Internal Quality Assurance System in the Metro State Institute of Islamic Religion in Lampung, Indonesia

Arinda Firdianti

Post graduate student of the Islamic Education Management Study Program, Universitas Islam Negeri Raden Intan, Lampung, Indonesia. (Lecturer in Institut Agama Islam Agus Salim Metro, Lampung, Indonesia). E-mail: arind.f@gmail.com

Syaiful Anwar

Senior Lecturer in Universitas Islam Negeri Raden Intan, Lampung, Indonesia. E-mail: syaifulanwar@radenintan.ac.id

Ihsan Dacholfany

Senior Lecturer in Universitas Muhammadiyah Metro, Lampung, Indonesia. E-mail: muhammadihsandacholfany@gmail.com

Umi Hijriyah

Senior Lecturer in Universitas Islam Negeri Raden Intan, Lampung, Indonesia. E-mail: umihijriyah@radenintan.ac.id

Norma Fitria

Lecturer in Institut Agama Islam Agus Salim Metro, Lampung, Indonesia. E-mail: normafitriapramuji@gmail.com

ABSTRACT

The implementation of higher education standards is carried out by meeting the minimum criteria for the national higher education standards plus the educational standards set by the higher education institutions themselves, so that they are in accordance with the capabilities of the higaher education institutions themselves. This study uses a descriptive qualitative approach, which describes in real the internal quality assurance system at the Metro Lampung state Islamic institute of religion. The internal quality assurance system is carried out by setting higher education standards which are then socialized to be implemented by all stakeholders, then evaluation, control and standard improvement are carried out if universities are able to implement them. The implementation of higher education standards is preceded by socialization of higher education standards to stakeholders. Strategic steps in the context of the socialization, namely determining targets, collecting information, conducting analysis, selecting relevant communication media, designing socialization programs and evaluating through surveys. The strategy used in the implementation of higher education standards is the internalization of a quality culture. Quality assurance institutions have an important role in the implementation of quality assurance, there is a commitment from the leaders, the availability of human resources who are willing and able to implement higher

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education standards and support for adequate information technology systems to support the successful implementation of higher education standards.

Keywords: Internal Quality Assurance System, Higher Education Standards

INTRODUCTION

Higher education institutions have policies and autonomy in managing their own institutions independently, so that the development and progress of higher education is the responsibility of all stakeholders with an interest in the institution. Universities must determine, implement, evaluate, control and improve quality assurance activities in higher education autonomously or independently so that the vision, mission and goals of higher education can be achieved optimally according to the expectations of all *stakeholders*. The provision of quality assurance by educational institutions is a necessity, where institutions must provide assurance of quality and accountable education. It is very important for higher education ranks to achieve the quality services demanded (Amen Y, etc: 2017). Currently, the quality of education does not appear to be very encouraging, this can be seen from the number of graduates who have not been able to be independent / create jobs, work not according to their expertise and have not even been absorbed as labor (unemployed). In the digitalization era, open competition does not only occur on a local scale, but has become global, so people need certainty of educational institutions in guaranteeing graduates produced to be able to compete with other nations. As stated by Mohammad Nasir who stated that the challenges of the industrial revolution 4.0 must be responded to quickly and accurately by all stakeholders in the university environment in order to be able to increase the competitiveness of the Indonesian nation in the midst of competition (Sevima.com: 2018).

Islamic universities are expected to be able to foster and produce Islamic and superior human resources, have *skills*, insight into science and technology and can apply and develop science based on faith and noble character in accordance with religious and government regulations. There are strategic steps to develop Islamic universities into world-class centers of Islamic studies, namely international academic diplomacy, sending lecturers abroad (middle east), international-based academic policies, increasing foreign language competence, international standard communication and administration services (Siti Patimah & Safriadi : 2020). The implementation of higher education standards must be oriented to the competencies needed by the world of work, because the percentage of unemployed among educated people continues to increase (Ali Muhson, et al: 2012). It is very important for universities to build cooperative networks with both government and private institutions. This is done in order to prepare prospective graduates to be better prepared to face intense competition after graduation.

