

**IMPLEMENTATION OF QUALITY ASSURANCE IN ISLAMIC HIGHER EDUCATION
INSTITUTIONS IN INDONESIA**

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ABSTRACT

This study aims to describe the implementation of the Quality Assurance System (QAS) in Islamic higher education institutions in Indonesia and to analyze the impacts and challenges in its implementation. The study employs a library research approach by reviewing various scholarly sources, such as journals, books, regulations, and documents related to higher education quality assurance. The data were analyzed using content analysis techniques through the processes of classification, reduction, interpretation, and data synthesis. The findings show that the implementation of the Internal Quality Assurance System (IQAS/SPMI) in Islamic higher education institutions is carried out through the PPEPP cycle, which consists of the Determination, Implementation, Evaluation, Control, and Improvement of higher education quality standards. The implementation of IQAS has a positive impact on improving the quality of learning, curriculum development, institutional governance, research quality, and graduate quality. In addition, the implementation of quality assurance also encourages the establishment of an academic culture that is disciplined, collaborative, and oriented toward continuous quality improvement. However, the implementation of the quality assurance system still faces various challenges, such as limited human resources, less-than-optimal utilization of information technology, high administrative burdens, and low understanding among the academic community regarding quality culture. Therefore, strengthening institutional governance, improving human resource competencies, and developing digitally based academic systems are necessary so that the implementation of quality assurance in Islamic higher education institutions can run more effectively and sustainably.

Keywords: Quality Assurance; Islamic Higher Education; IQAS (SPMI); PPEPP; Educational Quality.

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INTRODUCTION

The quality of higher education is one of the main indicators in determining the success of a university in producing qualified, competitive human resources capable of facing global challenges. In the development of modern education, higher education institutions are not only required to provide good educational services but must also be able to ensure the quality of all academic processes in a sustainable manner (Sistem et al., 2022). Therefore, quality assurance has become an essential aspect of higher education management as a form of institutional commitment to maintaining and improving educational quality.

In the era of globalization, competition among universities is becoming increasingly intense, including among Islamic higher education institutions. Islamic universities are required to integrate Islamic values with the development of science, technology, and global educational standards (Setiawan, B., & Apsari, 2020). This condition makes the implementation of quality assurance a strategic necessity in creating an educational system that is high-quality, effective, and internationally competitive. Quality assurance does not merely focus on achieving accreditation but also on building a culture of quality in all academic and institutional activities.

Higher education quality assurance is essentially a systematic process carried out to ensure that the implementation of education complies with established standards. The quality assurance system covers various aspects, including the quality of learning, curriculum, lecturer competencies, research, community service, facilities and infrastructure, as well as institutional governance. Through the implementation of effective quality assurance, universities are expected to produce graduates with outstanding academic, professional, and moral competencies (Kurniasari et al., 2024).

The importance of quality assurance in higher education has been regulated in Law Number 12 of 2012 concerning Higher Education, which states that quality higher education is education capable of developing students' potential and producing science and technology beneficial to society, the nation, and the state (Nasution, 2023). In addition, the Regulation of the Minister of Education, Culture, Research, and Technology Number 53 of 2023 concerning National Standards for Higher Education emphasizes that higher education standards include standards of education, research, and community service. These three standards form the basis for implementing higher education quality assurance systems (Hidayati et al., 2025).

The implementation of quality assurance in Islamic higher education institutions needs to be carried out in a planned and sustainable manner through the application of the Internal Quality Assurance System (IQAS/SPMI). In practice, IQAS refers to the PPEPP cycle, which includes the determination, implementation, evaluation, control, and continuous improvement of higher education standards. Through the implementation of this cycle, universities can monitor and evaluate the implementation of quality standards so that the process of improving educational quality can run optimally (Ekowati et al., 2025).

However, in practice, the implementation of quality assurance still faces various challenges. Some universities still regard accreditation as the primary objective without balancing it with the strengthening of an internal quality culture (Uswah et al., 2025). As a result, evaluation and quality improvement processes are often carried out only prior to accreditation. Furthermore, technological developments, the demands of educational internationalization, and increasingly complex stakeholder needs also present challenges for international Islamic higher education institutions in maintaining educational quality.

