Higher Education Quality Assurance System

Meisuri
Universitas Islam Negeri Raden Intan Lampung, Indonesia
meisuri@radenintan.ac.id

Purwiro Harjati
Universitas Islam Negeri Raden Intan Lampung, Indonesia
2386031023@radenintan.ac.id

Agus Pahrudin
Universitas Islam Negeri Raden Intan Lampung, Indonesia
agus.pahrudin@radenintan.ac.id

Abstract: *The aim of the research is to describe the quality assurance system in higher education. The type of research is qualitative research with literature study. Data collection is done by searching for sources and constructing them from various sources such as books, journals and research that has already been carried out. Meanwhile, in analyzing the data, data triangulation, member checking and auditing techniques were used, as well as data analysis techniques according to Miles & Huberman, namely data reduction, data display and conclusions. The research findings are that educational institutions need to carry out quality assurance processes both internally and externally. Responsibility for the quality of higher education is completely handed over to the university concerned. To become an effective higher education institution, it can utilize all the resources it has, such as lecturers as teaching staff and educational staff who are elements of higher education human resources; in addition to material resources, machines including facilities and energy, money, and information including data owned by universities. Efforts to develop the quality of HEIs are carried out by increasing student capacity directed towards relevant fields, increasing link and match in terms of abilities and skills, as well as improving the quality of lecturers. Monitoring and evaluation must be carried out as well as the stages of determination, implementation, evaluation, control and improvement (PPEPP) in implementing quality assurance, so that it does not deviate from the goals that have been set and can provide the best results for parents, students, and most importantly the world market. work both domestically and abroad.*
Keywords: *Quality Assurance; Higher Education*

INTRODUCTION

The quality assurance system in educational institutions absolutely must be implemented well. Quality assurance is needed as a tool for *quality control/* quality supervision in the educational institution (Fadhli, 2020a; Umar & Ismail, 2018). According to Article 51 of the Higher Education Law, quality higher education is higher education that produces graduates who are able to actively develop their potential and produce knowledge and/or technology that is useful for society, the nation and the state (Fitriani & Kemenuh, 2021; Prihatmadji et al., 2022; Rupilele, 2018). To obtain quality higher education, the government organizes a Higher Education Quality Assurance System (SPM Dikti).

Producing quality educational institutions is the responsibility of education managers from the central government, regional governments, to educators and education staff (Abidin, 2021; Fadhli, 2020b; Yuhasnil, 2020). The community has the right and responsibility for the presence of quality educational institutions. Higher Education Quality Assurance is a systemic activity to improve the quality of Higher Education in a planned and sustainable manner. Quality assurance in higher education is carried out through determining, implementing, evaluating, controlling and improving Higher Education Standards (SPT) (Chamidi et al., 2021; Sanusi et al., 2023).

Changing times require changes in all aspects, including changes in the management of universities. The management of this university is an effort by the university to keep up with the times. Standardization is a reference for all management carried out by universities. All universities must meet established standards in order to continue to maintain their existence.

Based on data held by the Ministry of Research, Technology and Higher Education, Indonesia (Fadhli, 2020b)has a total of 4,739 universities, 279,480 lecturers and 5,904,857 students. The low quality of tertiary institutions in Indonesia can be seen based on the results of accreditation of tertiary institutions and study programs. There are 81 A-accredited universities with 3,501 study programs, B-accredited universities are 751 with 11,401 study programs, and C-accredited universities are 1,191 with 5,401 study programs (Fadhli, 2020b).

From the results of external quality assurance carried out by the National Accreditation Board for Higher Education (BAN-PT), many higher education institutions are still accredited with a grade of (Arifudin, 2019; Musiman & Kristiawan, 2021; Ragil et al., 2020)C. Therefore, higher education institutions need to make improvements to continue to improve their quality. Furthermore, based on data released by world higher education ranking institutions (Agung & Santosa, 2017; Prianto et al., 2022; Zulfa, 2016)such as *Times Higher Education* (THE) and *webometrics,* none of Indonesian higher education institutions are at the top 100 level in the world or even in Asia. The University of Indonesia (UI) is only able to rank in the 800s and UI is the best university in Indonesia (Fadhli, 2020b). You can imagine the level of other universities outside Java.

Policies taken to implement education quality assurance for education units, education providers, as well as regional and central governments are regulated in the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia in (Rahayu et al., 2023; Rahmadoni et al., 2023; Sitorus & Dahlan, 2024)Permendikbudristek Number 53 of 2023 concerning Quality Assurance in Higher Education. Article 65 of the higher education quality

assurance system states that evaluation of the fulfillment and relevance of SN Dikti and higher education standards set by higher education institutions is carried out through SPM Dikti. SPM Dikti consists of academic fields (related to Tridharma); and non-academic (including organization, finance, student affairs, personnel and infrastructure) (Mariadi et al., 2019; Rohmah, 2022).

