

IMPLEMENTATION OF AN INTERNAL QUALITY ASSURANCE SYSTEM AS AN EFFORT TO IMPROVE THE QUALITY OF HIGHER EDUCATIONAL RESEARCH IN WEST JAVA

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Abstract

Based on law number 12 of 2012 concerning high education and Permenristekdikti number 62 of 2016 concerning the quality assurance system for higher education which is a determining aspect of increasing the competitiveness of higher education. So this becomes a guideline for the implementation of management of higher education which can produce quality higher education as a result. However, not all universities implement this internal quality assurance system because of the various obstacles each university has, including competent human resources (HR) and inadequate infrastructure for implementing the internal quality assurance system. This is an effort to improve the quality of higher education, to provide equal opportunities for each tertiary institution in managing its institutions. However, not all universities can implement an internal quality assurance system based on a management approach. Management is needed in managing higher education to accommodate internal and external quality assurance systems as well as optimizing reporting on higher education databases. The approach to this research uses a qualitative approach. According to Sugiyono (2010:14) that qualitative research is research that is used to examine the conditions of natural objects, where the researcher is the key instrument". The Chair of SPMI has established an internal quality assurance system (SPMI) as an effort to improve the quality of higher education research, but there is no specific policy to improve the quality of higher education research. The implementation of an internal quality assurance system (SPMI) as an effort to improve the quality of higher education research has been carried out by monitoring grants received by lecturers by looking at the output/publications produced, but the socialization received by lecturers is very minimal. Evaluation of the internal quality assurance system (SPMI) as an effort to improve the quality of higher education research has not been carried out, the internal quality audit (AMI) evaluation which is held once a year only looks at publications for each department, without any efforts to improve the quality of research. Control of the internal quality assurance system (SPMI) as an effort to improve the quality of higher education research is carried out by administrative control including the collection of SKP, BKD and AMI Audits

Keywords: Internal Quality Assurance; Quality; Higher Educational.

INTRODUCTION

The Internal Quality Assurance System (SPMI) is seen as one solution to answer various problems of higher education in Indonesia. Apart from that, the Internal Quality Assurance System (SPMI) is considered capable of responding to the challenges of higher education considering that the existing standardization is the result of the process of implementing the Internal Quality Assurance

System (SPMI) in Higher Education. Standardization is a reference for all management carried out by universities, including managing research quality. All universities must meet established standards in order to continue to maintain their existence.

In an effort to improve the quality of education, the government through the Ministry of Education and Culture issued a policy regarding guaranteeing the quality of education. In accordance with the Minister of National Education Regulation Number 63 of 2009 article 1 paragraph (3) which states that "The Education Quality Assurance System, hereinafter referred to as SPMP, is a subsystem of the National Education System whose main function is to improve the quality of education". The ultimate goal of guaranteeing the quality of education is the high intelligence of human life and the nation as envisioned by the Preamble to the 1945 Constitution of the Republic of Indonesia which is achieved through the implementation of the Education Quality Assurance System.

This quality assurance activity is a manifestation of accountability and transparency in higher education management. In accordance with Law Number 12 of 2012 concerning Higher Education, the Higher Education Quality Assurance System (SPMPT) consists of an Internal Quality Assurance System (SPMI) and an External Quality Assurance System (SPME). SPMI is developed by the university concerned, while SPME is carried out through accreditation.

Based on law number 12 of 2012 concerning higher education and Permenristekdikti number 62 of 2016 concerning the quality assurance system for higher education which is a determining aspect of increasing the competitiveness of higher education. So this becomes a guideline for the implementation of management of higher education which can produce quality higher education as a result. However, not all universities implement this internal quality assurance system because of the various obstacles each university has, including competent human resources (HR) and inadequate infrastructure for implementing the internal quality assurance system.

