

## SPMI in Improving the Quality of Higher Education

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### Abstrak

Berbagai penelitian menunjukkan bahwa mutu perguruan tinggi di Indonesia masih berada dibawah target yang seharusnya. Hal ini menjadi masalah serius bagi perguruan tinggi dikarenakan hal ini sangat berhubungan dengan lulusan yang nantinya akan dihasilkan. Oleh karena itu sistem penjaminan mutu internal (SPMI) perlu digalakkan dan dikembangkan untuk meningkatkan mutu perguruan tinggi dengan merujuk pada standar yang telah ditentukan dan dengan melibatkan para stakeholders didalamnya. Penelitian ini bertujuan untuk memaparkan dan menggambarkan pelaksanaan SPMI yang seharusnya dilakukan oleh perguruan tinggi guna meningkatnya mutu pendidikan didalamnya. Penelitian ini menggunakan metode deskriptif analisis yaitu metode penelitian yang menerapkan sebuah analisis, penggambaran dan ringkasan dari berbagai data yang ditemukan di lapangan terkait dengan masalah yang sedang diteliti oleh peneliti dengan menggunakan observasi dan dokumentasi dalam pengumpulan datanya. Perguruan tinggi harus melaksanakan sistem penjaminan mutu internal (SPMI) secara otonom tanpa ada intervensi dari pihak eksternal dengan memperhatikan berbagai hal yang berkaitan dengan pelaksanaan tersebut seperti dokumen-dokumen yang diperlukan, syarat pelaksanaan dan lain sebagainya. Implementasi sistem penjaminan mutu perguruan tinggi juga harus dibuat dengan menggunakan data dan informasi yang sangat jelas, akurat, lengkap dan mutakhir. Dengan tujuannya menyelenggarakan pendidikan tinggi yang bermutu, efisien, produktif, dan akuntabel terhadap *stakeholdersnya*, serta mampu beradaptasi terhadap perubahan peran dan fungsi.

**Kata Kunci** : Penjaminan Mutu; Sistem; Pendidikan Tinggi

### Abstract

Various studies show that the quality of higher education in Indonesia is still below the expected target. This is a serious problem for universities because it is closely related to the graduates that will be produced. Therefore, the internal quality assurance system (SPMI) needs to be encouraged and developed to improve the quality of higher education by referring to predetermined standards and involving stakeholders in it. This study aims to describe and describe the implementation of SPMI that should be carried out by universities in order to increase the quality of education in it. This study uses descriptive analysis method, which is a research method that applies an analysis, description and summary of various data found in the field related to the problem being studied by researchers using observation and documentation in data collection. Universities must implement an internal quality assurance system (SPMI) autonomously without any interference from external parties by taking into account various matters relating to the implementation such as the required documents, implementation requirements and so on. The implementation of a higher education quality assurance system must also be made using very clear, accurate, complete and up-to-date data and information. With the aim of providing quality, efficient, productive, and accountable higher education to its stakeholders, as well as being able to adapt to changing roles and functions.

**Keywords**: Quality Assurance; System; Higher Education

## INTRODUCTION

The rapid development of the times requires all elements of society to develop themselves in order to adapt quickly and not be left behind from the times and technological advances. This demand also makes a reason for universities to improve in all aspects so that students and graduates can become qualified and qualified human resources (HR), so that the university can maintain its existence and existence.

The quality of universities in Indonesia, especially Private Islamic Religious Universities (PTKIS), is still very low, this can be seen from the results of college accreditation and study program accreditation. The accreditation rating of PTKIS study programs is mostly C (1039 study programs), some are B (383 study programs) and only 13 study programs are accredited A (Sururin, 2017).

This is evidence that higher education institutions, especially PTKIS, have poor quality so that they require a lot of improvement and improvement. The standards set by the National Accreditation Board for Higher Education (BAN PT) must be implemented in order to improve the quality of higher education. In other words, quality improvement is not only carried out by external parties but must also be carried out by internal parties, namely universities in accordance with Permenristekdikti Number 62 of 2016 concerning the higher education quality assurance system (SPM Dikti) and Minister of Education and Culture Number 3 of 2020 concerning national standards of higher education (SN Dikti).

