

## IMPLEMENTATION OF SPMI (INTERNAL QUALITY ASSURANCE SYSTEM) IN HIGHER EDUCATION AS AN EFFORT TO IMPROVE THE QUALITY OF HIGHER EDUCATION

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**Abstract (In English).** This study aims to evaluate the effectiveness of the implementation of the Internal Quality Assurance System (SPMI) and External Quality Assurance System (SPME) in higher education environments, and the extent to which its implementation is in line with the National Higher Education Standards (SN-DIKTI). The research method used is descriptive qualitative, with an observational and descriptive approach to the quality process and policies at the study program and institutional levels. The results of the study show that many universities implement SPMI as part of their preparation for external accreditation (SPME) by BAN-PT or LAM. However, after obtaining accreditation, the implementation of internal quality evaluation activities such as Internal Quality Evaluation (EMI) and Internal Quality Audit (AMI) are often delayed or even ignored. This finding indicates a gap between the technical implementation of SPMI and its main objective, namely sustainable quality culture. Therefore, a commitment from higher education institutions is needed to build a systematic and consistent quality culture as part of good governance and continuous improvement of the quality of academic and non-academic services.

**Keywords:** SPMI, SPME, SN-DIKTI, Quality Culture, Higher Education, EMI, AMI, Accreditation

**Abstract (In Bahasa).** Penelitian ini bertujuan untuk mengevaluasi efektivitas implementasi Sistem Penjaminan Mutu Internal (SPMI) dan Sistem Penjaminan Mutu Eksternal (SPME) di lingkungan perguruan tinggi, serta sejauh mana pelaksanaannya selaras dengan Standar Nasional Pendidikan Tinggi (SN-DIKTI). Metode penelitian yang digunakan adalah deskriptif kualitatif, dengan pendekatan observasi dan deskripsi terhadap proses dan kebijakan mutu di tingkat program studi dan institusi. Hasil penelitian menunjukkan bahwa banyak perguruan tinggi yang menerapkan SPMI sebagai bagian dari persiapan menuju akreditasi eksternal (SPME) oleh BAN-PT atau LAM. Namun, setelah memperoleh akreditasi, pelaksanaan kegiatan evaluasi mutu internal seperti Evaluasi Mutu Internal (EMI) dan Audit Mutu Internal (AMI) sering kali mengalami keterlambatan atau bahkan dabaikan. Temuan ini menunjukkan adanya kesenjangan antara pelaksanaan teknis



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SPMI dengan tujuan utamanya, yaitu pembudayaan mutu secara berkelanjutan. Oleh karena itu, diperlukan komitmen institusi pendidikan tinggi untuk membangun budaya mutu yang sistematis dan konsisten sebagai bagian dari tata kelola yang baik dan peningkatan mutu layanan akademik maupun non-akademik secara berkelanjutan.

**Kata Kunci:** SPMI, SPME, SN-DIKTI, Budaya Mutu, Perguruan Tinggi, EMI, AMI, Akreditasi

## A. INTRODUCTION

Government policies pertaining to the main performance index (IKU) and additional performance index (IKT) in higher education constitute a pivotal element of higher education governance at the university, faculty and study programme levels. In the context of higher education, the notion of a healthy university has assumed a pivotal role in the pursuit of academic excellence and the maintenance of standards. This concept is inextricably linked to the principles of good governance, underscoring the necessity for institutions to prioritize the well-being of their students and faculty members. The purpose of the higher education quality assurance system is to ensure that universities can meet higher education standards in a systematic and sustainable manner<sup>1</sup>.

SPM Dikti states that there are 3 quality assurance systems, namely 1) internal quality assurance system (SPMI), 2) external assurance system (SPME) and 3) quality assurance system. PDDIKTI<sup>2</sup>. All information related to the achievement and fulfilment of standards set both by DIKTI and by universities should be evaluated through SPMI using the PPEPP method (*determination, implementation, evaluation, control and improvement*)<sup>3</sup>. This becomes a cycle where it will rotate so that improvements will continue to be made to fulfil the standards set by adding standard achievement indicators.