Clearly in Permenristekdikti Number 62 of 2016 concerning the quality assurance system for higher education (SPM Dikti) states that there are 3 (three) quality assurance systems consisting of: 1) Internal Quality Assurance System (SPMI) which includes planning, implementation, evaluation, control and improvement, 2) External quality assurance system (SPME), 3) Higher education database (PD DIKTI)

This is an effort to improve the quality of higher education, to provide equal opportunities for each tertiary institution in managing its institutions. However, not all universities can implement an internal quality assurance system based on a management approach. Management is needed in managing higher education to accommodate internal and external quality assurance systems as well as optimizing reporting on higher education databases.

So, internal quality assurance system management is needed in developing a higher education institution to achieve accreditation standards. An internal quality assurance system pattern is needed based on Article 52 paragraph 2 of the Higher Education Law, which states that quality assurance is carried out through 5 (five) main steps, including the following: 1) Determination, 2) Implementation, 3) Evaluation, 4) Control and, 5) Improvement.

In achieving quality higher education, guaranteeing the quality of higher education is an effort made by universities as implementers to produce competent generations as graduates. According to Sulaiman and Wibowo (2016: 20) state that "quality means the degree (level) of superiority of

a product (work result) whether in the form of goods or services, in general it is a comprehensive description and characteristics of a product or service that shows its ability to meet needs , expectations and customer satisfaction”.

In the context of quality assurance in higher education, it will be different from other educational institutions. Considering that the quality assurance system in higher education is more complex. Higher education institutions must organize an internal quality assurance system in order to meet established quality standards. According to Haapakorpi, (2011:70) stated that "higher education quality assurance is the process of establishing and fulfilling quality standards for higher education management consistently and continuously, so that stakeholders obtain satisfaction". So that in its implementation, higher education quality assurance policies must be able to adapt to changes and developments in science and technology as well as rapid global dynamics.

The standards set by the National Accreditation Board for Higher Education (BAN PT) must be implemented to improve the quality of higher education. This higher education standardization is expected to improve the quality of higher education. So that the quality assurance pattern is not only carried out externally, but must also be carried out autonomously by universities in accordance with Permenristekdikti Number 62 of 2016 concerning the Higher Education Quality Assurance System (SPM Dikti).

This higher education quality assurance system aims to guarantee the fulfillment of higher education standards in a systemic and sustainable manner. So it is hoped that a culture of quality will grow and develop in the higher education environment. This is done by the universities themselves to control the implementation of higher education according to the standards set by the government as guidelines.

Accreditation is the determination of quality standards and assessment of an educational institution (higher education) by an independent party outside the institution. Accreditation is also defined as a government effort to standardize and guarantee the quality of university alumni so that the quality of graduates between universities does not vary too much and matches job needs. Accreditation is an important asset for determining the position of a higher education institution or study program in the level of management competition with other higher education institutions and study programs and is a benchmark for institutions using higher education program products to ensure that graduates are worthy because they result from a good management process. well controlled. So accreditation is very necessary as a standard measure of the quality of education at a tertiary educational institution, where each tertiary institution must be able to improve the quality and competitiveness of its graduates and be able to guarantee the teaching and learning process at the tertiary institution, and as a reference for providing information about whether a higher education institution is ready to carry out teaching and learning process activities according to the standards provided by the government in the globalization process of education for global competitiveness in the future.

In achieving the quality of a tertiary institution, currently research criteria have become a standard that must be met by a tertiary institution. This is also reinforced based on Law of the Republic of Indonesia Number 12 of 2012 concerning Higher Education article 12 paragraph (2) which states: "Lecturers as scientists have the task of developing a branch of Science and/or Technology through reasoning and scientific research and disseminating it". This law then gave birth to policies and programs that could increase a lecturer's research productivity.

The obligation to conduct research for a lecturer is a necessity based on the regulations that bind him. New knowledge must emerge in universities with lecturers conducting research so as to build research-based classrooms. According to Minister of Research, Technology and Higher Education Regulation Number 20 of 2018 concerning Research, it is stated that:

Activities carried out according to scientific principles and methods systematically to obtain information, data and information related to understanding and proving the truth or untruth of assumptions and/or hypotheses in the field of science and technology as well as drawing scientific conclusions for the purposes of advancing science and/or technology.