The higher education quality assurance system aims to improve the quality of higher education in a planned and sustainable manner. And the national standards of higher education aim to: 1) ensure the achievement of the goals of higher education which has a role in educating the nation's life, advancing technology and science in accordance with humanities values as well as civilizing and empowering the Indonesian nation continuously and continuously; 2) ensuring that

Learning in Study Programs, Research and Community Service organized by Universities throughout the territory of the Unitary State of the Republic of Indonesia achieves quality in accordance with the criteria set out in the National Higher Education Standards; and 3) encourage Universities throughout the territory of the Unitary State of the Republic of Indonesia to achieve the quality of Learning, Research and Community Service exceeding the criteria set out in the National Standards for Higher Education in a stable and sustainable manner.

Assurance of the quality of higher education is an effort that must be made by universities as implementers in producing competent generations as graduates. Considering that universities in Indonesia are still lagging behind other countries in the Southeast Asian region. So this is a very sad irony considering that Indonesia is a large nation but its human resources are still not competent.

Law number 12 of 2012 has regulated the higher education quality assurance system (SPMPT) at universities in Indonesia which consists of an internal quality assurance system (SPMI) and an external quality assurance system (SPME) (Arifudin, 2020).

This is an effort to provide equal opportunities for every tertiary institution in managing its institution. Given that not all universities, especially PTKIS implement quality standards to the maximum due to constraints such as lack of human resources (HR), infrastructure, internal policies and so on. Therefore, the application of this quality standard requires good management in managing higher education institutions to accommodate internal and external quality assurance systems as well as in optimizing reporting on higher education databases.

Based on the above background, this research is expected to provide answers regarding the implementation of an internal quality assurance system in order to improve the quality of higher education, considering that many universities have been terminated due to not meeting the standards set by the National Accreditation Board for Higher Education (BAN PT).

## METHOD

The research method used in this research is descriptive analysis method, which is a research method that applies an analysis, description and summary of various data found in the field related to the problem being studied by the researcher. And the problem being researched in this research is improving the quality of higher education through the internal quality assurance system (SPMI).

In this study, researchers used field research, namely by conducting in-depth observations in the research field. By using qualitative descriptive data so that the data presented by the researcher can describe and describe the actual reality in the field, both the reality that naturally occurs and the reality created by humans (Badawi, 1963).

The sources of data in this study are documents related to the internal quality assurance system (SPMI) that have been determined by law and documents related to the implementation of SPMI standards in universities along with the results of accreditation at universities located in various regions in Indonesia.

The data collection technique used in this study is observation and documentation so that the research results produced can be valid results and can answer existing problems. The data analysis technique used is a flow data analysis model which consists of data collection, data reduction, data presentation and conclusion drawing (Huberman, 2007).

## RESULT AND DISCUSSION

### RESULT

The Internal Quality Assurance System (SPMI) is a breath of fresh air for higher education management, so that universities that are still developing will have the opportunity to become good universities with improvements in the management of their institutions. Not only state universities that will continue to be the best universities, but private universities have the same opportunity in trying to become universities that are able to compete.

The internal quality assurance system is

a rule or system that functions as a system that plans, implements and evaluates quality assurance applied in a university (Andi Mursidil, 2018). The Higher Education Quality Assurance System is a series of processes consisting of planning, compliance, control and development of higher education standards that are carried out consistently and continuously, so that the internal and external stakeholders of the university, namely students, lecturers, employees, the community, the business world, professional associations, the government can get satisfaction with the performance and output of universities. The presence of this quality assurance activity is a manifestation of the accountability and transparency of higher education management (Acep Taryana, Ari Fadli, Siti Rahmah Nurshiami, 2020).

In accordance with Law Number 20 of 2003, it is stated that the management of higher education units must be carried out with reference to the established principles, namely the principles of autonomy, accountability, quality assurance and transparent evaluation (Andi Hendrawan, 2017).