Comprehensive studies and research are needed to improve the quality of higher education in producing real works in the form of research, community service, and producing competent graduates. Therefore, this study was conducted to describe the internal quality assurance system at the Metro Lampung State Islamic Institute of Religion.

THEORETICAL STUDY

A. Higher Education Standards

Sustainable development will continue to be of substantial international concern (Walter Leal Filho, etc: 2015). This internationalization includes policies and practices adopted by academic systems and institutions as well as individuals to address the global academic environment (Philip G. Altbach & Jane Knight: 2007). Equitable quality of higher education in Indonesia is also the focus of the government's attention, therefore although universities have autonomous rights to regulate their own households, the government has set minimum standards that must be met by every university. Universities are required to implement and meet the minimum criteria of national standards set by the government, plus the standards set by the universities themselves. This is intended so that no more universities are left behind. Universities are expected to be able to compete not only on a national scale, but also be able to compete on an international scale. The standards set by universities must exceed the national education standards. The exceedance can be in the form of exceeding the quantity and quality of the national higher education standard. Quality is something that can be measured and assessed, so that assessment becomes the basis for regulating the institutional hierarchy (Dennis Alexander: 2009). The quality of education is one of the contemporary administrative concepts that the ministry of higher education wants to apply to raise the current reality of education, so that it can achieve the highest level of quality and efficiency in the educational process (Moyassar I. Ahmaded Aljuboury, etc: 2020).

National higher education standards are standard units that include national education standards, plus research standards and community service standards where the three are an inseparable unit in the implementation of the tridharma of higher education. National education standards consist of eight standards, namely graduate competency standards, learning content, learning processes, assessment of learning education, lecturers and education staff, learning facilities and infrastructure, learning management and learning financing. National Research Standards consist of research results standards, research content, research processes, research assessments, researchers, research facilities and infrastructure, research management, and research funding and financing. The National Standard for Community Service (PkM) consists of PkM result standards, PkM content, PkM process, PkM assessment, PkM implementation, PkM facilities and infrastructure, PkM management, as well as PkM funding and financing (Permendikbud: 2020).

The implementation of continuous quality improvement in higher education is an important goal that requires a lot of planning based on the analysis of the implementation of educational standards that have been implemented. Planning has a very important role, namely as a tool to increase knowledge and make good decisions in order to improve sustainable quality, both in the context of science and technology, as well as motivation towards transformation (Walter Leal Filho, etc: 2019). Good planning in determining educational standards will provide positive confidence and encouragement in implementing educational standards to achieve the vision, mission and goals of higher education. Its implementation must of course be carried out in a sustainable professional manner, namely by exploring the process of professionalization, roles and professional practice as an institutional mechanism towards continuous improvement (Stina Mansson: 2019). A good university is a university that can meet national education standards and make innovations in

the context of continuous quality improvement, so that the university can follow the progress of science and technology in accordance with the times. There is a need for a quality assurance system to ensure quality and competitive educational processes, implementation and outcomes. The quality assurance system at the Metro Lampung state Islamic institute of religion follows the PPEPP cycle, namely Determination, Implementation, Evaluation, Control and Improvement of quality standards.

B. Internal Quality Assurance System Internal

quality assurance is quality assurance carried out by higher education institutions in a manner determined by the implementing universities. Slamet (2016:1) states that the parameters and methods of measuring the results set by the university are in accordance with its vision and mission. The Ministry of Research, Technology and Higher Education (2018: 24) suggests that SPMI is a systemic activity of ensuring the quality of higher education by each university autonomously or independently to control and improve the implementation of higher education in a planned and sustainable manner. Thus, each university can develop its own SPMI, among others, according to the historical background, the basic values that animate the establishment of the university, the number of study programs and the university's resources without interference from other parties.

Article 52 paragraph (2) of the Higher Education Law states that quality assurance is carried out through 5 (five) main steps abbreviated as PPEPP, namely Determination, Implementation, Evaluation (implementation), Control (implementation), and Improvement of Higher Education Standards. This means that the five main steps must be present in implementing SPMI, in fact they are the core of SPMI in every university.