Therefore, Islamic higher education institutions in Indonesia need to transform their quality assurance systems through strengthening institutional governance, improving human resource competencies, developing internationally oriented curricula, and utilizing digital technology in academic processes. The effective implementation of quality assurance is expected to improve educational quality, strengthen the global competitiveness of Islamic universities, and produce graduates who are excellent, innovative, and grounded in Islamic values.

Based on the explanation above, this study aims to describe the implementation of quality assurance in international Islamic higher education institutions and analyze various efforts undertaken to improve educational quality amid global competition. This study is expected to contribute academically to the development of quality assurance systems in Islamic higher education that are oriented toward continuous quality improvement.

RESEARCH METHODS

This study employs a library research approach conducted systematically to examine the implementation of quality assurance in international Islamic higher education institutions. This approach was chosen because the focus of the study relates to higher education policies, quality assurance systems, national regulations, and institutional practices documented in various scholarly sources. Through this approach, researchers are able to explore various concepts, theories, and practices of quality assurance implementation applied in Islamic higher education institutions in responding to the demands of global education.

In this study, the researcher did not conduct direct field data collection but instead relied on critical analysis of various primary and secondary documents relevant to the research topic. This analysis was carried out to build both theoretical and practical understanding regarding the implementation of the Internal Quality Assurance System (IQAS/SPMI) in Islamic higher education institutions in Indonesia.

The subjects of this study consist of documents related to policies and practices of higher education quality assurance. The data sources include national and international scientific journal articles, books, theses, dissertations, university accreditation reports, as well as official government regulations and guidelines related to higher education quality assurance systems. The regulations used as references include Law Number 12 of 2012 concerning Higher Education, the Regulation of the Minister of Education, Culture, Research, and Technology Number 53 of 2023 concerning National Standards for Higher Education, as well as various guidelines for implementing IQAS (SPMI) and External Quality Assurance Systems (EQAS/SPME). These sources were selected purposively based on content relevance, data validity, and their relation to the focus of the study.

In the data collection process, the researcher employed documentation techniques by reviewing various literatures related to the implementation of quality assurance in international Islamic higher education institutions. The review was conducted systematically to identify several indicators of quality implementation, such as academic quality policies, institutional structures for quality assurance, the application of the PPEPP cycle (Determination, Implementation, Evaluation, Control, and Improvement), the development of quality culture, and strategies for improving the quality of Islamic higher education.

The collected data were then analyzed using content analysis techniques with a thematic approach. The analysis process was carried out through several stages. First, the researcher classified the documents based on type, theme, and year of publication. Second, thematic coding was conducted to identify major categories, such as strengthening quality culture, institutional policy support, digitalization of academic systems, improvement of human resource competencies, and the effectiveness of quality assurance implementation. Third, comparative analysis among various sources was carried out to examine similarities, differences, and developments in the implementation of quality assurance systems in international Islamic higher education institutions. The final stage involved interpretation and synthesis of the data to produce comprehensive conclusions regarding the implementation of quality assurance in improving the quality of Islamic higher education at the international level. Through this research method, the study is expected to provide a systematic overview of the implementation of quality assurance in Islamic higher education institutions as well as various strategies that can be applied to continuously improve educational quality in facing global competition.

RESULTS AND DISCUSSION

Implementation of Quality Assurance Systems (SPM) in Islamic Higher Education Institutions in Indonesia

The implementation of quality assurance in Islamic higher education institutions in Indonesia is an important effort to continuously improve the quality of higher education. Quality assurance is carried out to ensure that all academic and institutional processes operate in accordance with established standards. In practice, higher education institutions implement the Internal Quality Assurance System (Sistem Penjaminan Mutu Internal/SPMI) as a mechanism for managing educational quality (Sauri, 2019).

The Internal Quality Assurance System (SPMI) is a systematic and integrated activity in the administration of higher education aimed at continuously improving the quality of education. According to Najwa, SPMI is a system implemented in a planned and sustainable manner to ensure the continuous improvement of higher education quality (Najwa et al., 2023). This is reinforced by the

Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 53 of 2023 concerning Higher Education Quality Assurance, which explains that SPMI is a series of interconnected elements and processes designed to ensure and improve the quality of higher education autonomously (Tinggi, 2025).

