



An Internal Quality Assurance System for Islamic Higher Education at Sultan Aji Muhammad Idris State Islamic University

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Abstract

Quality assurance in higher education is a crucial program that must be implemented by every tertiary institution. Sultan Aji Muhammad Idris State Islamic University (UINSI) Samarinda has implemented an Internal Quality Assurance System (IQAS). This study intends to describe the IQAS cycle which includes the stages of determination, implementation, evaluation, control, and improvement. This qualitative descriptive research uses documentation, interviews, and observations in collecting data. Data analysis consisted of four stages, namely data collection, data compaction, data presentation, and drawing conclusions. The results show: The Quality Assurance Institute (QAI) makes standard guidelines in book form. Is the process of implementing quality through determination, control, and improvement. Evaluation is carried out in the Internal Quality Audit at the end of each semester. Control is carried out by monitoring evaluation after the Management Review Meeting (MRM). Quality improvement is carried out based on the results of RTM follow-up. The supporting factors are the suitability of human resources competencies and the auditor's awareness of the importance of quality culture. The inhibiting factor is that there is no reward for the auditor in carrying out his duties as an auditor and some auditors are not yet certified.

Keywords: Internal Quality Assurance System; Islamic Higher Education

Abstrak

Penjaminan dan peningkatan mutu pada pendidikan tinggi adalah program krusial yang harus dilaksanakan oleh setiap perguruan tinggi. Universitas Islam Negeri Sultan Aji Muhammad Idris (UINSI) Samarinda telah menerapkan Sistem Penjaminan Mutu Internal (IQAS). Penelitian ini bermaksud menjabarkan siklus IQAS yang meliputi tahap penetapan, implementasi, evaluasi, pengendalian, dan peningkatan. Penelitian berjenis deskriptif kualitatif ini menggunakan dokumentasi dan wawancara dalam pengumpulan datanya. Setelah data dikumpulkan kemudian dikondensasikan, lalu data disajikan dan ditarik kesimpulan. Kesimpulan hasil penelitian yaitu: Lembaga Penjaminan Mutu (LPM) membuat pedoman standar dalam bentuk buku. Merupakan proses penerapan mutu melalui penetapan, pengendalian, dan perbaikan. Evaluasi dilakukan dalam Audit Mutu Internal pada setiap akhir semester. Pengendalian dilakukan dengan monitoring evaluasi setelah Rapat Tinjauan Manajemen (RTM). Peningkatan kualitas dilakukan berdasarkan hasil tindak lanjut RTM. Faktor pendukungnya adalah adanya kesesuaian kompetensi SDM dan kesadaran auditor akan pentingnya budaya mutu. Faktor penghambatnya adalah tidak adanya reward bagi auditor dalam menjalankan tugasnya sebagai auditor dan beberapa auditor yang belum tersertifikasi.

Kata kunci : Sistem Penjaminan Mutu Internal; Perguruan Tinggi Islam

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INTRODUCTION

Education plays a significant role in human life (Izzah, 2018). Allah SWT created various living species in this universe, one of which is humanity, His most flawless creation in comparison to all other creations (Aslamiyah, 2014). Education is the process of enhancing a person's talents through instruction, mentoring, and other ways in order to grow him into a full person. Namely, someone with religion and piety combined with knowledge, as evidenced by his good manners (Lenggono, 2021). Current innovations and global demands ensure that the world of education continues to improve in quality. Organizations in the education sector must be prepared to compete in order to increase performance, rely on trustworthy management abilities, and be accountable to educational stakeholders.

The expansion of higher education in Indonesia coincides with the development of the global region. Higher education is developing at a rapid pace, outpacing national universities' ability to respond. Higher education markets are likewise becoming more competitive. This circumstance demonstrates that regional demands and competition at the higher education level are becoming more dynamic and complicated, whereas higher education resources are diverse and relatively restricted (Salim, 2014).

Improving quality is the major goal of education management, which must be implemented on a continuous basis. Efforts to improve quality must be ongoing in order to obtain quality education that is always relevant to the ever-changing global trends (Fadhli, 2017). This is an obligation that educational institutions must attempt to meet in order to satisfy stakeholders.