Based on the description above, it appears that there are many benefits that can be obtained from research activities carried out by lecturers for their professional duties as well as the development of science and the progress of this nation. However, according to existing statistical data, lecturer research is still lacking. This can be seen from the contribution of research to the quality of accreditation which is still minimal in several universities.

So that in meeting these research standards, it is hoped that the internal quality assurance system (SPMI) on research standards can improve control regarding research developments in higher education. With regard to the quality of research results, according to the Directorate General of Higher Education, Ministry of National Education (2009:45), it can be said that quality research has the following characteristics: (1) the research is carried out using correct work methods, (2) the content of the writing must meet the requirements of a complete scientific work, namely the presence of a problem formulation that contains novelty value, problem solving methodology, data support or up-to-date theories that are complete and clear, as well as conclusions and bibliography, (3) research results or ideas published in the form of books that have an ISBN, or scientific magazines that have an ISSN (international, nationally accredited, national not accredited), or proceedings seminars that have ISBN or ISSN, or popular magazines, or newspapers.

Based on various research results that have been carried out, the obstacles in implementing the internal quality assurance system (SPMI) show that the implementation of the internal quality assurance system (SPMI) has not been carried out comprehensively because universities have not been able to formulate the contents of SPMI policies, standards and manuals, including weaknesses. in the formulation of measurable success target indicators. According to Fadhli (2020:177) in his research regarding internal and external quality assurance systems in higher education institutions, the obstacles in the quality assurance system are as follows: 1) Weak commitment from educational institution authorities, 2) Weak legal basis to guarantee the legality of SPMI-PT implementation. 3) Less than optimal leadership style 4) Limited number and competency of human resources at PT who understand SPMI completely and correctly. 5) Indifference from internal stakeholders regarding the importance of quality culture in the provision of education. 6) A strong culture of resistance to any changes, including changes towards improving quality, from structural officials, lecturers, teachers and educational staff. 7) Weaknesses in outreach to all stakeholders, including errors in organizational management strategies. 8) The attitude and opinion that responsibility for guaranteeing, improving and cultivating quality lies only with the leadership or structural officials, and not with every individual involved in the provision of higher education. 9) Weaknesses in formulating the contents of SPMI policies, standards and manuals, including weaknesses in formulating measurable success target indicators. 10) Unpreparedness of facilities and infrastructure in the field of information technology.

The root of the problem in this research is that the internal quality assurance system (SPMI) has not been able to improve the quality of higher education, specifically the quality of research. The low quality of higher education research in Indonesia can be seen based on the results of accreditation of higher education institutions and study programs. Of the 4,472 universities in Indonesia, only 96 universities have A accreditation and there are only 2,512 A-accredited study programs. This is proof that the quality of Indonesian higher education must improve itself, specifically the quality of research. Based on data from the Ministry of Research, Technology and Higher Education (Kemendiknas), 130 private universities (PTS) were closed from 2015 to 2019. The largest number of private universities closed occurred in 2019, namely 79 private universities. This happens because universities are unable to manage quality in providing education, especially in achieving research quality. So that problems occur, including the number of students continuing to decline, conflicts within the university environment, university human resources not being in line with the needs of universities and the lack of human resource capacity in conducting research and obtaining research funding grants.