The implementation of SPMI in Islamic higher education institutions is not only oriented toward achieving accreditation but also aims to build a culture of quality in all academic and institutional activities. The implementation of SPMI generally refers to the PPEPP cycle, which includes the Establishment, Implementation, Evaluation, Control, and Improvement of higher education quality standards. Through the application of this cycle, Islamic higher education institutions are expected to improve the quality of education, strengthen institutional governance, and produce competitive and high-quality graduates.

Table 1. Implementation of the Internal Quality Assurance System in Islamic Higher Education

Stages of Internal Quality Assurance System (SPMI)	Form of Implementation	Implementation Objectives	Challenges Faced	Improvement Efforts
Standard Determination	Preparation of academic quality standards	Determining educational standards	Lack of stakeholder participation	Involvement of all academic community members
Standard Implementation	Application of learning standards and academic services	Improving the quality of education	Limited human resources and facilities	Training and human resource development
Standard Evaluation	Quality audits and academic monitoring	Assessing the level of standard achievement	Evaluation has not been carried out optimally	Strengthening the monitoring system
Standard Control	Improvements for non-conformities	Maintaining quality consistency	Coordination among units is still weak	Improving institutional communication
Standard Improvement	Continuous quality development	Adapting to global needs	Slow adaptation to technology	Digitalization of the academic system

The table above shows that the implementation of the Internal Quality Assurance System in Islamic higher education institutions is carried out through several interconnected stages. Each stage has different objectives and functions in supporting the improvement of higher education quality. In the standard-setting stage, universities formulate academic quality standards as guidelines for implementing education. The implementation stage is carried out by applying these standards in learning processes, academic services, research, and community service.

The evaluation stage is conducted through monitoring and internal quality audits to determine the level of conformity between the implementation of activities and the established standards. The results of the evaluation are then used as the basis for the control stage to improve various discrepancies found during the implementation process. Furthermore, the improvement stage is carried out as an effort to continuously develop the quality of education in accordance with developments in science, technology, and the needs of the global community (Sistem et al., 2022).

The implementation of quality assurance in Islamic higher education institutions in Indonesia still faces several obstacles, such as limited human resources, suboptimal use of technology, and low awareness of quality culture within the academic environment. In addition, coordination among units in implementing quality assurance still needs to be improved so that the implementation of SPMI can run more effectively and efficiently (Anwar & Sari, 2025).

In facing these challenges, Islamic higher education institutions need to undertake various improvement efforts, such as strengthening quality assurance institutions, improving the competencies of educators and educational staff, and developing digital-based academic systems. Strengthening a quality culture is also an important factor in supporting the successful implementation of quality assurance in Islamic higher education institutions in Indonesia.

The Internal Quality Assurance System (SPMI) in higher education is implemented through the PPEPP cycle, which consists of Determination, Implementation, Evaluation, Control, and

Improvement of higher education quality standards. The determination stage is carried out by formulating quality standards based on the vision, mission, and objectives of the university. Furthermore, these standards are applied in all academic and non-academic activities during the implementation stage. Afterward, an evaluation is conducted to determine the level of conformity between the implementation of standards and the established objectives through monitoring and internal quality audits(Sauri, 2019). The evaluation results are then used in the control stage to improve various discrepancies and maintain the consistency of educational quality. The final stage is the improvement of standards, which is carried out continuously to adapt to developments in science, technology, and global needs. Through the implementation of the PPEPP cycle, Islamic higher education institutions are expected to improve educational quality and build a sustainable quality culture.

Implementation of the Internal Quality Assurance System (SPMI)

The implementation of the Internal Quality Assurance System (SPMI) in Islamic higher education institutions in Indonesia is carried out as an effort to continuously improve the quality of higher education. SPMI is implemented to ensure that all academic and institutional activities are conducted in accordance with the established quality standards(Sitorus & Dahlan, 2024). In addition to improving accreditation, the implementation of SPMI also aims to build a quality culture within universities so that educational quality can continue to develop according to societal needs and the changing times.

SPMI plays an important role in improving the quality of learning in Islamic higher education institutions. Through periodic evaluations, universities can identify the effectiveness of learning processes as well as various obstacles occurring in academic activities. These evaluations include assessments of curricula, learning methods, and student learning outcomes. The implementation of SPMI also encourages lecturers to use more innovative, interactive, and student-centered learning methods (Sitorus & Dahlan, 2024).Through continuous improvement in learning, students can more easily understand lecture materials and improve their academic abilities and skills.