According to Article 54 of the Higher Education Law, the standards that must be used in the SPMI of each university are the Higher Education Standards consisting of the SN Dikti set by the Minister, and the Higher Education Standards set by each university with reference to the SN Dikti. SN Dikti is a standard unit that includes the National Education Standards plus the National Research Standards, and the National Community Service Standards. SN Dikti as a standard set by the Government, has been stipulated in Permendikbud No. 3 of 2020 concerning SN Dikti. SPMI principles in accordance with the Higher Education Law and Permenristekdikti 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 level of the Study Program Management Unit (Department, Department, School, or other forms) as well as at the tertiary level (University, Institute, College, Polytechnic, Academy, Academy). Community).
2) Standardized SPMI uses the Higher Education Standards which consist of the SN Dikti set by the Minister and the Higher Education Standards set by each university.
3) SPMI uses accurate data and information from PD Dikti.
4) Planned and Sustainable SPMI is implemented using 5 (five) quality assurance steps, namely PPEPP Standards of Higher Education which forms a cycle.
5) Documented Every step of PPEPP in SPMI must be written in a document, and systematically documented.

Other things not mentioned above, among others, regarding SPMI governance, SPMI implementation resources, and evaluation of the implementation of Higher Education

Standards set by each university. Similarly, regarding the existence of the SPMI work unit to manage SPMI, 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 university.

In the European region, higher education institutions formulate a quality assurance system based on national standards coupled with the needs of each university itself, where the main emphasis in quality assurance is on teaching and learning activities and curriculum development (Khaled Alzafari & Jani Ursin: 2019). Universities in Indonesia also have national higher education standards that emphasize aspects of educational standards, research standards and community service standards. In fact, many universities in Indonesia have used international quality standards. The general form of internationalization of higher education consists of faculty exchanges and the transfer of students from one country to study in different state institutions, either financed by scholarships or using private funds, now better known as cross border, borderless or trans national higher education (Alberto Amaral, etc. : 2016).

After the standards in the internal quality assurance system (Higher Education Standards), namely both national higher education standards and higher education standards set by universities themselves, are established and enforced at all levels in a university, the next step is the parties who are the subjects or *audiences* of these standards must begin to implement the contents of the standards in the internal quality assurance system (higher education standards). This subject can be different depending on the content of each higher education standard, for example the Chancellor, Chair, or Director, Dean, Head of Bureau, Head of Department, Lecturer, education staff, or even students. The implementation of the contents of the Standards in the internal quality assurance system (higher education standards) is the duty of each party managing the tertiary institution, both as structural officials, not structural officials, lecturers, education staff who are not lecturers, and also students, according to their respective contents. standard. It is not true that the implementation of the Standards in the internal quality assurance system (higher education standards) or the internal quality assurance system documents as a whole is only the duty and responsibility of the Quality Assurance Institution or Office. In order for all standards in the internal quality assurance system (higher education standards) to be implemented, a Standard Implementation Manual in the internal quality assurance system (higher education standards) is required which can be compiled into the internal quality assurance system Manual along with other manuals.

The steps that need to be taken in the implementation stage of a Standard in the internal quality assurance system (Higher education standards) for Academic Education, are to follow the procedures as described in the Implementation Manual of the internal quality assurance system which must also be determined by each university. Each Standard in the internal quality assurance system (Standards of higher education) for Academic Education has its own characteristics, so its application cannot be generalized to all standards of higher education. The steps of activities that are generally carried out by universities to implement a standard in the internal quality assurance system (higher education standards) for academic education are described as follows (Directorate of Quality Assurance of the Ministry of Research: 2018):

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a. Preparation for Implementation of Standards in SPMI (Standard Dikti) for Academic Education.

When a Standard in the SPMI (Standar Dikti) for Academic Education will be applied, it usually begins with technical and/or administrative preparation, according to the contents of the Standard in the SPMI (Standar Dikti) for Academic Education that has been determined.

b. Socialization of Standards in SPMI (Standard Dikti) for Academic Education.