The Internal Quality Assurance System refers to the Higher Education Quality Assurance System (SPM Dikti) which consists of the Internal Quality Assurance System (SPMI) and the External Quality Assurance System (SPME). SPMI itself is determined, implemented, evaluated, controlled and developed by the Higher Education. While SPME is carried out by the National Accreditation Board for Higher Education (BAN PT) (Agus Salim Chamidi, 2021).

Based on Permenristekdikti Number 62 of 2016 concerning the Higher Education Quality Assurance System (SPM PT), universities have the duties and authorities to plan, implement, evaluate, control and develop SPMI in accordance with Article 5 paragraph (3) Permenristekdikti No. 62 of 2016, SPMI is implemented in all areas of higher education, namely:

- a) Academic field, which includes education, research and community service;
- b) Non-Academic Fields which include Human Resources (HR), Finance and facilities and infrastructure (Sugiyono, 2021).

Which has the nature of the development of the Internal Quality Assurance System (SPMI), which is Internally Driven and has the SPMI Implementation Level as shown in the following figure:



The purpose of implementing an internal and external quality assurance system for higher education has been stated in Article 2 of the Minister of Education and Culture No. 50 of 2014 concerning the Higher Education Quality Assurance System which states clearly that "The Higher Education Quality Assurance System aims to ensure the fulfillment of higher education standards in a systemic and sustainable manner, so that a culture of quality grows and develops in every university in Indonesia" (R. Supyan Sauri, 2019).

The implementation of the higher education quality assurance system in higher education aims to control higher education governance which is carried out by universities themselves in realizing the vision through the mission of universities that have an orientation in achieving the quality of educational outcomes.

The benefits of implementing quality assurance also have an impact on the planning stage (Ningsih, 2020). The results of the implementation of quality assurance can be used as input in improving and improving standards to be better than before, besides that, the benefits of implementing quality assurance are to grow and increase the spirit of performance to be better and raise awareness of the importance of quality culture so that improving the quality of education can be achieved. carried out continuously and continuously.

Therefore, to realize this, normative requirements must be met by every university.

Hereinafter these conditions are referred to as the principle of quality assurance, namely:

1. Commitment
2. Internally driven
3. Inherent responsibility/supervision
4. Adherence to the plan
5. Evaluation
6. Continuous quality improvement (Bancin, 2017).

In quality assurance efforts, there are four principles for a quality assurance system: 1) the existence of a coordinating agency to create a quality assurance scheme (LPM); 2) submission of self-evaluation report/by the unit to be evaluated; 3) field assessment by the accreditation agency and 4) report to the public on the evaluation results (Fadhli, 2020). To get the quality of higher education, educational institutions need to carry out careful planning and carry out procedures according to the mechanism, because not achieving the predetermined targets is not solely caused by low academic performance but can also be caused by making targets that are not well planned (Gigih Budiarto, 2018).

The stages of activities carried out in SPMI include the ideal basis for academic quality assurance, implementation of quality assurance, self-evaluation, internal audits and corrections (Sila, 2017). The implementation of SPMI will achieve optimal results if it fulfills several prerequisites that must be met, namely (Ni Nyoman Lisna Handayani, 2021) :

1. Commitment is needed from all parties involved in the management of higher education towards the quality of higher education kaizen, because quality must be maintained and improved consistently and continuously. Commitment is an organizational cultural value that does not grow on its own, but needs to be mobilized by those who have a formal mandate from higher education organizations to lead. Therefore, the leadership that is carried out must be based on the quality of higher education kaizen, not only in work behavior in carrying out its leadership duties to always maintain and improve the quality of higher education, but also

Leadership in the Higher Education Quality Assurance System to maintain and improve the quality of higher education to all education implementers, both lecturers and employees by convincing, directing, empowering, instilling self-confidence, and providing the necessary support.