In implementing SPMI, curriculum development becomes an important part of maintaining the quality of higher education. Islamic universities adjust their curricula to align with developments in science, technology, and labor market needs. Curriculum development is carried out through evaluations and input from various parties, such as lecturers, students, alumni, and graduate users. With relevant and high-quality curricula, universities are expected to produce graduates who are competent, professional, and possess strong Islamic values(Pekanbaru, 2026).

SPMI is also implemented to improve the quality of research in Islamic higher education institutions. Research activities must meet academic standards and scientific ethics in order to produce high-quality scientific work that benefits society. To support this, universities conduct evaluations of research proposals, research implementation, and scientific publication results. In addition, universities provide support in the form of training, funding, and research facilities for lecturers and students so that research activities can be carried out more optimally.

The success of SPMI implementation is strongly influenced by the quality culture within the university environment. A quality culture refers to the attitude and commitment of the entire academic community to continuously maintain and improve educational quality. Islamic universities need to create an academic environment that is open to change, innovation, and cooperation among units. With good communication and the involvement of all parties, the implementation of quality assurance can run more effectively and sustainably(Pandit et al., 2022).

The implementation of SPMI in Islamic higher education institutions is carried out through the PPEPP cycle, which consists of Determination, Implementation, Evaluation, Control, and Improvement of higher education quality standards. The determination stage is conducted by formulating quality standards based on the university's vision and objectives. These standards are then applied in academic activities during the implementation stage. Afterward, evaluations are conducted through monitoring and internal quality audits to determine the level of achievement of the standards(Sauri, 2019). The evaluation results are used in the control stage to improve various shortcomings that are identified. The final stage is the continuous improvement of standards so that educational quality continues to develop and remains competitive at national and international levels.

The Impact of the Quality Assurance System (SPM) on Islamic Higher Education Institutions

The implementation of the Quality Assurance System (SPM) in Islamic higher education institutions in Indonesia has had a significant impact on improving the quality of higher education. The implementation of the quality system not only affects the learning process but also institutional

governance, academic culture, and the quality of graduates produced. Through sustainable quality assurance practices, Islamic universities are able to create a more effective, structured, and standards-based education system.

One of the main impacts of SPM implementation can be seen in the improvement of the quality of the learning process. Lecturers have begun implementing learning methods that are more active, innovative, and student-centered. The learning process is no longer solely oriented toward achieving cognitive aspects but also pays balanced attention to affective and psychomotor aspects (Lestari, 2024). In addition, the use of digital learning media and academic technology has increasingly developed, making the learning process more engaging and effective. Lecturers have become more disciplined in preparing learning tools, designing evaluations, and continuously developing teaching methods.

The implementation of SPM also encourages the formation of a culture of evaluation and reflection in academic activities. Universities regularly conduct monitoring and evaluations of learning processes to determine the effectiveness of educational implementation. The results of these evaluations are used as the basis for improving and developing learning systems. In addition, lecturers and educational staff have become more active in academic discussions and sharing experiences to improve the quality of education within the university environment (Sholeh et al., 2024).

In terms of institutional management, the implementation of the Quality Assurance System has had a positive impact on the governance of Islamic higher education institutions. Institutions have begun implementing quality-based management through the establishment of quality assurance institutions or units tasked with conducting monitoring, internal audits, and evaluations of educational standard implementation. Administrative governance has become more orderly, transparent, and accountable because all academic and institutional activities are systematically documented. In addition, decision-making in university management has increasingly been based on evaluation results and objective academic data (Riyantini et al., 2026).

The implementation of SPM also impacts the improvement of research quality and community service. Islamic universities have begun encouraging lecturers and students to produce innovative research relevant to societal needs (Abidin, 2021). Furthermore, the implementation of research quality standards helps improve the quality of scientific publications and strengthen academic culture within the campus environment. Support for research is provided through training, funding, and the development of adequate academic facilities.

Another impact of SPM implementation can be seen in the improvement of the quality of graduates from Islamic higher education institutions. Students not only possess strong academic abilities but also demonstrate character, ethics, and strong Islamic values (Firdaus, 2025). Graduates are expected to compete in the workforce, possess good communication skills, and adapt to developments in science and technology. This demonstrates that the implementation of the quality assurance system not only improves the quality of the educational process but also produces competitive and high-quality graduates.