The next strategic step is to socialize the contents of the Standards in the SPMI (Standard Dikti) for Academic Education to Leaders/Officials and interested parties in universities who will implement the Standards in the SPMI (Standard Dikti) for Academic Education.

c. Preparation of Standard Implementation Documents in SPMI (Standard Dikti) for Academic Education

To implement the Standards in SPMI (Standard Dikti) for Academic Education that have been determined, it is necessary to prepare several documents that are in accordance with the need to record/record the implementation of Standards in SPMI (Standard Dikti) for Academic education, for example, for implementing Graduate Competency Standards, a Semester Learning Plan (RPS) document is needed, to monitor the study materials presented in face-to-face activities, a Lecture Minutes document is needed.

d. Implementation of Standards in SPMI (Standard Dikti) for Academic Education.

After all the necessary documents are available, then the Standards in the SPMI (Standard Dikti) for Academic Education are implemented or implemented using the Standards in the SPMI (Standard Dikti) for Academic Education as a benchmark for achieving the implementation of the Standards in SPMI (Standar Dikti) for Academic Education .

When it will be implemented, higher education leaders can take advantage of this opportunity to declare the implementation of Standards in the internal quality assurance system (higher education standards) for Academic Education in universities to internal and external stakeholders. Apart from being in the form of declarations, socialization of the implementation of the Standards in the internal quality assurance system (higher education standards) for Academic Education can be carried out in various ways, for example by submission in meetings of leaders, lecturers, employees, students, etc. Socialization efforts can also be pursued through formal activities such as seminars, workshops, and other forms. It can also be done by distributing it through mass media such as magazines, newspapers, campus radio or making it into brochures, posters, souvenirs, etc. Socialization is an important step for the successful implementation of Standards in the internal quality assurance system (Standards of higher education) for Academic Education, considering that the purpose of socialization is to promote the contents of the Standards in the internal quality assurance system (Standards of higher education) for Academic Education, so that they become known, understood, and shared by all parties who will implement the Standards in the internal quality assurance system (higher education standards) for the Academic Education. Therefore, socialization must be carried out periodically and continuously.

Implementation of Standards in the internal quality assurance system (Higher education standards) for Academic Education in Undergraduate Programs, Masters Programs, and Doctoral Programs as educational programs within the type of Academic Education may differ due to differences in the character of each Standard in the internal quality assurance system (Educational standards) higher) for Academic Education that applies to each of these

educational programs. Examples of typical implementation of Standards in the internal quality assurance system (Standards of higher education) for Academic Education in Undergraduate Programs, Masters Programs, and Doctoral Programs:

a) Graduate Competency Standards for Academic Education For the implementation of Graduate Competency Standards (SKL), as stipulated in Permendikbud No. 3 of 2020 concerning National Higher Education Standards, must pay attention to differences in each education program and type of higher education, especially regarding Knowledge Standards as part of Graduate Competency Standards.

b) Learning Content Standards for Academic Education Implementation of Learning Content Standards, in the academic education of the Masters Program and Doctoral Programs, must pay attention to the depth and breadth of learning materials in both programs, namely the obligation to utilize the results of research and the results of community service.

c) Learning Process Standards for Academic Education According to Article 14 paragraph (2) of the Minister of Education and Culture No. 3 of 2020 concerning the National Standards for Higher Education, the implementation of the Standards for the Learning Process carried out through curricular activities, is required to use effective learning methods according to the characteristics of the courses, to achieve certain abilities in the series of fulfillment of graduate learning outcomes. Each course can use one or a combination of several learning methods and is accommodated in a form of learning. The form of learning as referred to in Permendikbud No. 3 of 2020 concerning National Standards for Higher Education can be in the form of lectures, responses and tutorials, seminars, practicum, studio practice, workshop practice, or field practice. Project-based learning methods or problem-based learning methods are more often chosen for the type of Academic Education in Masters and Doctoral Programs. Meanwhile, in the Undergraduate Program the use of learning methods such as simulations and group discussions is prioritized, so that learning outcomes are achieved effectively. Forms of learning such as seminars are often applied to the Masters and Doctoral Programs, while for the Bachelor Programs more often apply forms of learning in the form of lectures, responses and tutorials, as well as practicum. However, it must still be considered for all levels of education, that in accordance with Permendikbud No. 3 of 2020 concerning National Standards for Higher Education, the characteristics of the learning process consist of interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative, and student-centered characteristics.