Higher education management requires management units that run academic and non-academic systems, one of the important units in higher education is the Internal Monitoring Unit (SPI). The Internal Supervision Unit (SPI) was formed based on the encouragement of the implementation of PMA No. 25 of 2017 concerning the Internal Supervision Unit (SPI) (Fitri et al., 2022; Holidin et al., 2017). This PMA requires that every PT under the governing body, such as the Ministry of Education and Culture of the Republic of Indonesia and the Ministry of Religion, form SPI as one of the units that will assist the chancellor in carrying out non-academic supervision. The formation of SPI does not necessarily only serve as a complementary unit to the work organization in higher education. The basis of the various findings that occurred from various inspections carried out by the BPK, IRJEN and others, demands that PTs be clearer and more concrete in their supervision of budget management in PTs themselves. The large number of work units under the Education and Culture of the Republic of Indonesia and the Ministry of Religion means that the optimal supervision carried out by IRJEN needs to be further developed. The formation of a special PMA for SPI is the answer to achieving more optimal monitoring of budget management (Fitri et al., 2022). In carrying out its duties and functions, one of SPI's tasks is to conduct internal audits. Internal audits can be carried out before activities are carried out and after activities are carried out. *Preventive* audits include prevention, supervision and control starting from reviewing the ToR and RAB of activities until before preparing financial reports and activity responsibility reports. Meanwhile, *post* audit is prevention, supervision and control carried out after carrying out activities and reporting (Fitri et al., 2022; Malika, 2019).

Higher education is a laboratory for all knowledge whose results are implemented in society, therefore higher education is the spearhead in improving the development of society (Binangkit & Siregar, 2020; Lian, 2019). This happens because universities have an obligation called the tri dharma. Tri Darma includes educational or teaching activities, research and community service activities. These three principles are related to each other, and can also be used as indicators of the quality of a higher education institution. The mission of a higher education institution is reflected in its Tri Dharma Higher Education activities, in accordance with the philosophy mandated by the government for this institution, namely: 1) Activities in the field of Education 2)

Activities in the field of Research 3) Activities in the field of Community Service.

The Higher Education Quality Assurance System consists of two categories, namely quality assurance carried out internally called the Internal Quality Assurance System (SPMI) and quality assurance carried out externally called the External Quality Assurance System (SPME) or better known as Accreditation. Internal and external quality assurance systems in higher education should be implemented properly according to the established flow. Quality assurance as a *quality control tool* in an institution, including educational institutions (Fadhli, 2020b; Prasetyo & Husaini, 2021). It can be said that a quality higher education institution has an internal and external quality assurance system implemented by the institution.

Quality assurance must be driven internally, institutionalized in the standard procedures of each higher education institution (PT), and can also involve external parties. Because the quality of education is also a concern of all stakeholders (PT *stakeholders), quality improvement* must aim to produce *outputs* and *outcomes* as part of public accountability (Rifa'i, 2019; Suban, 2021).

This is in line with research which states that implementing an internal quality assurance system in higher education is very important in improving quality, so that it can produce graduates who meet (Fitrah, 2018)*stakeholder* expectations. SPMI was created as a basis for controlling the management of quality higher education with National standards and fulfilling the regulations of the government of the Republic of Indonesia. The SPMI process cannot be separated from the quality policy, quality targets for education delivery, as well as all quality documents which must be socialized to the entire academic community and institutional leaders so that they are implemented optimally.

Similar to research (Khoiri, 2016) stated that through the implementation of TQM (*total quality management*) in the higher education system which is carried out continuously and consistently, universities in Indonesia will be able to win the very competitive global competition and obtain benefits (economic and non-economic) which can be used for the development of universities. high level and increase the welfare of personnel involved in higher education.

From previous research, the uniqueness or difference from previous research lies in the quality assurance of higher education based on PT quality assurance regulations and policies, supervision structures and internal and external quality assurance systems in PT. Meanwhile, this research focuses on quality assurance in developing a quality culture, developing quality in higher education, and the impact of quality assurance on improving the quality of

higher education. Based on the problem topics above, the researcher aims to describe the quality assurance system in higher education.

RESEARCH METHODS

The type of research used is a qualitative research model with literature study, namely theoretical studies, references and other scientific literature related to culture, values and norms that develop in the social situation studied (Haidir et al., 2021; M. Sari & Asmendri, 2020; R. K. Sari, 2021). Qualitative research aims to obtain a complete picture of something according to the views of the people being studied. Qualitative research deals with the ideas, perceptions, opinions, or beliefs of the person being studied; all of which cannot be measured with numbers (Alhaddad et al., 2022). Data collection is done by searching for sources and constructing them from various sources such as books, journals and research that has already been carried out. Library materials obtained from various references are analyzed critically and must be in-depth in order to support the propositions and ideas. Meanwhile, in analyzing the data, data triangulation, member checking and auditing techniques were used, as well as data analysis techniques according to Miles & Huberman, namely data reduction, data display and conclusions. There is a literature study stage in the research, namely identifying and finding information that is relevant to the theme of quality assurance, then analyzing the findings, and then developing and expressing them into new findings related to quality assurance in higher education institutions.