In addition, the implementation of SPM contributes to the formation of a religious, disciplined, and collaborative academic culture within Islamic higher education institutions. All members of the academic community are encouraged to have a shared commitment to maintaining and continuously improving educational quality. Therefore, the implementation of the Quality Assurance System in Islamic higher education institutions becomes an important factor in creating higher education that is excellent, high-quality, and capable of competing at national and international levels.

Challenges in the Implementation of the Quality Assurance System (SPM) in Islamic Higher Education Institutions

The implementation of the Quality Assurance System (SPM) in Islamic higher education institutions in Indonesia has had a positive impact on improving the quality of higher education. However, in practice, there are still various challenges that affect the effectiveness of implementing the quality assurance system within universities (Hidayati et al., 2025).

One of the main challenges is the limitation of resources, including funding, infrastructure, and human resources. Budget limitations have caused several quality improvement programs, such as lecturer training, academic system development, and the provision of learning support facilities, to be implemented less optimally. In addition, not all universities have experts who deeply understand quality assurance management.

Another challenge is the limited understanding among academic communities regarding the implementation of the Internal Quality Assurance System (SPMI), especially in applying the PPEPP cycle, which includes Determination, Implementation, Evaluation, Control, and Improvement of quality standards. Some lecturers and educational staff still require training and mentoring to effectively conduct quality evaluations, internal audits, and systematic and sustainable management of quality documents.

Furthermore, the utilization of information technology in managing quality systems has not yet been fully optimized. Several Islamic higher education institutions still experience difficulties in the digitalization of academic administration, quality data management, and technology-based monitoring and evaluation processes (Makruf, 2018). In fact, the use of information technology is very important for improving effectiveness, efficiency, and transparency in implementing quality assurance. The high administrative workload also becomes one of the obstacles in implementing SPM. Lecturers are not only responsible for carrying out teaching activities but also for completing various academic administrative tasks and quality reports. This condition often reduces lecturers' focus on developing learning, conducting research, and continuously improving academic competencies.

Nevertheless, several factors support the successful implementation of SPM in Islamic higher education institutions. The commitment of university leaders is an important factor in building a quality culture within the academic environment. In addition, cooperation among lecturers, educational staff, students, and educational stakeholders also supports the implementation of quality assurance. A conducive academic environment, a culture of discipline, and good communication among units also help universities improve educational quality sustainably.

CONCLUSIONS

The implementation of the Quality Assurance System (SPM) in Islamic higher education institutions in Indonesia is an important effort to continuously improve the quality of higher education. The implementation of the Internal Quality Assurance System (SPMI) is carried out through the PPEPP cycle, which includes the Determination, Implementation, Evaluation, Control, and Improvement of higher education quality standards. Through these stages, Islamic universities are able to manage academic and institutional processes in a more directed, systematic manner and in accordance with higher education standards. The implementation of SPMI is also not only oriented toward achieving accreditation but also aims to build a quality culture that involves the entire academic community in maintaining and improving educational quality. The implementation of the Quality Assurance System has a positive impact on improving the quality of learning, institutional governance, research, community service, and the quality of graduates. The learning process becomes more innovative, interactive, and student-centered, while institutional governance becomes more orderly, transparent, and accountable. In addition, the implementation of SPM also encourages improvements in the quality of research and scientific publications, as well as the development of graduates who are competent, professional, and possess strong Islamic values. A religious, disciplined, and collaborative academic culture also continues to develop through the sustainable implementation of the quality system. Nevertheless, the implementation of the Quality Assurance System in Islamic higher education institutions still faces various challenges, such as limitations in human resources, funding, infrastructure, and the suboptimal utilization of information technology. The low level of understanding among academic communities regarding the implementation of SPMI and the high administrative workload also become obstacles to the effective implementation of the quality system. Therefore, commitment from university leaders, strengthening of quality assurance institutions, improvement of lecturers' and educational staff's competencies, and the development of digital-based academic systems are necessary so that the implementation of SPM can run more optimally and enhance the competitiveness of Islamic higher education institutions at national and international levels.

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