d) Implementation of Learning Assessment Standards for Academic Education According to Article 23 paragraph (3) of the Minister of Education and Culture No. 3 of 2020 concerning National Standards for Higher Education, in the assessment of the learning process outcomes of the Doctoral Program, it is mandatory to include an external assessment team from different universities. While for the Bachelor Program and Master Program there are no such requirements. Minimum standards such as these must be observed when the Standards will be implemented. Another thing is about graduation, in Article 25 Permendikbud No. 3 of 2020 concerning the National Standards for Higher Education, it has been determined that the minimum criteria for graduation are undergraduate students, if students have taken all of the specified learning loads and have graduate learning outcomes targeted at study programs with a Grade Point Average (GPA) greater than or equal to 2.00 (two point zero zero). Meanwhile,

for Masters and Doctoral Program students the minimum criteria for graduation are with a GPA greater than or equal to 3.00 (three point zero zero).

e)   Implementation of Lecturer Standards in Academic Education, matters that need to be considered in each Undergraduate Program, Master Program, and Doctoral Program, as stipulated in Permendikbud No. 3 of 2020 concerning National Standards for Higher Education and Permenristekdikti No. 100 of 2016 concerning the Establishment, Change, Dissolution of State Universities, and the Establishment, Amendment, Revocation of Private Higher Education Permits, that there must be at least six lecturers for one Study Program. The minimum qualification of the lecturer is a master's degree, or the equivalent for the Bachelor's Program, doctoral certificate or its equivalent for the Master's Program and Doctoral Program. In addition, it was also emphasized that two lecturers in the Doctoral Program must have the academic position of professor in the field of science and technology in accordance with the Study Program. It should also be noted about the ratio of lecturers and students, namely 1 (one) lecturer compared to a maximum of 45 (forty five) students in the social science study program and 1 (one) lecturer compared to a maximum of 30 (thirty) students in the group study program. natural Science. Implementation of the Standards in the internal quality assurance system (higher education standards) needs to be supported by adequate resources. Implementation of Standards in the internal quality assurance system (higher education standards) needs to be included in the Strategic Plan (five years), Work Plan and Budget (annual), both at the university, faculty (if any), and study program management units (departments, departments). , part).

 Higher education providers need to consider innovative ways to manage educational infrastructure and processes (Vijaya Sunder. M: 2016). Implementation of higher education standards requires educational technology to support performance improvement in order to fulfill the effectiveness of the implementation process to produce more effective and quality products and learning. Educational technology is a study and ethical practice to facilitate learning to improve performance by creating, using and managing technology that is in accordance with existing resources (Alan Januszewski Michael Molenda: 2008). The use of appropriate educational technology will certainly be liked by workers, because with the sophistication of technological tools it will help and facilitate work, making it more effective and efficient. Currently, many universities are interested in implementing international quality management standards to increase student satisfaction, increase effectiveness and efficiency, and gain competitive advantage. International standards organization (ISO) helps universities achieve excellence through customer focus and performance improvement (Omer F. Ozbek & etc: 2020).

        The higher education quality assurance system (SPM Dikti) functions to control the implementation of higher education to realize quality higher education. The functions of SPMI, as one of the sub-systems of the SPM Dikti (Kemenrintekdikti: 2018), are:

a.   Growing and developing   culture   a higher education quality
b.   Realizing the vision and carrying out the mission of the university;
c.   Means to obtain accreditation status and accredited ranking of study programs and universities; and
d.   meet the needs of university stakeholders.