Based on preliminary research at several universities in West Java, it shows that in general the problems faced in implementing the internal quality assurance system (SPMI) related to research quality are as follows: 1) Leadership commitment is relatively lacking in implementing the internal quality assurance system (SPMI) on research quality. 2) The number of auditors is still limited. 3) Internal quality assurance system (SPMI) activities are often trapped into routine activities. 4) Universities don't know about SPMI, let alone set standards for research quality. 5) Universities only create educational standards to avoid regulatory and accreditation sanctions. 6) Universities have research quality standards but they cannot be implemented and do not know how to implement them. 7) Higher education institutions have not been able to build a quality management system correctly and run it effectively, let alone build a strong culture. 8) The ability and desire of lecturers to conduct research is still low. 9) Lecturers' desire to participate in research grants is still low. 10) Management of the internal quality assurance system (SPMI) at research institutions is still not carried out optimally

METHODOLOGY

The approach to this research uses a qualitative approach. According to Sugiyono (2010:14) that qualitative research is research that is used to examine the conditions of natural objects, where the researcher is the key instrument". Meanwhile, according to Moleong (2011:4) that qualitative research is "a certain tradition in social sciences which fundamentally depends on human observation both in the area and in terms of its terms."

This research uses a qualitative approach for the following reasons: a. This research was conducted on an existing and ongoing phenomenon, and will look for a description of a condition as it is, namely regarding the implementation of an internal quality assurance system (SPMI) as an effort to improve the quality of higher education research. b. This research was conducted to describe and analyze phenomena, events, social activities, thoughts of people individually or in groups. In this case the researcher will describe and analyze the implementation activities of the internal quality assurance system as an effort to improve the quality of higher education research.

Research methods are a series of methods or activities for conducting research that are based on basic assumptions, philosophical and ideological views, questions and issues faced.

The research method used in this research is the case study method. According to Nursalam (2016: 27) states that a case study is "a research that includes an assessment aimed at providing a detailed description of the background, nature and character of a case, in other words, a case study focuses attention on a case intensively and detailed". Research in this method is carried out in depth on a situation or condition in a systematic way starting from making observations, collecting data, analyzing information and reporting results.

This research aims to describe and analyze how the internal quality assurance system (SPMI) is implemented as an effort to improve the quality of higher education research. With this descriptive study, it is hoped that we can identify the conditions, opinions and processes that exist in the implementation of the internal quality assurance system as an effort to improve the quality of higher education research.

RESULTS AND DISCUSSION

1. Establishment of an internal quality assurance system (SPMI) as an effort to improve the quality of higher education research

Determination is the first step in implementing the internal quality assurance system (SPMI). The process of setting goals and selecting objectives, strategies, policies, procedures and programs that will be implemented by an educational institution. The meaning of the determination itself is carried out by an organization or educational institution, in this case as a way of providing clarity regarding the objectives of each activity, so that its implementation gets results that are as effective and efficient as possible in accordance with the existing resources in the organization. Likewise, the establishment of an internal quality assurance system (SPMI) prepared by Muhammadiyah University Cirebon and Bunga Bangsa Islamic University Cirebon as an effort to improve the quality of higher education research based on existing standards.

This is as stated by Permenristekdikti Number 62 of 2016, which states that determination is "standard setting activities consisting of SN Dikti and Dikti Standards that have been determined by universities".

In other words, a higher education institution is said to be of quality if it is able to determine and realize a campus vision through implementing its mission (deductive aspect), and is able to meet the needs/satisfy stakeholders (inductive aspect), namely the needs of students, society, the world of work and professionals. Thus, universities must be able to establish a process that guarantees the achievement of quality in the form of rules or policies for implementing all higher education activities, including policies in determining quality assurance in the research field. In these 2 (two) universities there is no specific policy in determining the quality of higher education research. This is not in line with what RistekBrin (2020:23) stated: the objectives of research in higher education are as follows: 1) Produce research in accordance with Minister of Education and Culture Regulation No. 3 of 2020 concerning National Higher Education Standards, 2) Guarantee the development of specific superior research; 3) Increase research capacity, 4) Achieve and improve quality according to targets and relevance of research results for Indonesian society, 5) Increase the dissemination of research results and protection of intellectual property nationally and internationally.