Education can only achieve its goals if it is of good quality. Therefore, the government consistently encourages educational institutions at all levels to improve their quality through the accreditation process<sup>4</sup>. The main components in the implementation of higher education, namely the number of students and qualified lecturers, will be able to have an impact on increasing the quality of higher education, this will go hand in hand with increasing the quality of graduates so that they can become outcome scholars who are able to compete in the industrial world (DUDI).

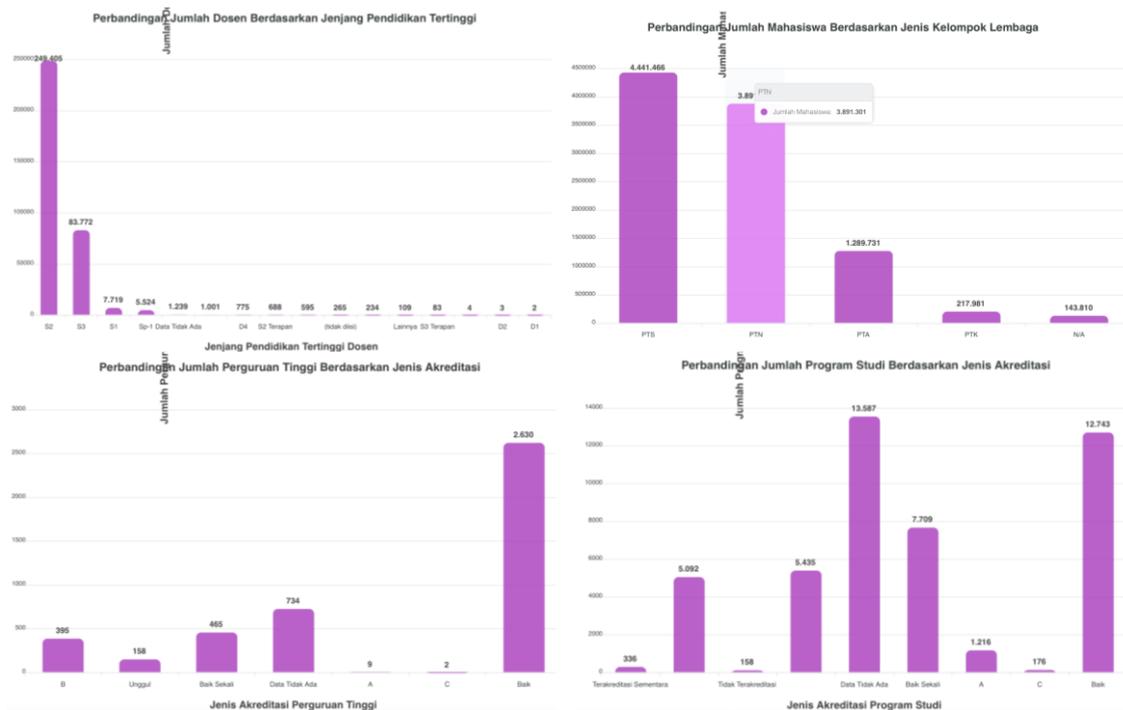
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<sup>1</sup> Tutik Sugesti, "Management of the Internal Quality Assurance System (SPMI) for Higher Education," *Holistic Science* 3, no. 3 (2023): 146–51.

<sup>2</sup> Widyo Winarso, "Implementasi Sistem Penjaminan Mutu Pada Perguruan Tinggi Swasta Di Wilayah Jawa Timur," *Jurnal Dimensi* 10, no. 3 (2021): 665–73.

<sup>3</sup> Muhammad Aryo Ramadhan and Rini Setyaningsih, "Implementasi Sistem Penjaminan Mutu Internal (SPMI) Di Perguruan Tinggi," *Jurnal Kependidikan Islam* 15, no. 1 (2025): 23–33.

<sup>4</sup> Yosephine Suharyanti et al., "Pendampingan Pengembangan SPMI Perguruan Tinggi Untuk Meningkatkan Akreditasi Program Studi," *Jurnal Atma Inovasia* 4, no. 4 (2024): 177–82.



**Figure 1.** Existing conditions of lecturers, students, accreditation of study programmes and universities based on statistical data on PDDIKTI accessed on 18 April 2025 at 15.48.