In 2003, the Ministry of National Education issued Education Quality Assurance Guidelines, which officially established quality assurance in higher education in Indonesia. The Higher Education Longterm Strategy (HELTS) standards for 2003-2010 are one of the driving forces for quality assurance in higher education. This plan lays high expectations on national higher education to help increase the country's competitiveness and execute healthy higher education (Direktorat Jenderal Pendidikan Tinggi, 2010).

The Higher Education Quality Assurance System (HEQAS) is an important program that all universities must constantly implement to ensure higher education quality. This system is an action that aims to create a quality culture that will improve as expected. The Higher Education Quality Assurance System (HEQAS) comprises of two quality assurance systems: external (EQAS) and internal (IQAS).

IQAS is a higher education quality assurance activity that institutions carry out autonomously in order to improve the quality of higher education service in a long-term and concentrated manner. The goal and role of IQAS is to plan for and improve the quality of higher education. This goal can only be achieved if universities effectively utilize IQAS. IQAS also aspires to achieve its vision and goal while also meeting the needs of higher education stakeholders. IQAS's function is to create quality higher education (Pandit et al., 2022).

IQAS is executed and documented in accordance with the principles of autonomy, uniformity, accuracy, planning, and sustainability. IQAS is autonomous, which means that it is implemented and developed freely by each university. Standardized refers to the use of genuine National Higher Education Standards standards as well as standards developed for higher education. Accuracy, namely the usage of IQAS data, must be valid and acceptable for higher education database. Planning and Sustainability, specifically through Determination, Implementation, Evaluation, Control, and Improvement (DIECI) in the implementation of IQAS in it. Documented means that all stages of the IQAS cycle are documented on a regular basis.

IQAS has an activity cycle that includes determination, implementation, (evaluation), control (supervision), and improvement (DIECI). The first step of the DIECI cycle is determination, in which the institution establishes quality standards based on Higher Education standards in the form of policies, manuals, standards, and quality forms (Soge & Dewi, 2022). The second stage entails putting each established guideline into action (Putera, 2022). The third

stage is evaluation, which determines whether the standards stated have been reached. Evaluation results can be classified as meeting, exceeding, not meeting, or diverging from Higher Education Standards. The evaluation results allow us to establish control actions for the fourth stage, which can take the shape of repairs or upgrades.

The final stage of the IQAS cycle is to undertake improvement activities based on control outcomes. Proper application of the DIECI will improve IQAS management. This would make it easier for organizations, particularly universities, to establish a quality culture and prepare accreditation as a quality benchmark. Education outcomes serve as a measure of educational quality. Education produces both the producing function and the educational system (Amelia, 2022). A good quality assurance system involves input, process, output, and outcome. Every educational institution must implement this method (Setyoningrum, 2018).

Sultan Aji Muhammad Idris State Islamic University (UINSI) Samarinda is one of East Kalimantan's state-run Islamic universities. In 2021, UINSI Samarinda will be renamed State Islamic University (UINSI) Samarinda, replacing the old State Islamic Institute (IAIN) Samarinda. This is one of the ways UINSI Samarinda exists to meet the educational needs of the surrounding community (Syahrul, 2016). The institutional change of UINSI Samarinda is also intended to prepare for the problems of relocating Indonesia's capital to East Kalimantan. UINSI Samarinda is the sole State Islamic University that serves the provinces of East and North Kalimantan. Furthermore, its placement in the buffer city of the projected national capital provides problems for UINSI Samarinda to contribute to the growth of society and the country's economy (Fadhli, 2020).

Thus, higher education reform can be considered a sort of quality enhancement. Universities that are reforming believe that simply maintaining existing levels of quality is insufficient. If quality is defined as congruence between needs, colleges must adapt to suit society's educational needs (Syukron, 2017).

The Quality Assurance Institute (QAI) is a section within UINSI Samarinda that is responsible for ensuring and improving the institution's academic quality. To ensure the academic quality of higher education at UINSI Samarinda, QAI has implemented an Internal Quality Assurance System (IQAS) as specified by Regulation of the Minister of Research, Technology and Higher Education No. 62 of 2016 on Higher Education Quality Assurance Standards. Every semester, UINSI Samarinda conducts an Internal Quality Audit (IQA) and a Management Review Meeting (MRM) as part of its IQAS program. LPM UINSI Samarinda partners with the Quality Assurance Unit (QAI) at the faculty level, as well as the Quality Control Group (QCG) in each study program, to implement IQAS. As a result, the establishment of the internal quality assurance system at UINSI Samarinda was carefully planned and structured.