The standards are formulated based on statutory regulations, the results of self-evaluations regarding ongoing performance, input from stakeholders, the results of tracer studies, and the

Directorate General of Higher Education's quality assurance development policy. So that the determination of research quality standards is in accordance with existing regulations and accommodated with university policies in order to achieve research quality.

This is as stated in Minister of Education and Culture Regulation Number 3 of 2020 concerning National Higher Education Standards related to the scope and explanation of National Research Standards, namely as follows: 1) Research result standards are the minimum criteria regarding the quality of research results. 2) Research content standards are minimum criteria which include the depth and breadth of basic research material and applied research. 3) Research process standards, which are the minimum research criteria. 4) Research assessment standards, are the minimum criteria for assessing the research process and results. 5) Researcher standards, are the minimum criteria for researchers. 6) Research facilities and infrastructure standards, are the minimum criteria for facilities and infrastructure needed to support the needs for research content and processes in order to fulfill research results. 7) Research management standards, are the minimum criteria regarding planning, implementation, control, monitoring and evaluation, as well as reporting of research activities. 8) Research funding and financing standards are the minimum criteria for sources and mechanisms for research funding and financing originating from internal research funds from universities, the government, collaboration with other institutions both at home and abroad, or funds from the community.

2. Implementation of an internal quality assurance system (SPMI) as an effort to improve the quality of higher education research

The current quality assurance system is carried out by all components in the education unit. The internal quality assurance system (SPMI) covers all aspects of education implementation by utilizing various resources at universities independently to achieve National Education Standards (SNP). This quality assurance system is evaluated and developed continuously and is also determined by the university's Internal Quality Assurance System Institute.

As stated in the Higher Education Law and Minister of Research, Technology and Higher Education Regulation no. 62 of 2016 concerning SPM Dikti can be summarized as follows: 1) Autonomous SPMI is developed and implemented autonomously or independently by each tertiary institution, both at the Study Program Management Unit level (Department, Department, School, or other form) and at the tertiary level (University, Institute, College, Polytechnic, Academy, Community Academy). 2) SPMI standards use Dikti Standards which consist of SN Dikti set by the Minister and Dikti Standards set by each university. 3) SPMI accuracy uses accurate data and information on PD Dikti. 4) Planned and Sustainable SPMI is implemented using 5 (five) quality assurance steps, namely the Higher Education Standards PPEPP which forms a cycle. 5) Documented Every PPEPP step in SPMI must be written in a document and documented systematically.

Other matters not mentioned above include SPMI governance, SPMI implementation resources, and evaluation of the implementation of Higher Education Standards determined by each university. Likewise regarding the existence of an SPMI work unit to manage SPMI, Internal Quality Assurance System Guidelines according to Permenristekdikti No. 62 of 2016 concerning SPM Dikti is not a requirement, but what is a must is the existence of SPMI in every tertiary institution.

In its implementation, the internal quality assurance system (SPMI) has several steps in accordance with existing regulations. This mechanism is a reference standard in implementing the internal quality assurance system (SPMI). In order to achieve higher education quality, it is necessary to implement an internal quality assurance system (SPMI) which is consistently carried out by the entire academic community in a comprehensive manner in all higher education activities.

According to Aldammagh (2021:65) suggests that "there is a positive relationship between the independent variables, namely governance standards, accreditation and quality requirements, and the classification of Palestinian universities and the dependent variable represented by the performance of private Palestinian universities". So that the mechanism in the internal quality assurance system becomes a pattern in implementing quality assurance in a higher education institution.

One of the important pillars in the quality of a university is the quality of research. The quality of a university can be seen from the development of educational activities, research and community service. However, research occupies a central position between the other two activities. Superior activities in the field of education and community service can be based on research results.

As stated by HELTS (2003-2010) it was stated that quality higher education is:

A higher education institution is declared to be of good quality if: 1) The higher education institution is able to determine and realize its vision through the implementation of its mission (deductive aspect); 2) The university is able to meet the needs of stakeholders (inductive aspect), in the form of social needs and industrial needs. and professional needs.

