

THE ROLE OF THE INTERNAL QUALITY ASSURANCE UNIT IN STUDY PROGRAM ACCREDITATION AT STATE ISLAMIC HIGHER EDUCATION INSTITUTIONS

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ABSTRACT

Quality assurance is a fundamental element in the implementation of higher education in higher education institution in Indonesia is required to implement an Internal Quality Assurance System (SPMI) as a mechanism for continuous quality control and improvement. SPMI plays a crucial role in supporting the study program accreditation process conducted by external quality assurance agencies. This study aims to analyze the implementation of the Internal Quality Assurance System (IQAS) at the English Education Study Program of the State Islamic Institute (IAIN) Curup in achieving excellent accreditation status. This research employed a qualitative approach using a case study design. Data were collected through in-depth interviews, observation, and document analysis, and analyzed using the interactive model of Miles, Huberman, and Saldaña. The findings reveal that the implementation of IQAS in the English Education Study Program has been systematically carried out through the PPEPP cycle, consisting of Determination, Implementation, Evaluation, Control, and Improvement. This system is strengthened by the role of the Quality Assurance Group, Internal Quality Audit, and the integration of Outcome-Based Education (OBE) in curriculum development and learning processes. A strong quality culture within the study program serves as a key factor in achieving "Excellent" accreditation. Based on this study the data indicated that English study program of IAIN Curup empowering the roles of SPMI

Keywords: SPMI, Quality Assurance, State Islam Higher Education

ABSTRAK

Penjaminan mutu merupakan elemen fundamental dalam pelaksanaan pendidikan tinggi di Indonesia, di mana setiap perguruan tinggi diwajibkan untuk menerapkan Sistem Penjaminan Mutu Internal (SPMI) sebagai mekanisme pengendalian dan peningkatan mutu secara berkelanjutan. SPMI berperan penting dalam mendukung proses akreditasi program studi yang dilakukan oleh lembaga penjaminan mutu eksternal. Penelitian ini bertujuan untuk menganalisis implementasi Sistem Penjaminan Mutu Internal (SPMI) di Program Studi

Pendidikan Bahasa Inggris Institut Agama Islam Negeri (IAIN) Curup dalam mencapai status akreditasi unggul. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus. Data dikumpulkan melalui wawancara mendalam, observasi, dan analisis dokumen, lalu dianalisis menggunakan model interaktif Miles, Huberman, dan Saldaña. Temuan penelitian menunjukkan bahwa implementasi SPMI di Program Studi Pendidikan Bahasa Inggris telah dilakukan secara sistematis melalui siklus PPEPP

Kata kunci: SPMI, Penjamin mutu, Perguruan Tinggi Islam

A. Introduction

Improving the quality of higher education is one of the strategic agendas in developing quality and globally competitive Indonesian human resources. Higher education institutions are not only required to produce graduates with academic and professional competencies, but also to ensure that all educational processes are carried out in accordance with established quality standards. In this context, the Internal Quality Assurance System (SPMI) becomes the main instrument for higher education institutions to ensure the sustainability of quality culture through mechanisms of planning, implementation, evaluation, control, and continuous quality improvement. Regulations regarding higher education quality assurance in Indonesia emphasize that SPMI is an integral part of the Higher Education Quality Assurance System (SPM Dikti) which must be implemented systematically and continuously.

The paradigm shift in quality assurance outlined in the latest regulation positions quality not merely

as the fulfillment of administrative documents but as an effort to produce outcomes relevant to the needs of society, the workforce, and advances in science and technology. Higher education institutions are given the flexibility to develop quality standards according to their institutional characteristics, while still adhering to the National Standards for Higher Education and the principle of continuous quality improvement through the cycle of Determination, Implementation, Evaluation, Control, and Improvement (PPEPP). This approach encourages each study program to build a quality culture oriented toward continuous quality improvement.

For State Islamic Religious Higher Education Institutions (PTKIN), the implementation of the Internal Quality Assurance System (SPMI) has distinct characteristics because it is not only oriented toward achieving academic standards, but also integrates Islamic values, religious moderation, academic ethics, and the character development of graduates. Therefore, the success of SPMI

implementation in PTKIN is heavily determined by the synergy between institutional policies, academic leadership, study program governance, human resources, and the participation of the entire academic community in building a culture of quality.

One example of the successful implementation of SPMI in the PTKIN environment can be seen in the English Tadris Study Program at IAIN Curup, which achieved Unggul Accreditation from the Independent Institute for Education Accreditation (LAMDIK) in 2024. This achievement shows that the study program has met quality indicators in aspects of governance, learning, research, community service, student affairs, human resources, collaboration, and tridarma outputs. This success was not achieved instantly, but through consistent SPMI implementation, strengthening the Quality Control Group (GKM), Internal Quality Audit (AMI), self-evaluation, and follow-up on evaluation results in each PPEPP cycle.