On the other side, the transformation of UINSI Samarinda presents a challenge for QAI UINSI Samarinda to strengthen UINSI Samarinda's internal quality assurance so that the institution can be stated to be worthy of its reputation in academic activities. The higher education system is managed under the principles of autonomy, quality assurance, accountability, and transparency. This law can be used to deduce that higher education institutions must improve their quality in order to appropriately manage their resources and provide academic quality, which will please stakeholders and guarantee academic satisfaction.

The future challenge for the UINSI Samarinda Quality Assurance Institute (QAI) is to improve the quality standards that have been implemented at this time, because as the era becomes more modern, the role of QAI is very important in improving the quality of education so that it is more relevant to developments in an increasingly modern era. Therefore the satisfaction of educational stakeholders is more assured.

RESEARCH METHODS

This study falls under the area of qualitative descriptive research, which is concerned with attempting to answer contemporary problems and explain them using the information

gathered. This research focuses on the Internal Quality Assurance System (IQAS), which includes the DIECI cycle. There are two types of data: main and secondary. Primary data sources were gathered directly from informants, including the Chancellor, Head of QAI, Head of QAI Center, and various Asseors (Auditors). Secondary data sources included document studies and observations of the IQAS implementation at UINSI Samarinda (Sugiyono, 2016). The initial stage of data analysis is data gathering, followed by data condensation, presentation, and conclusion (Miles et al., 2014). To ensure the legitimacy and validity of the data, sources and techniques/methods are triangulated.

RESULTS AND DISCUSSION

At Sultan Aji Muhammad Idris State Islamic University (UINSI) Samarinda, the Quality Assurance Institute (QAI) implements DIECI (Determination, Implementation, Evaluation, Control, and Improvement) to ensure quality in Islamic higher education. According to the findings of researchers at QAI UINSI Samarinda, DIECI at UINSI Samarinda is described as follows:

a. Determination

The Big Indonesian Dictionary defines determination as an action to ensure legal rules. The government has long promised to develop quality assurance for all universities through the Higher Education Quality Assurance System (Bancin, 2017). Determination is the stage at which all academic and non-academic standards at the institute level are designed, compiled, and formulated by the Quality Assurance Institute (QAI), with input from the Quality Assurance Unit (QAI), Quality Control Group (QCG), and Work Units, until the IQAS standards are determined and approved by the Chancellor. The Quality Assurance Unit first sets the IQAS standards that would be set at UINSI Samarinda based on the institute's demands. After the defined criteria have been developed, they are socialized to each study program and faculty. After socialization is completed, the standards that have been developed will be finalized and established.

Quality standards at UINSI Samarinda are determined in accordance with the regulations of the Minister of Education and Culture, Regulation by the Minister of Research and Technology, and National Education Standards Number 03 of 2020, while quality standards at the institutional level are based on statutes and strategic plans. QAI has also published various quality determination publications, such as quality policy books, manuals, standards, and forms, which are available for download from the official QAI UINSI Samarinda website.

The process of establishing quality standards at UINSI Samarinda follows Sulaiman's research findings, which state that standard development is based on laws or regulations, work evaluation results, quality development plans, tracer study results, and stakeholder needs (Sulaiman & Wibowo, 2016). This is also backed by Sauri's research, which shows that universities can attempt to adopt higher education standards by developing standards that are tailored to the institution's needs (Sauri, 2019). Based on this, it is reasonable to conclude that the National Higher Education requirements are used to determine quality requirements.

b. Implementation

The Department of National Education defines implementation as an action, effort, activity, and so on (Departemen Pendidikan Nasional, 2008). Implementation can be defined as efforts or activities carried out in order to carry out carefully and maturely generated or created plans or programs. Implementation is frequently carried out after planning is considered mature. Majone and Wildavsky define implementation as an increase in activities that adapt to each other (Usman, 2002).