Based on the existing conditions in Figure 1, the number of lecturers with doctoral qualifications (S3) is 83,772, this indicates that the lecturer's education level is still not optimal, which is expected to have an academic degree of S3. Furthermore, it can be seen based on the number of students studying at PTN and PTS that it turns out that the contribution of PTS as a provider of higher education services with a total of 4,441,466 students proves that the role of PTS in the implementation of higher education in No. very much.

Furthermore, when viewed from the accreditation of universities, there are still 734 No. that do not have accreditation data. In terms of study programme accreditation, there are also 13,587 study programmes with no accreditation data. The importance of the quality of the implementation of universities and study programmes is one of the indicators of No. accreditation and study programme accreditation. Against this data, it turns out that there are still those who have not reported or have not been accredited, this is important as an indicator of the success of higher education in Indonesia.

It is important to organise SPMI to ensure that universities have met the higher education standards set by SN DIKTI or that some have not been achieved. In this case, universities make indicators according to the ability of each university so that later universities can improve quality according to their abilities gradually and for the better. The implementation of SPMI is carried out with PPEPP where there is an internal quality assurance agency that carries out the EMI (*internal quality evaluation*) process which is carried out every semester either odd or even then AMI (*internal quality audit*) which is carried out at the end of the academic year. Based on this condition, further research is needed on how the condition of the implementation of the quality assurance system has been implemented and to see the things that become obstacles to higher education in its implementation so that in the future it is hoped that SPMI can run in

accordance with its main purpose, namely improving the quality of higher education.

## B. METHOD

This research uses a descriptive qualitative approach<sup>5</sup>. The aim is to see how the development trend of SPMI implementation at the university level. The purpose of the research is to find out and describe the symptoms or phenomena that exist in the field according to what they are related to SPMI in higher education<sup>6</sup>. How the quality culture in SPMI can be part of improving the quality of higher education and will have an impact on improving the quality of education and higher education outcomes in accordance with DUDI qualifications. The research stages were carried out by analysing national journal articles and proceedings that discuss the implementation of quality assurance at the tertiary level. In addition, various book references and government policies related to governance and quality assurance of higher education are taken.

## C. RESULTS AND DISCUSSION

SPM Dikti aims to ensure the fulfilment of Higher Education Standards systemically and sustainably, so that a culture of quality grows and develops<sup>7</sup>. Internal Quality Assurance System (SPMI) is a systemic activity of higher education quality assurance owned by each university independently<sup>8</sup>. The purpose of SPMI is to control and improve the implementation of higher education in a sustainable and planned manner<sup>9</sup>. Permendikbudristek No. 53 of 2023 concerning quality assurance of higher education. SN Dikti consists of a) national education standards, b) research standards, and c) community service standards. This is part of the Tridharma of higher education which cannot be separated from one another. Quality culture is an important part of SPMI implementation. The process carried out in SPMI is PPEPP (determination, implementation, evaluation, control and improvement). The process is carried out by EMI (internal quality evaluation) which is carried out every semester and AMI (internal quality audit) which is carried out at the end of each academic year. The implementation of AMI is a self-project that can provide an overview of conditions for both the study programme and the institution<sup>10</sup>.

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<sup>5</sup> Sugiyono, "Memahami Penelitian Kualitatif," *Bandung: Alfabeta*, 2016.

<sup>6</sup> Istanah Muslim et al., "Rancang Bangun Sistem Audit Mutu Internal Guna Optimalisasi Kinerja Penjaminan Mutu Perguruan Tinggi," *Sistemasi: Jurnal Sistem Informasi* 10, no. 2 (2021): 490–501.

<sup>7</sup> Ni Nyoman Lisna Handayani and Ni Ketut Erna Muliastri, "Determinasi Sistem Penjaminan Mutu Internal Terhadap Peningkatan Mutu Perguruan Tinggi," *PINTU: Jurnal Penjaminan Mutu* 2, no. 2 (2021).

<sup>8</sup> Dwi Joko Siswanto and Frangky Silitonga, "Budaya Mutu Sebagai Refleksi Dari PPEPP Dan EPP Di Akademi Militer Magelang," *Jurnal Mahatvavirya* 10, no. 1 (2023): 53–70.