As a study program that produces future English language educators, the English Language Education Study Program at IAIN Curup also faces the challenge of adapting its curriculum to the developments of Outcome-Based Education (OBE), 21st-century skill requirements, digital transformation, and the demands of higher education internationalization. Therefore, quality assurance is directed not only toward meeting accreditation standards but also toward improving the quality of graduates who possess pedagogical, professional, social, and personal competencies aligned with Islamic values and global needs

Although various studies have discussed the implementation of SPMI in higher education institutions, studies that specifically analyze internal quality assurance practices in study programs with Superior Accreditation status within PTKIN are still relatively limited. Most research focuses more on the implementation of SPMI at the institutional level or on the administrative aspects of accreditation, thus not yet revealing much about the

best practices carried out at the study program level. This research gap indicates the need for a more in-depth study on how the quality assurance system at the study program level is effectively implemented to foster a sustainable quality culture. Based on this description, this study aims to analyze the implementation of the Internal Quality Assurance System (SPMI) in the English Tadris Study Program at IAIN Curup in supporting the achievement of *Excecelent Accreditation*. Specifically, this study examines the implementation of the *PPEPP* cycle, the role of the Quality Control Group, Internal Quality Audit, stakeholder involvement, and strategies for developing a sustainable quality culture. The research results are expected to serve as a best practice model for other study programs, particularly within PTKIN, in strengthening quality governance, improving the quality of the implementation of the tri dharma of higher education, and supporting the achievement of superior accreditation and graduate competitiveness at both national and international levels.

The Internal Quality Assurance System (SPMI) is a quality assurance system that is independently designed, implemented, evaluated, controlled, and improved by higher education institutions as part of the Higher Education Quality Assurance System (SPM Dikti). The main objective of SPMI is to ensure compliance with the National Higher Education Standards (SN Dikti) and to encourage higher education institutions to exceed minimum standards through a sustainable quality culture. The implementation of SPMI is not only oriented toward regulatory compliance but also toward continuously improving the quality of educational outcomes, research, and community service.

Based on national regulations, the implementation of SPMI is carried out through the cycle of Determination, Implementation, Evaluation, Control, and Improvement (PPEPP). This cycle is a continuous quality improvement mechanism that enables every higher education institution to conduct systematic self-evaluation and produce quality improvements based on empirical data. Thus, quality is

viewed as a dynamic process, not merely an administrative achievement to obtain accreditation.

In the perspective of quality management, SPMI adopts the principles of Total Quality Management (TQM), which emphasize the involvement of all academic community members, visionary leadership, orientations toward stakeholder satisfaction, data-based decision-making, and continuous improvement. Therefore, the success of SPMI implementation is greatly influenced by leadership commitment, organizational culture, human resource readiness, and the effectiveness of the quality information system.

The success of SPMI implementation is determined not only by the Quality Assurance Institute (LPM) at the university level, but also by the effectiveness of the Quality Control Group (GKM) or Quality Assurance Unit at the faculty and study program levels. GKM functions as the operational implementer of quality assurance, responsible for coordinating the implementation of

academic standards at the study program level. At the Tadris Bahasa Inggris Study Program of IAIN Curup, GKM serves as a link between LPM policies and quality implementation at the study program level, ensuring that all tridarma activities are systematically documented as evidence of academic quality achievement.

The development of the higher education system has driven a paradigm shift in learning from teacher-centered to student-centered learning oriented towards graduate learning outcomes. This approach is known as Outcome-Based Education (OBE). OBE places learning outcomes as the foundation for curriculum development, learning strategies, assessment, and quality evaluation. Thus, the implementation of the Internal Quality Assurance System (SPMI) no longer focuses on document completeness but on the achievement of graduate competencies in accordance with the needs of the workforce and society. In the English Language Teaching Study Program, the implementation of OBE

is realized through the formulation of Graduate Learning Outcomes (CPL); alignment of CPL with graduate profiles; development of CPL-based Semester Learning Plans (RPS), authentic assessment, tracer studies, graduate user evaluations, and feedback-based curriculum improvement.

Quality culture is a set of values, beliefs, norms, and habits that encourage all academic community members to continuously improve quality in every academic activity. A quality culture develops when quality assurance is no longer viewed as an administrative obligation, but as part of the organizational culture. A quality culture is characterized by: leadership committed to quality, involvement of the entire academic community, transparent governance, data-based decision-making, continuous evaluation, learning innovation, and public accountability.

In the context of PTKIN, quality culture also includes the internalization of Islamic values, academic integrity, religious moderation, and professional ethics as part of institutional quality

development. The data shows that institutions that successfully build a quality culture tend to have more effective SPMI implementation and better accreditation achievements.