The new paradigm of higher education management today is a tool for realizing sustainable quality of higher education. A management pattern based on a combination of self-evaluation, autonomy, accountability and accreditation is expected to encourage the emergence of sustainable quality based on the creativity, integrity and personal productivity of the academic community.

3. Evaluation of the internal quality assurance system (SPMI) as an effort to improve the quality of higher education research

Evaluation of the implementation of the internal quality assurance system (SPMI) was carried out to evaluate the direction of SPMI carried out by both universities. This is a step in improving the internal quality assurance system (SPMI) in the future. SPMI Policy Evaluation is carried out in its entirety, every 4 (four) years. Meanwhile, evaluation of SPMI implementation is carried out every semester for academics and every year for non-academics, both in the form of reports. As stated in Permenristekdikti Number 62 of 2016, it is as follows:

Evaluation of the Implementation of Standards in SPMI (Dikti Standards) is the action of structural officials at each level of higher education, including quality assurance institutions/offices if any, to assess whether the contents of various Standards in SPMI (Dikti Standards) have been implemented or fulfilled. In other words, they assess the conformity between the implementation of standards and the standards that have been set.

Evaluation of quality conformity, both standards and procedures, is carried out through the implementation of quality audits and Self-Evaluations to measure quality gaps. Regarding the

evaluation of research results, SPMI has not yet carried out an evaluation regarding improving the quality of research. This will have an impact on developing research quality.

Improving the quality of research in higher education is an urgent need for immediate improvement. Basically improving the quality of research can be done with a strategy of changing one of the subsystems: people, structure, technology and organizational processes. According to Pater (2020:32) that "efforts to improve the quality of providing 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 culture of quality in educational units are a necessity that cannot be achieved." bargained for including the quality of the research.

However, efforts to improve the quality of research have not yet been carried out comprehensively to support improving the quality of lecturers and universities. The culture of research quality has not yet become a culture that is lived in the midst of university life. This is not in line with the Directorate General of Higher Education, Ministry of National Education (2009:45) which states that quality research has the following characteristics: (1) the research is carried out using correct work methods, (2) the content of the writing must meet the requirements of a work, namely the presence of a complete scientific problem formulation, namely the presence of a formulation containing novelty value (novelty/ies), a problem solving methodology , support for up-to-date data or theories that are complete and clear, as well as conclusions and a bibliography, (3) research results or ideas published in the form of books that have an ISBN or scientific magazines that have an ISSN (international, nationally accredited, national not accredited), or seminar proceedings that have ISBN or ISSN, or popular magazines, or newspapers

4. Controlling the internal quality assurance system (SPMI) as an effort to improve the quality of higher education research

Standard control is carried out with general principles, namely to ensure that the implementation of programs and activities in higher education is guided by the achievement of standards and by following agreed procedures. Changes to standards can only be made through the mechanisms specified in the Preparation and Determination of Standards. The control carried out by universities is in order to see the extent to which the internal quality assurance system (SPMI) process has been achieved.

This is as stated by Permenristekdikti Number 62 of 2016, namely as follows:

Control of the implementation of Standards in SPMI (Dikti Standards) is a follow-up to various findings (findings) obtained from the Standard Implementation Evaluation Stage in SPMI (Dikti Standards). If the findings show that the implementation of the contents of the Standards in the SPMI (Dikti Standards) is in accordance with what has been included in the Standards in the SPMI (Dikti Standards), then the control steps are in the form of efforts so that these achievements can be maintained.