RESULTS AND DISCUSSION

Quality of Higher Education

Talking about quality is not a simple and easy matter, because quality is abstract. Tjiptono & Diana in (Sauri, 2019; Sulaiman & Wibowo, 2016; Zjulla, 2015)explaining the concept of quality itself is often seen as a relative measure of the goodness of a product which consists of design quality and conformity quality. Currently, quality issues are actually an interesting topic in the development of higher education. Improving quality is actually a problem that is closely related to the policies, commitments and priorities of the development of higher education institutions. Edward Sallis in(Fitrah, 2018) explains that quality is a standard to show the superior quality of something. In the higher education quality complex, quality itself will be considered when it is able to: 1) meet the needs of society; 2) presenting figures who are able to make positive contributions to its development; 3) produce the people needed in the world of work; 4) giving birth to creative people; 5) high productivity and innovation in

opening up jobs, and 6) producing people who are professionals in developing their knowledge in accordance with their qualifications (Fitrah, 2018).

Quality means the degree of excellence of a product, whether in the form of goods or services. Oakland in (Hendrawan & Yulianeu, 2017) stating quality is used to show the superiority of a product or service. According to Tilaar, the concept of quality means (Susanti et al., 2016)that quality has many meanings, such as: *degree of action*, in accordance with *requirements* , overall satisfactory characteristics in the use of the product. Meanwhile, Rusman (Fitrah, 2018) said that quality is something different for different people and depends on time and place or is said to be in accordance with the purpose. Meanwhile, Macdonald in (Sauri, 2019; Sulaiman & Wibowo, 2016)stating quality means conformity with requirements. Requirements that make it possible to measure quality by knowing that something meets certain requirements to be said to be quality.

Therefore, improving the quality of higher education is not an easy product and requires a long process, because the main things needed are: 1) a really complete plan, and 2) a high commitment to achieving the vision, mission and goals. There are two things that are tools for analyzing the quality of PT. According to Mulyono Agus, the (Fitrah, 2018)quality of higher education can be analyzed from two views: 1) *quality in fact,* namely the actual quality as a result of the learning process in accordance with the qualifications of educational objectives and basic competencies possessed by graduates, and 2) *quality in perception* , namely quality graduates who are rewarded with customer satisfaction and increased external customer interest in graduates.

Quality assurance is framed as a real opportunity for colleges and universities. Each country bases its programs on nationally mandated quality assurance, offering institutions the opportunity to demonstrate their achievements while taking responsibility for the quality of their educational programs. In practice, there is a large list of constituents who are interested in the quality of higher education which includes: students, employers, parents, taxpayers, government, and even the academic community itself (Wilger, 1997). Quality assurance provides institutions with the opportunity to demonstrate that quality issues are being addressed and improved systematically and consciously.

In order to achieve this, of course universities are assisted by several internal institutions within the university. Such as the Higher Education Quality Assurance Institute. A quality assurance institution is an institution whose task is to ensure that the learning process in higher education is in accordance with the vision, mission, objectives and is in accordance with standards that have been agreed and implemented (Mulyono et al., 2020; Warits et al., 2022). Therefore,

with the existence of a PT quality assurance institution, of course the quality development evaluation carried out by each university can be measured properly.

Jackson (Fitrah, 2018)emphasizes that the implementation of quality assurance is certainly relative and varied. The concept of quality assurance is based on three views: 1) basically quality assurance is a form of release of responsibility, decentralization of responsibility for decision making at the educational institution level 2) quality assurance of higher education units is the fulfillment of higher education quality management standards consistently and continuously, and 3) in general, the aim of guaranteeing the quality of education is to plan, achieve, maintain and continuously improve the quality of education in certain educational units (Muhammad, 2014; Safrijal, 2023; Sugesti, 2023; Suryaningsih & Imron, 2019). From several combinations of existing views, the common thread is obtained, namely: 1) responsibility for the quality of higher education is completely handed over to the university concerned; 2) there are two key activities for guaranteeing the quality of higher education, namely establishing and fulfilling higher education quality management standards; 3) the quality of higher education must be planned, achieved, maintained and improved consistently; 4) the quality of university graduates must meet the expectations of all stakeholders .

Quality Assurance in developing a Quality Culture

Epistemologically, quality culture is a concept, which is related to the atmosphere of task performance by looking at the best performance in achieving goals. Brings further (Rifa'i, 2019; Sulandra et al., 2023) said that in a quality culture there are values, beliefs, attitudes, commitment, expectations, agreements*,* capacity, negotiation, participation, unity *and* trust. Quality culture in the educational context, as the results of research conducted by Isara Tongsamsi (Rifa'i, 2019) on the factors that influence the quality culture of 60 PTN institutions as a sample, produces a construct; Quality culture is directly influenced by commitment to quality*,* perceptions at the managerial level and trust in the results of education quality assessments (*trust in the education quality assessment results*). Commitment to quality itself is influenced by trust in the results of education quality assessments, communication related to education quality assessments (low influence), and participation in education quality assessments. In general, quality culture does not stand alone, but is supported (influenced) by other factors related to it.