<sup>9</sup> Inggit Papatungan, Ansar Ansar, and Sitti Roskina Mas, "Keefektifan Pelaksanaan Sistem Penjaminan Mutu Internal," *Pedagogika*, 2021, 77–92.

<sup>10</sup> Muslim et al., "Rancang Bangun Sistem Audit Mutu Internal Guna Optimalisasi Kinerja Penjaminan Mutu Perguruan Tinggi."



**Figure 2.** The Quality Assurance System<sup>11</sup>

At the study programme level, it is expected that there will be an increase in quality that must be cultivated so that it is expected to be good, excellent and superior. Accreditation is part of determining the quality of a study programme so that it can create a culture of quality in a study programme. The relationship between SN-Dikti is in accordance with Permendikbudristek No. 53 of 2023. Furthermore, PT Standards where there is a Decree of the Rector of PT, SPMI there is a PPEPP process, SPME there is an accreditation process by BAN PT or by LAM (Independent Accreditation Agency)<sup>12</sup>.

The PPEPP process in SPMI is expected to foster a culture of quality consisting of mindsets, attitudes and behaviour patterns based on Higher Education standards. The determination process carried out by HEIs is expected to exceed what has been determined by the Higher Education SN. The existence of Higher Education Standards as a benchmark is the core of SPMI<sup>13</sup>. For example, in the standard the minimum number of credits that must be taken for an undergraduate programme is 144 credits, then in the standard the college, in this case the study programme, requires students to pass a minimum of 147 credits. Then in this case the college standard has exceeded SNDIKTI. Or it could also be that the college standard is the same as the SNDIKTI standard, just don't let the college standard be lower than SNDIKTI. In this case, LPM (Quality Assurance Agency) conducts SPMI which aims to ensure that each study programme has formulated standards and indicators that refer to the KKNI level (Indonesian National Qualifications Framework)<sup>14</sup>.

Competition in accreditation has become one of the main drivers of higher education quality improvement in Indonesia<sup>15</sup>. Once the accreditation is issued, the institution no longer conducts internal quality<sup>16</sup>. This is a concern where SPME

<sup>11</sup> Winarso, "Implementasi Sistem Penjaminan Mutu Pada Perguruan Tinggi Swasta Di Wilayah Jawa Timur."

<sup>12</sup> Agus Salim Chamidi, Rita Sulastini, and Sri Handayani, "Sistem Penjaminan Mutu Internal (SPMI) Pada Program Studi Pendidikan Agama Islam IAINU Kebumen," *An-Nidzam: Jurnal Manajemen Pendidikan Dan Studi Islam* 8, no. 2 (2021): 128–48.

<sup>13</sup> Mail Hilian Batin, Dika Setiagraha, and Ilham Prawidi Sakti, "Penerapan Sistem Penjaminan Mutu Internal Pada Pekan Kewirausahaan Unit Entrepreneurship Laboratorium Terpadu," *Journal of Trends Economics and Accounting Research* 3, no. 3 (2023): 230–37.

<sup>14</sup> Aswin Bancin, "Sistem Penjaminan Mutu Perguruan Tinggi," *Jurnal Manajemen Pendidikan* 9, no. 1 (2017): 1–12.

<sup>15</sup> Fauzi Haris Simbolon et al., "Efektivitas Pelaksanaan Sistem Penjaminan Mutu Internal Pada Perguruan Tinggi Swasta (Studi Kasus Universitas Mandiri Bina Prestasi)," *LOFIAN: Jurnal Teknologi Informasi Dan Komunikasi* 4, no. 2 (2025): 23–27.

<sup>16</sup> Puji Reknati, "Implementasi Sistem Penjamin Mutu Internal Dalam Meningkatkan Mutu Di Sekolah Tinggi Ilmu Pelayaran," *Meteor STIP Marunda* 12, no. 1 (2019): 73–81.

is more important than SPMI on a regular basis. For this reason, a quality culture of higher education is needed as an effort to continuously make improvements in improving quality and quality for study programmes, institutions, lecturers, students and graduates.