SPMI aims to improve the quality of higher education systematically and sustainably through the PPEPP of Higher Education Standards, so that a culture of quality grows and develops. Thus, the implementation of SPMI is the act of implementing SPMI in higher education starting from:

a.   SPMI planning is compiling and determining all SPMI Documents, namely SPMI Policy Documents, SPMI Manual Documents, Standard Documents in SPMI (Standard Dikti), and Form Documents used in SPMI;

b.   The implementation of SPMI is by applying the contents of all SPMI documents that have been prepared and stipulated in the planning;

c.   Evaluation and Control of SPMI by evaluating and controlling the implementation of SPMI, namely finding various shortcomings in the implementation of SPMI for corrective or corrective action; and

d.   SPMI development is carried out by improving SPMI as a system (kaizen), which includes improving the SPMI plan and implementing SPMI according to the corrections that have been made, so that SPMI is increasingly able to realize the quality culture of a university.

Because the core of SPMI is the availability of various Standards in the SPMI (Standard Dikti) which can be arranged in an SPMI Standard Document, without compromising the important functions of other SPMI documents, namely the SPMI Policy, SPMI Manual, and SPMI Form, universities must focuses on how the implementation of the Standards in SPMI (Standard Dikti) can be carried out properly, so that the university's vision and mission can be achieved.

Research Methodology

This research is a case study conducted in order to analyze the internal quality assurance system at the Metro Lampung State Islamic Institute. This research uses descriptive qualitative method (John W Creswell: 2009). The search for knowledge empirically by investigating phenomena in the field related to the internal quality assurance system at the Metro Lampung State Islamic Institute of Religion, is expected to contribute to quality improvement at the Metro Lampung State Islamic Institute of Religion.

The data in this study were obtained through in-depth interviews, observation and documentation. This study involved seven informants, consisting of two people from quality assurance institutions, two deans, and three heads of departments. They were chosen as participants in this study because they have knowledge and can describe the internal quality assurance system at the Metro Lampung State Islamic Institute of Religion. Researchers do *checks* related to the data obtained so that the results of this study really get results that are truly appropriate (as is).

Results and Discussion

Higher education institutions must strive to ensure the quality of the services provided are truly of high quality (Hadiyanto: 2012). The Metro Lampung State Islamic Institute already has a quality assurance institution that is obliged to oversee universities in realizing the vision, mission and goals of the Metro Lampung state Islamic institute of religion. National education standards are not understood and implemented instantly by every higher education institution, universities need to formulate and develop national higher education standards in

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accordance with the characteristics and characteristics of study programs developed at the Metro Lampung State Islamic Institute of Religion (Ardimen: 2012). The Metro Lampung state Islamic institute of religion has also won ISO 9001: 2015 STANDARD and ISO 21001: 2018 certificates, so that the implementation of higher education standards at the Metro Lampung state Islamic institute of religion has begun to be combined with ISO standards. Management of national higher education standards is an important element in order to achieve educational goals.

The setting of SPMI standards at IAIN Metro consists of national higher education standards (SN Dikti) plus higher education standards (beyond SN Dikti) set by IAIN Metro. The setting of Dikti standards at IAIN Metro is based on the Law on Higher Education, Permenristekdikti and Permendikbud; the basic values adopted by IAIN Metro universities; vision, mission and objectives of the college/study program of IAIN Metro; SWOT analysis results; *tracer study*; and *need assessment* of graduate users. Higher education standards set by IAIN Metro universities at certain points exceed SN Dikti. Halimatus (2011:2) argues that the establishment of standards and quality assurance mechanisms is the university's authority, the important thing is the effort to *benchmark* quality of sustainable higher education. The SPMI IAIN Metro standard is called the Internal Quality Standard (SMI), which is a written document containing the measurements, criteria, benchmarks or specifications of all academic and non-academic organizing activities that are set in order to realize the vision and mission of IAIN Metro. Standard setting for the academic field at IAIN Metro includes standards for education, research and community service. The process of setting standards for Higher Education at IAIN Metro has met what is required by higher education regulations, which are guided by higher education regulations and laws, involving *stakeholders* and *external* conducting SWOT analysis, *benchmarking*, and looking at *tracer studies/needs assessments.* The determination of the higher education standard is also carried out by a public test and is held repeatedly in the senate meeting to be later determined as the higher education standard for IAIN Metro. However, the involvement of study programs/departments in setting Dikti standards is felt to be less than optimal, the intensity is still lacking and in the final process of finalizing the formulation of the Dikti standards in order to produce documents as guidelines, quarantine is still being carried out at UIN Malang for a drafting team of approximately 20 people with the assistance of contracted experts. . The lack of involvement of study programs/departments in setting standards is one of the reasons why the achievement of the vision and mission of IAIN Metro is less than optimal, because this lack of involvement causes the standards of Higher Education that are set to be poorly understood at the study program level down which is one of the reasons for being indifferent to some *people*.