Quality culture is influenced by factors that determine the creation of a *quality culture building*, so the steps for its development cannot be separated from these factors. For example, in building a quality culture and developing quality in

a sustainable manner (*Continuous Quality Culture Improvement*), which is the focus of work in the industrial world, among others; *Leadership and Top Management Commitment, Customer Management, Training and Education, Teamwork, People Management and Empowerment, Supplier Partnership, Quality Policy and Strategy, Process Management, Rewards and Recognition and Effective Communication* (Mustakim, 2022; Sw, 2023).

In the world of education, if we look at the standards and guidelines for quality assurance in higher education institutions in Europe, the development areas are; quality culture concept, main principles of quality management, learning organization theory, and management information system principles. In fact, the concept related to developing a culture of quality is one of the most important things in the world of education that needs to be touched by professional hands to be able to develop it.

Pariyaporn Tungkunanan in (Rifa'i, 2019)explaining several factors that support the creation of a quality culture, namely: 1) manager leadership, 2) fact-based managers, 3) strategic planning, 4) decentralization, 5) continuous self-development, 6) organizational commitment, 7) team work, 8) customer (student) attention (care), 9) sustainable development.

Effective Higher Education

Hall (Muljawan, 2019)notes that there are two models of organizational effectiveness, namely *the system-resource model* and *the goal model*. The resource systems model defines effectiveness as the ability to exploit the organizational environment in the act of acquiring scarce and valuable resources to continue organizational functioning. Meanwhile, the goal model simply defines effectiveness as the level or ability of an organization to realize its goals. Meanwhile, complexity occurs because organizations have goals that often conflict with each other, contain diversity and incompatibility between one goal and another.

To describe the effectiveness of higher education, the two models can be synthesized, namely that the effectiveness of a higher education institution is the level of achievement of the higher education's goals in carrying out its functions by mobilizing all the resources it has. Higher education with the function of carrying out higher education aims to achieve the goals of (1) making the life of the nation intelligent (2) advancing/developing science and technology by paying attention to and applying humanities values as well as sustainable civilizing and empowering the Indonesian nation, (3) increasing the nation's competitiveness in facing globalization in all fields, (4) producing intellectuals, scientists and/or professionals who are cultured and creative,

tolerant, democratic, have a tough character, and dare to defend the truth in the interests of the nation.

When these objectives are reformulated by each university, it is very possible that various interpretations will occur, so that this can result in the formulation of the objectives of higher education institutions in carrying out the function of higher education also varying in the formulation of their content, although all are expected to still refer to and cannot be based on the objectives of higher education. With regard to the effectiveness of tertiary institutions, every tertiary institution is expected to become an effective tertiary institution, which can realize the four elements of the goals of higher education, by utilizing all the resources it has, such as lecturers as teaching staff and educational staff who are elements of the tertiary institution's human resources. ; in addition to material resources, machines including facilities and energy, money, and information including data owned by universities. Based on the systems approach, it can be said that all forms of resources owned by universities are input components involved and used in the higher education process to produce intelligent graduates, produce intellectuals, scientists and/or professionals who are cultured and creative, tolerant, democratic, have a tough character and have the courage to defend the truth in the interests of the nation; which can have an impact on advancing/developing science and technology by paying attention to and applying humanities values as well as the sustainable acculturation and empowerment of the Indonesian nation; and be competitive in all fields.

Quality Development in Higher Education

In developing quality higher education, there are two starting points that need to be considered: 1) starting from zero, in the sense of building from the beginning; 2) start from what already exists. First, all the principles of the new paradigm can be planned and planned and implemented from the start. Second, we really need to consider: (a) Do we have to overhaul the existing system? (b) can the principles in the new paradigm be applied to improve the quality of the existing system in stages and in turns?

Because the principle of continuous quality improvement is one of the principles in the new paradigm. So the answer to the question is that the new paradigm can be implemented without completely changing the existing system. UNESCO's study regarding the function and role of higher education in the future, among other things, shows elements that need attention in efforts to improve the quality of higher education (Anih, 2015; Kaimuddin, 2015; Yaniasti, 2017). These efforts include: 1) Cadre formation of higher education personnel and leaders; A good work plan is needed for how staff and higher education

leaders are recruited and prepared to continue the survival of quality higher education. 2) How to process existing resources in higher education; These sources are students, funds, and facilities. The tension that arises is the issue of quality and quantity, especially if the issue is related to cost. Student management is also closely related to the availability of funds. Another important source is the existence of adequate learning and teaching facilities so that *the output* obtained is *output* that has the desired quality. 3) Administration; Administrative elements which are usually neglected in the management of a higher education institution should be changed to the form of administration in the sense of *to serve*. Administrative work must be carried out by professional staff who have mastered educational knowledge and skills in the field of higher education administration and management. 4) Institutional; Higher education is a unique social institution, therefore it is not only an institution in general, but also a scientific institution that combines managerial abilities and academic abilities. A higher education institution must be an institution that is stable but dynamic in the sense of quickly responding to changes that occur on a large scale in the world of science. In this case, strong, open and dynamic higher education management is needed.