2. It is necessary to change the quality assurance paradigm in line with the philosophy of quality assurance as a release of responsibility for quality. The old paradigm of higher education quality assurance that occurred before this was the maintenance and improvement of the quality of higher education which was reactive, i.e. carried out if there was strict supervision and control from the government, in this case the Directorate General of Higher Education, Ministry of Education and Culture as the Central Authority in the model of the education delivery system. In line with the philosophy of quality assurance, this paradigm must be removed and replaced with a new paradigm that it is the responsibility of every tertiary institution from an early age to maintain and improve the quality of higher education it organizes by realizing its vision through the implementation of its mission seriously and responsibly so that can satisfy stakeholders. This change is expected to arise due to a stronger sense of moral responsibility to make the institution continue to exist in the midst of society through maintaining and improving the quality of its education. Leadership that is built on the basis of this sense of moral responsibility, becomes very necessary to slowly but surely make a change in the reactive work behavior shown by education implementers, both lecturers and employees, into a pro-active work behavior that grows based on a sense of moral responsibility. noble character to do the best to maintain and improve the quality of education in higher education.
3. It is necessary to change the mental attitude to apply the planning function seriously in the administration of higher

education, because quality control management is based. PDCA in the high quality assurance system, planning is a key factor in improving the quality of sustainable higher education. Planning on a macro scale is the master development plan (RIP) of higher education, and on a micro scale is the preparation of the syllabus/lecture program unit (RPP/SAP). Therefore, the mental attitude of making plans like this in the administration of higher education, which is only for the fulfillment of licensing or accreditation requirements, must be abandoned and changed to planning as a very urgent need in the administration of higher education. Planning as one of the most important management functions, really must be prepared with reference to the continuous improvement of the quality of higher education. Therefore, planning must be placed as something that is very important in carrying out work at all levels in the administration of higher education, especially for those who because of their positions must carry out leadership duties. On the other hand, because all plans prepared at all levels that contain these goals and objectives, reflect a quality standard to be achieved, a firm leadership is needed to move so that the task of preparing the planning is truly carried out with a sense of responsibility for the future of the institution.

These three prerequisites need to be grown consistently and sustainably considering the mentality of most Indonesians likes to underestimate quality, has no pure discipline, does not believe in themselves and likes to ignore solid responsibilities.

The implementation of SPMI is very dependent on the existence of standards that refer to the Higher Education Standards, these standards are contained in the SPMI standard documents and these standards must of course be supported by other documents, namely policy documents, manuals and SPMI forms. These four documents will support the implementation of quality assurance in universities (Arifudin, Manajemen Sistem

Penjaminan Mutu Internal (SPMI) Sebagai Upaya Meningkatkan Mutu Perguruan Tinggi, 2019). And in setting each standard, universities should (Arinda Firdianti, 2021) :

1. Making laws and regulations (starting from Laws, Government Regulations, Ministerial Regulations) and internal regulations as signs that must be obeyed.
2. Studying and internalizing SN-Dikti as the minimum criteria.
3. Make the vision, mission and goals of the institution as a reference and source of inspiration.
4. Taking into account inputs and suggestions from external PT stakeholders, namely graduate users, professional associations, alumni, parents/guardians of students, and the wider community, for consideration.
5. Involve internal PT stakeholders such as lecturers, education staff, and students and
6. Using various standards in the SPMI from leading universities, credible university accreditation agencies or associations of several universities, both from within and outside the country, only as examples or sources of inspiration.

Standards in SPMI cover three fields, namely education, research and community service. Each of these fields consists of eight standards, all of which must be implemented by universities, namely graduate competency standards, learning content standards, learning process standards, learning education assessment standards, lecturers and education staff standards, learning facilities and infrastructure standards, learning management standards and learning financing standards (Sauri, 2019).

The research standards consist of research results standards, research content standards, research process standards, research assessment standards, researcher standards, research facilities and infrastructure standards, research management standards and research funding and financing standards. And the standards for community service consist of standards for community service results, content standards for community

service, community service process standards, community service assessment standards, community service implementation standards, community service management standards and service funding and financing standards. to society.

