general conceptual works or did not show sufficient support from primary data or empirical cases. A total of 9 articles were excluded because their relevance to digital evidence governance and school strategic management was too weak. No duplicate or retracted articles were found in the final corpus. Accordingly, 13 articles were included for further analysis.

PRISMA Flowchart

The following section presents the article selection flow based on the PRISMA guidelines, from the identification stage in the Scopus database to the final inclusion of articles that met the eligibility criteria for further analysis in this study. This flow outlines the number of records at each stage and the reasons for exclusion applied systematically, as shown in Figure 1.



RESULTS

The final selection resulted in 13 articles that were most closely related to the theme of accreditation quality based on digital evidence governance in school strategic management. School-level articles were prioritized, while higher education articles were included when they had substantial proximity to accreditation, quality assurance, digital governance, information systems, and institutional strategy that were analytically relevant to the senior high school context.

Table 1. Results of the Article Review

No	Author(s)	Conclusion
1	Cabarrubias-Dela Cruz (2025)	The assessment tool was considered relevant, but assessor workload, digital infrastructure, and training need to be improved through a standardized and sustainable assessment framework.
2	Širec and Rožman (2025)	The Quality Manual clarifies roles, procedures, feedback, and accreditation readiness through collaborative leadership, benchmarking, and alignment with institutional strategy.
3	Putro et al. (2023)	EMIS and quality management determine commitment to system use in supporting accreditation, which means training needs to be adjusted to technology adoption profiles.

No	Author(s)	Conclusion
4	De Lara and Santos (2024)	Administrative service digitalization increased, but resource allocation, supply chains, and stakeholder communication need to be optimized adaptively.
5	Khairiah et al. (2025)	AIPT has not been effective because VMGS, TQM, lecturer qualifications, research, community service, funding, and infrastructure have not been integrated into sustainable governance.
6	Abdelilah et al. (2024)	A specialized IT governance model for higher education must be flexible, contextual, and adjusted to institutional needs, especially after post-pandemic digital acceleration.
7	Maisaroh et al. (2024)	The evaluation instrument was valid and reliable, but documents, student participation, parental participation, community participation, and industry participation need to be strengthened so that the program can operate optimally.
8	Aquino (2025)	The six-phase and twenty-component instructional leadership framework supports the alignment of institutional mechanisms with accreditation standards and continuous improvement.
9	Dey and Beri (2026)	The three-factor scale showed high reliability and strong model fit, so it can be used to monitor the effectiveness of school governance from the parental perspective.
10	David et al. (2023)	IT innovation has a positive effect on competitive advantage, while IT governance and IT maturity are not always direct determinants in the STMIK context.
11	Muslim et al. (2026)	LAMDIK has shifted from compliance toward outcome-based accreditation, but limited human resources, low digital literacy, and the integration of Islamic epistemology remain challenges.
12	Chahid et al. (2025)	IT governance is positively related to absorptive capacity and digital transformation, while absorptive capacity serves as an important mediator for digital capability.
13	Chen et al. (2023)	The accreditation-based curriculum system improved graduate achievement, while course scores were not sufficiently objective to assess accreditation outcomes.

DISCUSSION

Effective accreditation can no longer be understood as the fulfillment of administrative documents, but rather as an organizational learning mechanism that systematically connects standards, evidence, and decisions for continuous improvement. In the ETEEAP study, assessment reliability was considered strong, although consistency was still disrupted by assessor workload, limited digital infrastructure, and uneven training (Cabarrubias-Dela Cruz, 2025). This finding is consistent with evidence that weak AIPT management becomes less

effective when vision, strategic plans, lecturer performance, research, and community service are not integrated into a sustainable quality framework (Khairiah et al., 2025). In engineering accreditation, the achievement of graduate outcomes is more strongly influenced by curriculum systems and science-technology activities than by course scores alone (Chen et al., 2023). The relationship among these findings proves that the theme of accreditation quality based on digital evidence governance is important to examine as a basis for preliminary studies, especially to strengthen the foundation for selecting the research title and direction. Thus, quality accreditation requires evidence governance that can transform performance data into priority bases, rather than merely compliance archives separated from school strategy.

The corpus of included articles shows that evidence governance requires valid instruments, participation channels, and documents that can be audited consistently, openly, and periodically. In child-friendly school programs, CIPP and outcome instruments were declared valid, but document completeness and the participation of students, parents, communities, and industry still needed to be strengthened (Maisaroh et al., 2024). Similar evidence is shown in the validation of the NABET-based parental satisfaction scale, where the factor structure of school context, leadership-governance, and supporting facilities demonstrated high reliability and model fit (Dey & Beri, 2026). In the context of highly accredited institutions, the instructional leadership framework was developed through interviews, document analysis, and expert validation, so excellent practice was not treated as a symbolic claim (Aquino, 2025). These findings show the need to position evidence as a source of quality accountability that can be examined, rather than merely as a complementary accreditation document. Senior high school accreditation quality should be supported by evaluation instruments that connect documents, stakeholder perceptions, and evidence-based follow-up.