Working relationships within higher education institutions, for example between foundations and higher education management groups, must involve active and dynamic cooperation within the same vision so that conflicting interests do not need to occur. Along with the internationalization and globalization of higher education, much attention is being paid to quality and quality standards. Many countries are working hard to improve the quality of their universities. However, it is actually very difficult to compare institutions from different countries because each has different priorities, expectations, definitions and ways of assessing and measuring work. One of the simple assessment methods developed by *news magazines* or well-known media organizations in several countries is usually agreed that such assessments are very superficial and often use indicators of *prestige* rather than quality (Khoiri, 2016).

To assess the quality of an institution, performance indicators are needed that are related to institutional objects, especially those related to education, research, community service and community service. In the past, precisely before Pelita V, education policy was more directed at "fast rate of improvement but low quality", but since Pelita V the policy has been attempted to change to "low rate of increase in equity but high quality". Entering the current post-industrial era, there is no other choice but to accelerate both. The dilemma between increasing the quality and quantity of education must be resolved immediately.

The balance of quantity and quality will determine the style and pattern of higher education management in the post-industrial era. Whatever style and system of higher education is chosen, the core problem of higher education quality centers on three things, namely 1) Instrumental input *which* consists of students, lecturers and educational facilities. 2) The educational process *is* the interaction between the three instrumental inputs to produce graduates. 3) Educational output (*educational input*) as the estuary of the process, the quality of which, apart from being determined by the educational process, is also greatly influenced by the dynamics of societal demands which, both directly and indirectly, influence the educational process.

In response to this, efforts to improve the quality of higher education can be carried out in three ways, namely 1) Increasing student capacity should be directed to fields that are truly relevant. 2) Increasing link and match *in* the sense that abilities and skills, fields of expertise and qualifications of graduates are truly prioritized at the tertiary level. For this reason, cooperation between universities and world-class institutions is increasingly gaining reciprocal benefits. In line with research (Kerimkulova & Kuzhabekova, 2017) Kazakhstan has actively collaborated with international organizations in an effort to internationalize the quality assurance system of higher education. Kazakhstan included eight leading European and American accreditation institutions in the National Register and brought the standards of national accreditation institutions into line with European Standards and Guidelines for quality assurance (ESG). 3) Increasing the quality of lecturers; Lecturers have an important role in empowering students. If the quality of the lecturers available is high enough then the learning process will run well with maximum and directed guidance.

On the other hand, if the quality of the lecturers is very low, then the guidance to students will not run well and will not be directed. Therefore, in addition to the need to carry out a strict lecturer selection process, there is also a need to empower lecturers so that the quality of lecturers continues to increase in line with the demands of society, which incidentally is influenced by the impact of the post-industrial era. If the quality of higher education in Indonesia increases, the consequence will be that *the output* they produce will be good. In other words, higher education will produce superior and quality human resources (HR). Superior human resources are a requirement and demand for the world of work in the post-industrial era. By increasing the quality of higher education, Indonesia will be able to catch up with other countries in terms of the quality of higher education and human resources.

The Impact of Quality Assurance on Improving the Quality of Higher Education Institutions

A good educational institution will continue to strive to improve things that are still lacking by innovating so that the quality of the institution can improve. Continuous improvement innovation is needed in order to improve the quality of higher education institutions in particular. Quality can be seen from two sides, namely quality is related to user satisfaction and includes processes and results (Huriyah, 2016; Irawati & Suwarno, 2020). There are four principles in implementing quality assurance in higher education, namely (1) there is a Quality Assurance Institution in higher education at both the university, faculty and study program levels; (2) an evaluation report submitted by the unit or institution to be evaluated; (3) the implementation of the field assessment is carried out by the institution conducting the audit; and (4) there is a report on the results of the evaluation that is submitted to the public (Abidin, 2021; Bhakti & Ridwan, 2022; Mulyasa & Aryani, 2022).

To achieve good quality of higher education, it is necessary to carry out the implementation process in higher education according to established guidelines and mechanisms. (Xiao & Zhang, 2017)explains the mechanism of the quality assurance system implemented, namely *first*, universities must provide opportunities to prospective students who have special achievements or talents; *second*, receive financial assistance from the central and regional governments; *third*, providing freedom in developing curriculum and other programs that support graduate competencies. Good quality assurance must be carried out systematically.