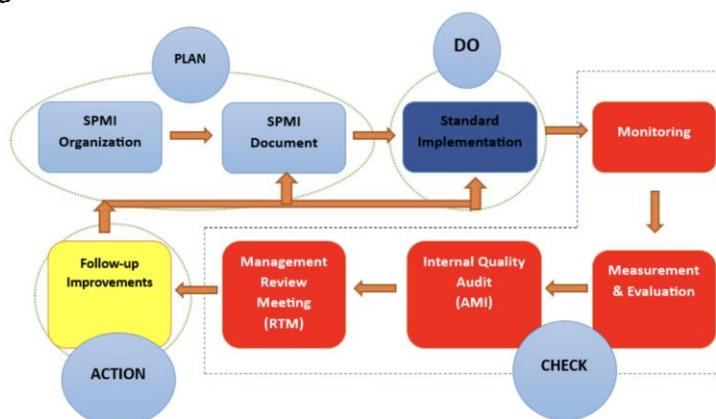


Figure 3. SPMI Activity Scheme<sup>17</sup>

Figure 3 explains the cycle in SPMI. Quality assurance in higher education is a fundamental action as an institutional effort to continuously improve higher education services<sup>18</sup>. The evaluation and feedback process allows educators to identify areas for improvement and create more efficient improvement strategies<sup>19</sup>.

The principles of SPMI are: 1) autonomy: SPMI is developed and implemented by universities, 2) standardised: SPMI uses SNDIKTI set by ministerial regulations and Dikti standards set by HEIs. 3) planned and sustainable: the SPMI cycle is PPEPP where it continues to be sustainable until better results. 4) documented: the entire cycle in SPMI can be documented well and systematically<sup>20</sup>. Based on this principle, SPMI is expected to be an integral part of higher education governance to ensure that higher education has met the minimum standards of higher education so that it impacts on quality improvement and universities continue to improve and improve the standard of services provided.

In the process of implementing SPMI carried out by EMI and AMI, an agreement is produced which is then prepared as an action plan (RTL)<sup>21</sup>. This RTL is a reference for improvement for study programmes, faculties and universities to improve audit findings that are deemed to have not met the standards. Or it can also be where to improve if there are still indicators in the

<sup>17</sup> Huliman Abdul Gofur, Ivan Fanani Qomusuddin, and Siti Romlah, "Desain Sistem Penjaminan Mutu Internal (SPMI) Perguruan Tinggi Keagamaan Islam Swasta (PTKIS)," *JURNAL SYNTAX IMPERATIF: Jurnal Ilmu Sosial Dan Pendidikan* 4, no. 5 (2023): 601–8.

<sup>18</sup> Supriyanto Supriyanto et al., "Evaluasi Penjaminan Mutu Internal Di Perguruan Tinggi," *Jurnal Review Pendidikan Dasar: Jurnal Kajian Pendidikan Dan Hasil Penelitian* 10, no. 1 (2024): 42–51.

<sup>19</sup> Dhea Paramytha Octaviani, Asep Sopian, and Dinar Samsunizar Pratama, "PERAN SISTEM PENJAMINAN MUTU INTERNAL (SPMI) DALAM MENINGKATKAN KUALITAS PENDIDIKAN DI LINGKUNGAN PERGURUAN TINGGI," *Jurnal Media Akademik (JMA)* 2, no. 10 (2024).

<sup>20</sup> Didik Himmawan, Sofyan Sauri, and Ujang Cepi Barlian, "Peningkatan Mutu Perguruan Tinggi Melalui Penjaminan Mutu Internal Perguruan Tinggi," *Manajia: Journal of Education and Management* 1, no. 1 (2023): 9–19.

<sup>21</sup> I Made Legawa, Ida Bagus Nyoman Wartha, and Ida Bagus Brata, "Implementasi Sistem Penjaminan Mutu Internal (SPMI) Di Program Studi Pendidikan Sejarah Fakultas Keguruan Dan Ilmu Pendidikan Universitas Mahasaraswati Denpasar," 2019.

standard that have not been met, this is an important part to be agreed upon by UPS, UPPS and PT so that there is good coordination between stakeholders to continue to make improvements. SPMI documents must be updated regularly to meet the needs of the latest education implementation<sup>22</sup>. This is also an important part if there are standards or indicators in SPMI that need to be improved or changed, then the SPMI document should be updated and adjusted to the needs and conditions of higher education providers.