Implementation of the Standards in the SPMI (Standard Dikti) must be carried out in accordance with a predetermined implementation cycle, starting from Determination, Implementation, Evaluation, Control and Improvement (PPEPP). The cycle can be described as follows:



Given the importance of SPMI Standards, as mentioned above, SPMI standards cannot be separated from SPMI policies, manuals and forms. The SPMI policy is a written documentation that contains an outline of an explanation explaining how universities interpret, develop and implement an internal quality assurance system (SPMI). In the quality document there is an explanation of the background or reasons, objectives, strategies, principles and directions of the tertiary institution to ensure and improve the quality in each of its activities, both academic and non-academic (E. Mulyasa, 2022). SPMI-PT policies are made and determined by the university leadership. The Quality Policy written document is useful for explaining to higher education stakeholders about quality assurance in a concise but complete and comprehensive manner, being the basis for all standards, manuals and forms, as well as proving that the relevant SPMI is documented.

The written document of the SPMI Manual serves as a guide for structural officials and various higher education units, as well as lecturers and education staff in the implementation of the internal quality assurance system in accordance with their respective authorities and duties to create a quality culture (E. Mulyasa, 2022). The quality

manual is also an indication of how the criteria, standards, goals, or aspirations of higher education institutions set out in various quality standards can be achieved and continuously improved (continuous quality improvement).

In the implementation of SPMI, it is necessary for universities to prepare special strategies so that the implementation of SPMI in the field can be carried out optimally. As done by Universitas Brawijaya to optimize the implementation of SPMI are as follows: 1. Planning and Implementation of Initial Improvement Efforts, 2. Provision of Human Resources Needed in the Implementation of SPMI, 3. Scheduling and Implementation of Education and Training Programs Regarding SPMI, 4. Implementation of Quality Improvement Sustainably (Yana Dwi Marizka, 2013). In addition to these strategies, universities need to do several important things such as regular self-evaluation strategies, communication strategies between academics, quality target strategies and cooperation strategies (Nurul Yaqien, 2021).

## DISCUSSION

The quality assurance system (SPMI) implemented in tertiary institutions is an effort to improve the quality of these universities. The implementation of this SPMI must refer to a predetermined reference, namely the National Higher Education Standard (SN DIKTI).

With these references and references, quality assurance must be a separate system that ensures the continuity of quality higher education. Because these problems will certainly have an impact on universities as autonomous institutions that provide higher education, communities using higher education services, as well as business and industry as users of higher education services, as well as the business world and industry as users of higher education graduates (Khuluq, 2021).

The implementation of quality assurance is a manifestation of the accountability of universities to the rights of the community, especially the stakeholders themselves. The implementation of the internal quality assurance system in higher education units is carried out through several stages of the process, namely the establishment,

implementation, evaluation, control and improvement of higher education quality standards that involve stakeholders in the quality of educational outcomes, are managed consistently and sustainably and have an impact on stakeholder satisfaction (students, lecturers, education staff, parents, government, world of work and other interested parties) obtain satisfaction.

Efforts to improve the quality of education will not be realized without efforts to improve the implementation of education towards quality education. To realize this quality education, efforts to build a quality culture in higher education are a non-negotiable necessity (I Made Pater, 2020). Universities must implement the quality assurance of such education independently and sustainably.

And as we know that a good quality assurance system will increase the institution's ability to carry out supervision, create stability, predictability and capability as an educational organization (Anggarawati, 2019), Furthermore, with a good quality assurance system, institutions will be able to maintain and improve quality and can act better than before.

## CONCLUSIONS

From the results of the research above, it can be concluded that universities must implement an internal quality assurance system (SPMI) autonomously without any interference from external parties by taking into account various matters relating to the implementation such as the required documents, implementation requirements and so on. The implementation of a higher education quality assurance system must also be made using very clear, accurate, complete and up-to-date data and information. With the aim of providing quality, efficient, productive, and accountable higher education to its stakeholders, as well as being able to adapt to changing roles and functions. Therefore, the results of this study can also be used as suggestions for stakeholders, especially university leaders, to really pay attention to the implementation of quality assurance, especially on implementation and evaluation so that the implementation of the next cycle can run



optimally.

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