Implementation must be in accordance with agreed rules or norms. The stages in quality assurance have four phases, where these four phases are adapted to the problems often experienced by universities (Fadhli, 2020b). The following four phases were developed by Jeliazkova and Westerheijden, namely, Phase 1 is Problem; Phase 2 is Quality assurance roles; Phase 3 is Information Base; and Phase 4 is the external evaluation eel. Each phase has different functions and objectives in implementing quality assurance. The aim of implementing quality assurance in higher education institutions basically has objectives, namely *communication, innovation, improvement, control and motivation* (Bhakti & Ridwan, 2022).

The objectives of internal and external quality assurance will be achieved well if *stakeholders* or stakeholders in higher education provide support and establish cooperation between subordinate units. If these two things happen then effective and efficient quality assurance can be realized (Seyfried & Pohlenz, 2020). To maintain good quality assurance, a good quality culture is

needed in the higher education institution. Several studies show that the quality of institutions will continue to improve if higher education institutions have a good quality culture. A good quality culture is obtained from good quality assurance both internally and externally (Hildesheim & Sonntag, 2020). Quality culture focuses on consistent and sustainable quality improvement as well as support from *stakeholders* in implementing quality assurance (Bhakti & Ridwan, 2022).

CONCLUSION

The development of a nation is determined by the good quality of that country's higher education. Quality higher education is one that is able to reach or even exceed predetermined standards. Higher education institutions must always improve the quality of education in a sustainable manner, making changes and adapting quickly to the changes that occur. To obtain quality higher education, educational institutions need to carry out quality assurance processes both internally and externally. In quality management, a serious concern is how to create a quality culture *within* PT institutions. PT graduates whose quality is guaranteed are expected to be accepted in various sectors. Apart from that, it must get support from *stakeholders* so that this higher education institution has a good quality culture. Monitoring and evaluation must be carried out as well as the stages of determination, implementation, evaluation, control and improvement (PPEPP) in implementing quality assurance, so that it does not deviate from the goals that have been set and can provide the best results for parents, students, and most importantly the world market. work both domestically and abroad. It is hoped that future researchers will examine the differences in quality assurance systems in state, private and religious HEIs at home and abroad as a comparison for quality improvement in Indonesia in order to create resources and education that are ready to compete in the world of work.

REFERENCE

Abidin, Z. (2021). Management for Improving the Quality of Character Education Based on Religion, Culture and Sociology. *Al-Afkar, Journal For Islamic Studies* .

Agung, I., & Santosa, A. (2017). Dynamics of LPTK towards World Class Universities (WCU). *Educational Science Perspectives* , *31* (1), 43–54.

Alhaddad, B. A., Haddade, H., & Damis, R. (2022). The Process of Human Creation and Its Implications for Learning Islamic Religious Education in the UNKHAIR Medical Study Program. *Annaba'STIT Muhammadiyah Paciran Journal* , *8* (2), 205–2018.

Anih, E. (2015). Management of implementation of competency-based curriculum development policies in higher education. *Judika (Unsika Education Journal)* , *3* (1).

Arifudin, O. (2019). Management of the Internal Quality Assurance System (SPMI) as an effort to improve the quality of higher education. *Scientific Journal of Management, Economics, & Accounting (MEA)* , *3* (1), 161–169.

Bhakti, YB, & Ridwan, A. (2022). The Urgency of Internal & External Quality Assurance Systems in Improving the Quality of Higher Education. *Journal of Quality Assurance* , *8* (02), 244–253.

Binangkit, ID, & Siregar, DI (2020). Internationalization and higher education reform: Case study of Muhammadiyah higher education institutions. *JDMP (Journal of Educational Management Dynamics)* , *4* (2), 131–138.

Chamidi, AS, Sulastini, R., & Handayani, S. (2021). Internal Quality Assurance System (SPMI) in the IAINU Kebumen Islamic Religious Education Study Program. *An-Nidzam: Journal of Educational Management and Islamic Studies* , *8* (2), 128–148.

Fadhli, M. (2020a). Internal and External Quality Assurance Systems in Higher Education Institutions. *Al-Tanzim: Journal of Islamic Education Management* , *4* (2), 171–183.

Fadhli, M. (2020b). Internal and External Quality Assurance Systems in Higher Education Institutions. *Al-Tanzim: Journal of Islamic Education Management* , *4* (2), 171–183.

Fitrah, M. (2018). The urgency of an internal quality assurance system to improve the quality of higher education. *Journal of Quality Assurance* , *4* (1), 76–86.

Fitri, SA, Rahmi, M., Caniago, S., & Putra, YE (2022). Internal control units: Expectations and realities. *Fair Value: Scientific Journal of Accounting and Finance* , *4* (8), 3567–3571.

Fitriani, LPW, & Kemenuh, IAA (2021). Improving the quality assurance system in higher education through the implementation of integrated quality management in education. *DOORS: Journal of Quality Assurance* , *2* (2).