Implementation of SPMI Standards at IAIN Metro, implementation of Dikti standards at IAIN Metro begins with socializing. IAIN Metro has indeed conducted socialization related to Higher Education standards, but the socialization carried out is still limited to fulfilling the requirements, meaning that it has not been carried out *intensely* and sustainably. This causes *internal stakeholders to* not understand or even know about SPMI IAIN Metro. Increasing employee loyalty in implementing quality standards can be encouraged by the strategies used by IAIN Metro universities which include internalizing a quality culture, giving *rewards* and *punishments.* The success of the internal quality standards of IAIN Metro

universities needs to be supported by a high commitment from the leaders, the availability of human resources who are able and willing to carry out internal quality standards optimally and are supported by a proper and adequate information technology system. Suci (2017:217) argues that the implementation of higher education quality assurance is strongly influenced by factors that exist within the university itself, including organizational political practices, leadership and recruitment policies of related structural officials. Higher education support for the performance capabilities of lecturers and employees is also very much needed, this support can be in the form of coaching or mentoring, *workshops*, training or seminars and workshops. Educators and education staff who have the ability to develop themselves and their careers will certainly have positive values for universities, so it is necessary to create a healthy competition climate in motivating all *stakeholders* so that they can carry out Higher Education standards with full awareness and high loyalty. Before entering the stage of implementing higher education standards, IAIN Metro must carry out massive socialization by involving stakeholders, including if there are new officials due to a change of position, they must be given insight by socializing the internal quality standards of IAIN Metro. This is intended so that the implementation of the Higher Education standards is in line with expectations in order to achieve the vision and mission of the IAIN Metro higher education institution. Socialization is one of the ways used by the quality assurance agency of the Metro Lampung state Islamic religious institute to understand all stakeholders, especially stakeholders related to higher education standards that have been set (Angelina and Ike: 2021). Uniting and equalizing perceptions is very important in the implementation of educational standards, so that the processes and policies taken are carried out in a systematic, planned, sustainable and measurable manner. Socialization is carried out so that each individual can harmonize all their activities according to the standards that have been set, so they can know and understand what to do and what not to do in the implementation of higher education standards at the Metro Lampung State Islamic Institute of Religion (Abdul Syani: 2007).

Evaluation of the implementation of SPMI standards, the higher education quality assurance system of IAIN Metro is equipped with a self-evaluation so that the quality development carried out is independent based on internal motivation that grows also in each individual. According to Fitrah, et al (2018:81) a good evaluation must be able to explain things that are estimated to be considered as attributes of higher education quality, namely the relevance of goals and objectives, efficiency, productivity, effectiveness and accountability. The pattern of supervision and evaluation at IAIN Metro still relies on AMI, RTM and survey patterns without going directly to see the real conditions in the field. This causes IAIN Metro to not get a real portrait of its advantages and disadvantages, the problems below sometimes also drag on in finding solutions. *Self Evaluation* (self-evaluation) is part of the internal quality assurance evaluation system of IAIN Metro both at the institutional level and at the department/study program. The self-evaluation system requires *feedback* from the results of the evaluation carried out, where the next step is to take follow-up steps that must be taken from the results of the evaluation. The self-evaluation system which is in the SPMI cycle as part of continuous quality improvement, is firmly attached to each level of education, such as majors/study programs, faculties and higher education institutions of IAIN Metro. So that self-evaluation has a very important function, namely as an instrument of continuous quality improvement, control and also a form of accountability for IAIN Metro.