UINSI Samarinda implements quality standards using determination, indicator instruments, implementation, evaluation, control, and improvement. This procedure is consistent with the steps involved in establishing DIECI-based IQAS, which include setting standards, implementing them, monitoring, internal implementation, and quality improvements

(Rahmatul Aini et al., 2021). This is also backed by Sauri's research, which states that the implementation of IQAS includes determining, implementing, assessing, regulating, and upgrading standards (Sauri, 2019). Based on this, it is possible to conclude that the process of establishing quality standards includes the steps of determination standards, implementing standards, evaluating standards, controlling standards, and improvement standards.

c. Evaluation

Evaluation is defined as the process of developing, collecting, and delivering data to acquire numerous decision options (Febriana, 2021). Tyler defines evaluation as a mechanism for judging if a goal has been met (Novalinda et al., 2020). Evaluation is the process of analyzing and determining whether the outcomes gained are in agreement with the institution's intentions or whether there are still issues that must be addressed. Evaluation is critical since quality is the driving force behind an educational institution, determining whether or not it is worthy. As a result, periodic control, monitoring, and assessment of the internal quality assurance system's implementation is required to fix any noncompliance with quality standards or improve the quality standards that have already been established.

Quality Assurance Institute (QAI) UINSI Samarinda conducts an evaluation procedure by constantly examining for discrepancies in internal quality assurance to identify faults / non-conformances. The quality evaluation is carried out in accordance with the quality standard evaluation criteria developed by QAI UINSI Samarinda, and it is carried out using an Internal Quality Audit (IQA). For example, several IQA conclusions, such as the research roadmap, remain normative, and there is no in-depth analysis. Student involvement in publications is modest. AMI is used to ensure that higher education standards are met during the standard implementation process. Ripanti & Oramahi (2021) stated that applying the assessment cycle at IQA could help with the adoption of IQAS.

Quality Assurance Institute (QAI) and its staff conducted a Management Review Meeting (MRM) to evaluate the lecture results, which went well. Several comments have been outlined to draw conclusions about the issues that arise during quality implementation. This, of course, makes it easier for QAI to fix any problems that arise.

d. Controlling

Managers must exercise control in order to fulfill the organization's goals (Sumiati & Ahmad, 2021). According to Robert J. Mockler, control or controlling is the process of developing follow-up plans and changes based on the outcomes of comparing standards to performance in order to attain goals (Tatu & Dilo, 2022). At the quality control process at UINSI Samarinda, the Quality Assurance Institute (QAI) monitors evaluation at Management Review Meetings (MRM) by reviewing quality implementation results. If an inconsistency is discovered, it will be investigated further. The Management Review Meeting was convened and attended by all institute parties, including the chancellor, vice-chancellor, dean, deputy dean, department coordinators, etc.

Controlling the results of the Internal Quality Audit (IQA) is one kind of quality control at UINSI Samarinda. One of the findings is that student participation in research in the last year was limited to the PBA, TBI, and MPI study programs. There is no data for other study programs. To address this, data is collected on a regular basis from students who participate in lecturer publications.

The control carried out by the Quality Assurance Institute (QAI) UINSI Samarinda is in accordance with the control carried out at the Samba State Polytechnic, which was researched by Asbeni (2001), who stated that the evaluation report and recommendations from the LPM will be taken into consideration by the leadership in determining the next steps for developing a quality strategy. The Management Review Meeting (MRM) can produce alternative formulations of improvements and enhancements based on AMI findings (Sauri, 2019). Based on this, it can be concluded that quality control is carried out based on the findings of problems or non-compliance with quality standards which will be followed up through MRM.

e. Improvement

Improvement is described as "the process, method, or act of improving something." (Departemen Pendidikan Nasional, Kamus... h. 1529). Improvement is the work of increasing degrees, levels, quality, and quantity. Furthermore, the term "improvement" alludes to the addition of qualities and capabilities to enhance anything (Sukri, 2019). According to this idea, improvement is a layer of something that makes a structure; improvement entails advancement, adding skills and talents to improve the preceding thing.