Haidir, M., Farkha, F., & Mulhayatiah, D. (2021). Analysis of the influence of video-based learning media on physics learning. *Journal of Physics Education* , *9* (1), 81–89.

Hendrawan, A., & Yulianeu, A. (2017). Internal Quality Assurance System (SPMI) (at the Respati Sumedang Midwifery Academy). *Journal of Information Management (JUMIKA)* , *4* (1).

Hildesheim, C., & Sonntag, K. (2020). The Quality Culture Inventory: a comprehensive approach towards measuring quality culture in higher education. *Studies in Higher Education* , *45* (4), 892–908.

Holidin, D., Hariyati, D., & Sunarti, ES (2017). *Bureaucratic Reform in Transition* . Kencana.

Huriyah, L. (2016). Implementation of Total Quality Management (TQM) in Improving the Quality of Public Services at UIN Sunan Ampel Surabaya. *Journal of Islamic Education Studies* , *1* (2), 303–332.

Irawati, E., & Suwarno, Y. (2020). Is the Implementation of Quality Assurance Through Accreditation of Government Training Institutions in Indonesia Effective? *Journal of the Borneo Administrator* , *16* (3), 291–312.

Kaimuddin, K. (2015). Higher Education Curriculum Development. *Al-TA'DIB: Journal of Educational Studies* , *8* (1), 19–38.

Kerimkulova, S., & Kuzhabekova, A. (2017). Quality assurance in higher education of Kazakhstan: a review of the system and issues. *The Rise of Quality Assurance in Asian Higher Education* , 87–108.

Khoiri, N. (2016). Improving the Quality of Education in Higher Education through the Implementation of Total Quality Management (TQM). *Intelligence: Journal of Islamic Education* , *4* (1).

Lian, B. (2019). The Tridharma responsibility of higher education is to answer the needs of society. *Proceedings of the National Seminar on the Postgraduate Program of the PGRI University of Palembang* .

Malika, SN (2019). *The Role of the Inspectorate as Quality Assurance in Jember Regency Regional Government Budget Planning* .

Mariadi, Y., Isnawati, I., & Isnaini, Z. (2019). The Impact of Final Grades on Lecturer Performance from the Perspective of Accounting Students. *Journal of Accounting Applications* , *3* (2), 64–93.

Muhammad, S. (2014). Leadership in the Higher Education Quality Assurance System. *Widya Scientific Journal* , *2* (3), 56–67.

Muljawan, A. (2019). Healthy and Efficient Higher Education Organizational Structure. *Tahdzibi Journal: Management of Islamic Education* , *4* (2), 67–76.

Mulyasa, E., & Aryani, WD (2022). Implementation of an Internal Quality Assurance System in the Era of Independent Learning. *Literacy: Journal of Nonformal Education* , *8* (2), 933–944.

Mulyono, M., Baharuddin, B., & Tharaba, MF (2020). *Implementation of the Internal Quality Assurance System for Study Programs in Improving Academic Quality Towards a World Class University in the MPI FITK Study Program at UIN Maulana Malik Ibrahim Malang* .

Musiman, M., & Kristiawan, M. (2021). Evaluation of the Quality Assurance System for the STKIP Muhammadiyah Oku Timur Elementary School Education Undergraduate Study Program. *Basicedu Journal* , *5* (6), 5070–5077.

Mustakim, Z. (2022). *Management of Islamic Religious Higher Education: The Urgency of Interharmonious Leadership in the Era of Disruption* . NEM Publishers.

Prasetyo, MAM, & Husaini, H. (2021). Effectiveness of Quality Management of Lecturers at State Islamic Religious Universities. *Improvement: Scientific Journal for Improving the Quality of Educational Management* , *8* (1), 29–39.

Prianto, A., Ninik, S., & Nur, I. (2022). Analysis of Community Access to Main University Services in East Java. *Fourth Conference on Research and Community Services STKIP PGRI Jombang* .

Prihatmadji, W., Zulfikar, A., & Firlana, M. (2022). Correlation of ISO 21001 and Higher Education Quality Assurance Systems. *Proceedings of LP3I National Conference of Vocational Business and Technology (LICOVBITECH)* , 133–151.

Ragil, YA, Meilani, SM, & Akbar, Z. (2020). Journal of Obsession: Journal of Early Childhood Education. *Obsession Journal: Journal of Early Childhood Education* , *4* (2), 567–574.

Rahayu, S., Yanuarsari, R., Suwandana, C., Romansyah, R., Farid, M., Supriatna, A., Latifah, ED, Rahman, AAAA, Asmadi, I., & Habaib, M. (2023). *Educational Bureaucracy Policy and Performance* . TOHAR MEDIA.

Rahmadoni, J., Onia, SI, Asvio, N., Mukti, WAH, Febriani, H., & Vivekanantharasa, R. (2023). Comparison of Curriculum in Various Developing Countries After the Covid-19 Pandemic. *PRODU: Educational Procurement Journal of Islamic Education Management* , *5* (1).