The next evaluation formulation will become material for reviewing the next internal quality audit, whether any corrective action has been taken. At this level of control, the process of implementing each standard will be seen or not as part of an internal quality assurance system (SPMD) cycle. Quality control, including research quality control, is a reference for seeing the extent to which standard content has been implemented by universities in the field of research

This is as stated by Brown and Marshall (2008:54) stating that "four dimensions of quality in education: accountability, curriculum alignment, assessment, and student satisfaction. Where the quality of research is the result of higher education institutions' autonomy in managing research institutions as an inseparable part from university management"

Then, to control standards, all units in the higher education environment need to legally determine the standards that apply, including the Center for Research and Community Service (P3M) in order to improve the quality of research. This is in order to build a culture with binding regulations as part of responsibility.

5. Improving the internal quality assurance system (SPMI) as an effort to improve the quality of higher education research

Achieving research quality standards that have been determined through two main principles: the implementation of SPMI is based on continuous improvement/improvement of processes (continuous improvement) and continuous improvement of quality standards (sustainable quality). The principle of continuous improvement is implemented through the PPEPP mechanism, while the principle of sustainable quality is implemented through the Quality Control cycle mechanism.

This is as stated by Permenristekdikti Number 62 of 2016, namely as follows:

Increasing Standards in SPMI (Dikti Standards) is a university activity to raise or elevate the content of Standards in SPMI (Dikti Standards). This activity is often called kaizen or continuous quality improvement (CQI), and can only be carried out if the Standards in SPMI (Dikti Standards) have gone through the four stages of the SPMI cycle above, namely Determination, Implementation, Evaluation of implementation, and control of the implementation of Standards in SPMI (Standards Higher Education).

The results of the correction formulation lead to improving quality through establishing new standards/planning at the next stage. Quality improvement, including the actual quality of research, will ultimately be determined by the community as external stakeholders. Quality improvement as a result of implementing SPMI in higher education will run comprehensively.

So that achieving the quality of higher education, specifically the quality of research that is expected to be achieved, can even exceed the standards that have been set if it is carried out systematically and comprehensively. This is as stated in Law Number 12 of 2012 concerning Higher Education which states that:

Quality assurance is carried out through 5 (five) main steps, abbreviated as PPEPP, namely "Determination, Implementation, Evaluation, Control and Improvement of Higher Education Standards". This means that these five main steps must be present in implementing the Internal Quality Assurance System (SPMI), in fact they are the core of the Internal Quality Assurance System (SPMI) in every tertiary institution.

The importance of management in running an organization, including higher education, is absolutely necessary. Likewise, in higher education management, management is an important thing. Higher education institutions operating in the service sector require good management in order to produce quality people.

This is as stated by Sauri (2019:30) that "The implementation of concepts and policies for implementing SPMI in Higher Education is created and socialized to all leaders, lecturers, students and educational staff at university and faculty levels and study programs through focus group discussion activities and workshops. "

CONCLUSION

The Chair of SPMI has established an internal quality assurance system (SPMI) as an effort to improve the quality of higher education research, but there is no specific policy to improve the quality of higher education research. The implementation of an internal quality assurance system (SPMI) as an effort to improve the quality of higher education research has been carried out by monitoring grants received by lecturers by looking at the output/publications produced, but the socialization received by lecturers is very minimal. Evaluation of the internal quality assurance system (SPMI) as an effort to improve the quality of higher education research has not been carried out, the internal quality audit (AMI) evaluation which is held once a year only looks at publications for each department, without any efforts to improve the quality of research. Control of the internal quality assurance system (SPMI) as an effort to improve the quality of higher education research is carried out by administrative control including the collection of SKP, BKD and AMI Audits. Improving the internal quality assurance system (SPMI) as an effort to improve the quality of higher education research is carried out by administrative checks regarding the number of lecturers' research and there has been no follow-up regarding the quality of research. The obstacle faced in the management of the internal quality assurance system (SPMI) to improve the quality of higher education research is that there is no SOP related to research quality published by SPI and it has never been socialized to every lecturer. The solution to facing obstacles to the internal quality assurance system (SPMI) to improve the quality of higher education research has not been carried out comprehensively regarding consolidation, common perception and improvement dialogue related to the quality of higher education research.

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