B. Methodology

This research uses a qualitative approach with a case study design. A qualitative approach was chosen because it aims to gain an in-depth understanding of the implementation of the Internal Quality Assurance System (SPMI) in the English Tadris Study Program at IAIN Curup, particularly in supporting the achievement of Superior Accreditation. The case study allows the researcher to comprehensively explore the processes, policies, practices, and factors influencing the success of quality assurance implementation within a specific institutional context. This approach aligns with the view that case studies are effectively used to explain contemporary phenomena in real-life contexts where the boundaries between the phenomenon and its context are not clearly evident.

The research was conducted at the English Tadris Study Program,

Faculty of Tarbiyah, State Islamic Institute (IAIN) Curup, Bengkulu Province. The selection of the research location was based on the consideration that this study program had achieved an "Excellent" accreditation from the Independent Education Accreditation Institution (LAMDIK) in 2023, thus regarded as a best practice in the implementation of the Internal Quality Assurance System within State Islamic Religious Higher Education Institutions (PTKIN).

Research Subject The research used purposive sampling technique, which is the deliberate selection of informants based on their involvement in the implementation of the Internal Quality Assurance System in the English Language Teaching Study Program. Research informants include: Dean of the Faculty of Tarbiyah; Head of the English Language Teaching Study Program, Secretary of the Study Program; Head of the Faculty Quality Control Group (GKM); Quality Assurance Institute Team, Permanent Lecturers of the Study Program; Educational Staff;

Students, Alumni, Graduate users (stakeholders).

Data collection was carried out through the following techniques: in-depth interviews, observation, and documentation of various academic activities related to the implementation of the Internal Quality Assurance System (SPMI). Triangulation between interviews, observations, and documentation was conducted to enhance the credibility of the research findings. Data analysis used the interactive model from Miles, Huberman, and Saldaña (2014), which comprises three main stages: data reduction, data display, and conclusion drawing.

C. Result

The research results indicate that the implementation of the Internal Quality Assurance System (SPMI) in the English Language Education Study Program at IAIN Curup has been carried out systematically and continuously through the application of the PPEPP cycle (Determination, Implementation, Evaluation, Control, and Improvement). This implementation became one of the

main factors supporting the study program's success in obtaining Excellent Accreditation from LAMDIK in 2024. Institutionally, the implementation of SPMI is coordinated by the Quality Assurance Institute (LPM) of IAIN Curup, collaborating with the Quality Control Group (GKM) of the Faculty of Tarbiyah and the management of the English Language Education Study Program. This collaboration ensures that every quality standard is not only prepared as an administrative document but is truly implemented in the implementation of the tri dharma of higher education.

Research findings indicate that a quality culture has become an integral part of study program governance. This is reflected in the consistent implementation of Internal Quality Audits (AMI), learning monitoring, curriculum evaluation, tracer studies, student satisfaction surveys, student evaluations of lecturers, and periodic management review meetings. The results show that the Quality Control Group plays a strategic role in implementing the

Internal Quality Assurance System (SPMI) at the study program level. The main functions of the QCG include: learning monitoring; assisting in the preparation of quality documents; coordinating Internal Quality Audits; evaluating standard achievement; preparing PPEPP reports; and assisting with accreditation. The existence of the QCG accelerates communication between the study program and the Quality Assurance Institute, enabling follow-up on evaluation results to be carried out more effectively.

D. Conclusion

This research shows that the implementation of the Internal Quality Assurance System (SPMI) in the English Education Study Program at IAIN Curup has been running systematically, structurally, and sustainably through the application of the PPEPP cycle (Stipulation, Implementation, Evaluation, Control, and Improvement). The SPMI implementation not only functions as fulfillment of administrative standards, but has also developed into a quality

culture embedded in all tri-dharma activities of higher education.

Research findings indicate that the success of the English Tadris Study Program in achieving LAMDIK Excellent Accreditation cannot be separated from the effectiveness of integrating SPMI, program leadership, the role of the Quality Control Group (GKM), and the involvement of all academic community members. The PPEPP cycle has been proven to be the main instrument in ensuring that all quality standards are implemented, evaluated, controlled, and continuously improved.

Additionally, the implementation of Outcome-Based Education (OBE) strengthens the relevance of the curriculum to the needs of the workforce and advancements in science. The integration of OBE into the Internal Quality Assurance System (SPMI) allows study programs to measure quality based on graduate learning outcomes (CPL), not merely on the learning process itself. This reinforces an education orientation focused on learning outcomes and the

holistic improvement of graduate competencies.

Research findings also indicate that the existence of evaluation systems such as Internal Quality Audit (IQA), tracer studies, student evaluations of lecturers, and stakeholder satisfaction surveys play a crucial role in providing evidence-based data (evidence-based management) for continuous improvement. This data serves as the main foundation for strategic decision-making at the study program level.

Overall, it can be concluded that the SPMI (Internal Quality Assurance System) in the English Language Education Study Program at IAIN Curup has functioned effectively as a quality management system capable of driving improvements in academic quality, strengthening governance, and achieving excellent accreditation. This success demonstrates that excellent accreditation is the final outcome of a mature quality assurance system, not a standalone goal.

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