Rifa'i, AA (2019). Higher Education Quality Assurance System in Indonesia. *Edugama: Journal of Education and Social Religion* , *5* (1), 155–175.

Rohmah, L. (2022). *Internal Quality Assurance System at Kiai Haji Achmad Siddiq State Islamic University Jember* .

Rupilele, FGJ (2018). Utilization of the monitoring system for Tri Dharma PT activities by the internal quality assurance agency at Victory University, Sorong. *J-DEPACE (Journal of Dedication to Papua Community)* , *1* (1), 55–65.

Safrijal, S. (2023). Higher Education Quality Assurance System. *Journal of Economica Didactica* , *4* (2), 25–28.

Sanusi, A., Asbari, M., & Ardiansah, A. (2023). ASN in Higher Education: Transformation and Accreditation. *Journal of Information Systems and Management (JISMA)* , *2* (5), 57–61.

Sari, M., & Asmendri, A. (2020). Library research in science education research. *Natural Science* , *6* (1), 41–53.

Sari, R.K. (2021). Literature Research in Indonesian Language Education Development Research. *Borneo Humanities Journal* , *4* (2), 60–69.

Sauri, RS (2019). Strategy for Improving Education Quality Through Implementation of the Internal Quality Assurance System (SPMI) at Nusantara Islamic University, Bandung. *Media Archipelago* , *16* (1), 27–40.

Seyfried, M., & Pohlenz, P. (2020). Assessing quality assurance in higher education: quality managers' perceptions of effectiveness. In *Impact Evaluation of Quality Management in Higher Education* (pp. 24–37). Routledge.

Sitorus, AS, & Dahlan, Z. (2024). Internal Quality Assurance System Model for Early Childhood Islamic Education Study Program, Faculty of Tarbiyah and Teacher Training, UIN North Sumatra, Medan. *Islamic Management: Journal of Islamic Education Management* , 7 (01).

Suban, A. (2021). Quality Assurance and Supervision System for Higher Education. *Al-Fikrah: Journal of Educational Management* , 8 (2), 79–94.

Sugesti, T. (2023). Management of the Internal Quality Assurance System (SPMI) for Higher Education. *Holistic Science* , 3 (3), 146–151.

Sulaiman, A., & Wibowo, UB (2016). Implementation of an internal quality assurance system as an effort to improve the quality of education at Gadjah Mada University. *Journal of Educational Management Accountability* , 4 (1), 17–32.

Sulandra, IW, Masaong, AK, & Marhawati, B. (2023). Academic Supervision in Strengthening Quality Culture in Public Elementary Schools. *Innovative: Journal Of Social Science Research* , 3 (2), 7134–7145.

Suryaningsih, T., & Imron, A. (2019). Leadership commitment in implementing the higher education academic quality assurance system (case study at STKIP PGRI Tulungagung). *Journal of Quality Assurance* , 5 (1), 109–118.

Susanti, S., Niswaty, R., & Jamaluddin, J. (2016). Academic Administration Services in the Office Administration Education Study Program Environment, Faculty of Social Sciences, Makassar State University. *Office Journal* , 2 (1), 15–21.

Sw, IS (2023). *Quality Management and Leadership in Educational Institutions: Preparing Key Success Factors for Implementing Quality Management in the Era of Digital Disruption, VUCA-VUCA, and AI* . Sanata Dharma University Press.

Umar, M., & Ismail, F. (2018). Improving the quality of ISLAMIC educational institutions (Review of Edward Deming and Joseph Juran's concept of quality). *Iqra' Scientific Journal* , 11 (2).

Warits, A., Naqib, M., Razak, AZA, & Al-Khasyi, MAQ (2022). Implementation of Total Quality Management in Improving the Quality of Islamic Boarding School-based Higher Education. *Journal of Islamic Thought and Science* , 5 (2), 369–408.

Wilger, A. (1997). Quality assurance in higher education: A literature review. *National Center for Postsecondary Improvement, Stanford University* , 10 , 1–12.

Xiao, H., & Zhang, X. (2017). Assuring quality in transnational higher education: a case study of Sino-foreign Cooperation University in China. *Quality Assurance in Asia-Pacific Universities: Implementing Massification in Higher Education* , 55–69.

Yaniasti, NL (2017). Private Higher Education Management Strategy (A Solution Through the Quality Management Paradigm). *Seminar Proceedings: Revitalizing Higher Education Governance* .

Yuhasnil, Y. (2020). Curriculum management in an effort to improve the quality of education. *Journal Of Administration and Educational Management (ALIGNMENT)* , *3* (2), 214–221.

Zjulla, N. (2015). Implementation of Total Quality Management as an Effort to Improve Service Quality in Higher Education Libraries. *LIBRARIA: Library Journal* , *3* (1), 93–109.

Zulfa, U. (2016). Transformation of internationalization of higher education towards world class universities. *Literacy: Journal of Educational Sciences* , *3* (1), 111–124.