The implementation of SPMI in higher education is not only an administrative obligation, but also a strategic instrument in achieving academic quality and sustainable governance. Several studies emphasize that the success of SPMI is highly dependent on institutional leadership, academic community participation, and an integrated quality information system<sup>23</sup>. In this context, LPM (Quality Assurance Institute) not only acts as a quality controller, but also as a driving force for changes in quality culture that focuses on continuous quality improvement.

One of the main challenges in implementing SPMI is the inconsistency between internal evaluations (AMI/EMI) and the realization of systematic follow-up. Many institutions experience stagnation in the PPEPP cycle due to weak commitment at the Improvement stage. The implementation of the PPEPP cycle is often hampered by the lack of ownership from work units and the suboptimal integration of quality management information systems<sup>24</sup>.

Furthermore, the success of SPMI is also closely related to the digitalization of the quality system. Digital-based quality information systems have been proven to increase the effectiveness of monitoring and transparency of the quality evaluation process. Integrating quality systems with digital platforms can increase reporting efficiency and timeliness in evidence-based decision making<sup>25</sup>.

In addition, the quality culture aspect that is the foundation of SPMI must continue to be built through training, lecturer coaching, and student involvement. Quality is not only measured by the completeness of documents or accreditation achievements, but also by how all campus elements have a collective commitment to quality<sup>26</sup>.

#### D. CONCLUSION

The results of the analysis show that the Internal Quality Assurance System (SPMI) plays a crucial role in ensuring that higher education institutions establish and meet academic standards and performance indicators in accordance with the *Standar Nasional Pendidikan Tinggi* (SN-DIKTI). In addition to internal

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<sup>22</sup> I Dewa Gede Jaya Negara et al., "Penyuluhan Tentang Sistem Irigasi Tetes Pada Masyarakat Kebun Dewa Dusun Montong Are Kelurahan Mandalika Kecamatan Sandubaya Kota Mataram," *Jurnal Pengabdian Magister Pendidikan IPA* 6, no. 1 (2023): 48–53.

<sup>23</sup> Eka Karmila, Ahmad Zainuri, and Muslim Gani Yasir, "Strategi Manajemen Dalam Peningkatan Mutu Pendidikan Dasar Islam: Studi Kasus Di MI Hijriyah II Palembang," *Wahana Didaktika: Jurnal Ilmu Kependidikan* 23, no. 2 (2025): 248–92.

<sup>24</sup> LPPM UIN Sultan Thaha Saifuddin Jambi, "Implementasi Sistem Penjaminan Mutu Internal: Tantangan Dan Solusi Bagi Perguruan Tinggi," 2025, <https://lpm.uinjambi.ac.id/implementasi-sistem-penjaminan-mutu-internal-tantangan-dan-solusi-bagi-perguruan-tinggi/>.

<sup>25</sup> Mulyawan Safwandy Nugraha et al., "Strategi Adaptasi Sistem Penjaminan Mutu Pendidikan Islam Di Era Disrupsi Digital," *Jurnal Pendidikan Indonesia: Teori, Penelitian, Dan Inovasi* 5, no. 3 (2025).

<sup>26</sup> Riwayati Wahyuningsih, "Implementasi Total Quality Management (TMQ) Di Institut PTIQ Jakarta" (Institut PTIQ Jakarta, 2021).

assurance, the External Quality Assurance System (SPME), such as accreditation conducted by BAN-PT or LAM, serves as formal recognition that an institution complies with national quality standards.

The implementation of SPMI follows the PPEPP cycle (Determination, Implementation, Evaluation, Control, and Improvement), with Internal Quality Evaluation (EMI) conducted every semester and Internal Quality Audit (AMI) carried out annually. These evaluations result in an Action Plan (*Rencana Tindak Lanjut/RTL*), which documents findings and recommendations for continuous quality improvement at the program and institutional levels. Through this mechanism, higher education institutions are expected to foster a culture of quality and continuously enhance their academic and administrative performance in alignment with SN-DIKTI standards.

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