In implementing quality improvement at UINSI Samarinda, Quality Assurance Institute (QAI) follows current standards. Higher Education standards include two criteria: achieving and exceeding. Quality improvement at UINSI Samarinda is carried out at any time and by all stakeholders. When making adjustments, Quality Assurance Institute (QAI) considers the current proportion of study program accreditation and attempts to raise it. The percentage of study program certification remains stable, indicating that raising quality is still possible. The strategy for increasing the quality of higher education is emphasized to boost accreditation ranks by improving IQAS (Budiarto et al., 2018). Higher education aims to increase quality by combining internal and external quality assurance methods via accreditation (Prasetyo, 2014).

Based on this, it can be stated that in order to increase quality, QAI considers the percentage of certification obtained, with degrees of reaching and exceeding. One example of quality improvement at UINSI Samarinda is the participation of a team of experts and stakeholders in the development of a service roadmap. This was done since the prior service roadmap was still normative.

The UINSI Samarinda Quality Assurance Institute works to ensure that UINSI Samarinda's study programs are classified as superior with a minimum percentage of 30%. With these efforts, UINSI Samarinda now has various study programs with superior titles, including Masters in PAI, Bachelors in PBA, and Bachelors in PGMI. Of course, this endeavor would not have been possible without the assistance of other UINSI Samarinda officials, such as the Chancellor, Deputy Chancellor, Dean, Deputy Dean, Coordinator of each study program, and so on.

Supporting and hindering components of the Islamic Higher Education Internal Quality Assurance System (IQAS) of Sultan Aji Muhammad Idris State Islamic University (UINSI) Samarinda are as follows:

a. Supporting factors

The supporting aspect in the implementation of internal quality at UINSI Samarinda is primarily about human resources and their various capabilities, so that all parties concerned may carry out their obligations in implementing the Internal Quality Assurance System effectively. Awareness of the parties who will be audited to carry out the audit, as well as auditors who understand the value of quality culture in educational institutions, so that overall, the auditors have improved themselves to support quality.

b. The obstacle factor

The constraining issue for Internal Quality Assurance System (IQAS) at UINSI Samarinda is that no compensation is offered to auditors when implementing Internal Quality Audit (IQA), which can lower the performance of auditors who have completed their obligations. Another impediment is found in the requirements for building an audit system centered on communications and information, which means that the government no longer supports this activity and the UINSI Samarinda Quality Assurance Institute (QAI) cannot develop an audit system. Some auditors still employ people or auditors who are not yet certified.

CONCLUSIONS AND RECOMMENDATIONS

The Internal Quality Assurance System (IQAS) of the Sultan Aji Muhammad Idris State Islamic University (UINSI) Samarinda was implemented using the DIECI cycle. The Quality Assurance Institute (QAI) developed standards and guidelines in the form of books such as the

IQAS Standard Book, IQAS Standard Quality Manual, IQAS Form Book, Internal Quality Assurance System (IQAS) Policy Book, Quality Management Manual, Book Monitoring Instrument Attachments, Academic Administration Handbook, Monitoring & Evaluation Handbook, and Evaluation Instrument Attachment Book. The quality implementation process at UINSI Samarinda involves determination, indicator instruments, implementation, evaluation, control, and improvement. IQAS evaluation takes the form of an Internal Quality Audit (IQA), which is conducted at the end of each semester and includes all faculty and study programs. Evaluation is carried out by observing differences in internal quality assurance to identify existing issues. Internal quality control at UINSI is carried out by monitoring the results of evaluations conducted following the Management Review Meeting (MRM) and analyzing the assessment findings. Quality improvement at UINSI Samarinda is ongoing and involves all university stakeholders. Quality Assurance Institute (QAI) monitors the accrediting percentage of each study program and works to increase it.

Supporting variables for IQAS include the availability of human resources who are competent in their particular roles, as well as auditors' knowledge of the value of quality culture. This enables IQAS to effectively support the enhancement of institutional quality. The lack of compensation for auditors who have completed their obligations, as well as several auditors who have not yet become certified auditors, is a barrier to IQAS. The research roadmap remains prescriptive, there is little in-depth study, and there is still little student participation in scientific publications. Furthermore, in order to promote the advancement of the internal quality assurance system, human resource development strategies such as auditor training and reward programs must be in place.

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