The digital dimension is an important differentiator because quality evidence is increasingly produced, stored, and traced through information systems. Faculty acceptance of EMIS has been shown to be related to quality management and commitment to the continued use of systems to support accreditation (Putro et al., 2023). In educational administrative units, service digitalization during the pandemic accelerated the use of learning and communication platforms, but also revealed problems in resource allocation and stakeholder communication (De Lara & Santos, 2024). The IT governance model developed for Moroccan universities confirms that technology strategy must be adaptive to institutional context, rather than merely copying COBIT, ITIL, or ISO frameworks (Abdelilah et al., 2024). The impact becomes clearer when IT governance affects absorptive capacity and digital transformation (Chahid et al., 2025). This evidence closes the conceptual gap that digitalization in accreditation should not merely be interpreted as moving documents to online platforms, but as an evidence management system that supports strategic decision-making. Digital evidence governance needs to be understood as a decision architecture that unifies infrastructure, literacy, security, and data accountability.

The strategic aspect emerges strongly when leadership, quality manuals, and improvement culture are treated as an interconnected system. The development of a Quality Manual based on collaborative leadership produced clearer roles, procedures, feedback, and accreditation readiness (Širec & Rožman, 2025). However, excellent practice is sustainable only when instructional leadership can connect accreditation standards, certification, student outcomes, and external validation within a harmonious framework (Aquino, 2025). Weak integration of VMGS and TQM in PTKIN indicates that accreditation can lose its driving force when strategic plans are not translated into operational indicators (Khairiah et al., 2025). LAMDIK transformation also demonstrates a shift from compliance toward performance and outcomes, although digital literacy remains an obstacle (Muslim et al., 2026). Thus, the main gap lies in the weak integration among digital evidence, quality leadership, and institutional strategy within the accreditation cycle. Therefore, school strategic management needs to ensure that digital evidence is used to drive priorities, role distribution, and repeated evaluation.

The implication for senior high schools is the need for a more contextual accreditation quality model because schools differ from higher education institutions in authority structure, technological capacity, and proximity to parents and communities. The parental satisfaction scale shows that governance quality can be measured through service-user perceptions without ignoring context, leadership, and facilities (Dey & Beri, 2026). The child-friendly school instrument reminds that formal documents are insufficient when school community participation remains low (Maisaroh et al., 2024). At the same time, accreditation agency transformation and strengthened IT governance indicate that digital evidence must be managed through standards, literacy, and reviewable processes (Muslim et al., 2026; Chahid et al., 2025). Therefore, this research theme has methodological and practical urgency because it can serve as a preliminary study foundation for mapping school needs, weaknesses, and readiness in managing accreditation evidence digitally. Within this framework, integration in senior high schools should be directed toward evidence dashboards, internal audit cycles, and verifiable principal strategic decisions.

CONCLUSION

This systematic review shows that the quality of senior high school accreditation based on digital evidence governance needs to be built through the integration of accreditation standards, evaluation instruments, information systems, strategic leadership, and continuous improvement mechanisms. From 99 open access English-language articles that passed Scopus screening, 13 articles were selected because they had the strongest relevance to accreditation, quality assurance, governance, evidence digitalization, and educational strategic management. The synthesis of findings indicates that accreditation should not merely be positioned as form completion, but should be directed toward becoming a data-based decision-making system.

The framework that can be derived for the senior high school context consists of five main components. First, accreditation evidence needs to be collected through valid and reliable instruments. Second, quality documents need to be

managed in a digital system that is secure, traceable, and auditable. Third, the participation of principals, teachers, students, parents, school committees, and external partners needs to be institutionalized as part of evidence governance. Fourth, quality data need to be translated into school strategic priorities, rather than merely stored as administrative archives. Fifth, internal audit, feedback, and repeated improvement need to be conducted consistently so that accreditation functions as a sustainable quality improvement mechanism.

Thus, the quality of senior high school accreditation based on digital evidence governance requires a shift from a compliance pattern to a strategic pattern. Schools need to develop evidence dashboards, documentation standards, role distribution, digital literacy, and evaluation cycles connected to school work plans. This framework has the potential to strengthen transparency, accountability, accreditation readiness, and sustainable school quality culture, while also providing a strong basis for preliminary studies and the selection of subsequent research focus.

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