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Control of the implementation of SPMI standards, Control at IAIN Metro is carried out on the basis of findings from the evaluation conducted by the internal quality audit team. Bancin (2017:7) in his research suggests that if the evaluation results show the achievement of the quality standards that have been set, the quality item concerned must be improved, but if the evaluation results show that it has not been achieved then corrective action must be taken so that the quality standard can be achieved. The internal quality audit team that was given this mandate had previously been provided with training/ *workshops.* The activities carried out are making improvement plans, implementing improvements and taking precautions so that the same problems do not recur. Findings*evaluation* , if they are in accordance with Dikti standards, must be maintained so that improvements can be made in the future. Findings that are not appropriate or have not reached the Higher Education standards that have been set by the tertiary institution must be submitted to the unit leader or higher education leader, so that corrective or corrective action can be taken immediately to adjust the higher education standards that have been set.

Improvement of SPMI standards Increasing the standards of Higher Education is very important and must be done when internal quality standards have been achieved. Quality improvement activities are carried out by repeating the process/cycle of the internal quality assurance system. This quality improvement is carried out by:

1) conducted through management review meetings (RTM);
2) involving the parties involved are the relevant leaders according to the level;
3) perform *benchmarking* at other universities that are superior.

In improving the quality of IAIN Metro, it is also necessary to encourage lecturers to continue their doctoral program studies as well as motivate and escort lecturers who have doctoral degrees to become professors/professors. IAIN Metro has 31 Doctors and 2 professors, of course this is still minimal when compared to the number of lecturers at IAIN Metro. The limited number of lecturers who hold Doctoral and Professor titles because they have several obstacles including cost constraints, constraints on energy and time and distance, some who are married and have young children so they can't be left behind, and other obstacles. Of course this requires support, motivation and strong rules from the leadership so that lecturers can take and complete education as expected. Kholid (2017:3) argues that motivation is not only determined by attitude, but also by motivational tools such as the desire to please others, the existence of promises or gifts, experiences of success and so on.

Limited human resources both in quantity and quality who are willing and able to implement higher education standards are also one of the obstacles in realizing universities that can produce quality Islamic graduates. The background and culture inherent in each lecturer are not the same from one another, this is in accordance with the concept of Bhineka Tunggal Ika. The dissimilarity of the work culture that is owned will result in the reaction and response of the education management being applied differently from one another. The division and coordination of the work of human resources involved in activities for the realization of the goals of the higher education tridharma, inevitably not only pays attention to the lecturer's psyche that is managed for the tasks he carries and the work environment, but more and more it must be realized the need for appreciation of the culture of the lecturers who are employed (Arwildayanto : 2012). The measure of a good lecturer's performance is determined by the achievement of each component in academic indicators, research and

community service. In the academic field, it is proven by the learning process and guidance in the classroom. Research is proven by the scientific work produced and community service as evidenced by forms of development that are beneficial to people's lives, both the general public and the educational community in particular (Djaman Satori and Asep Suryana: 2013). In addition, the limited financial resources owned by the Metro Lampung state Islamic institute of religion have made this university not yet developed rapidly according to the expectations of the academic community. Cooperation between levels has not worked as expected, the lack of awareness in finding, studying and implementing higher education standards in some people is the trigger for the weak performance of the Metro Lampung state Islamic institute of religion. Therefore, all *stakeholders* especially those at the helm Those who are or will make changes are required to prepare ideas that can be accepted by all parties.

Changes in *mindset* and behavior to produce good performance of course require stimulation, binding policies or even appreciation in the form of rewards to foster high spirit and progressive performance. Every individual, group or community has extraordinary power to develop and or make changes to something. That strength is the spirit of struggle and sacrifice (Imam Suprayogo, et al: 2016). Starting from this fighting spirit, various internal conditions of the Metro Lampung state Islamic institute of religion will improve step by step, because people who work with high fighting spirit will not only work because of salary / wages / honorarium, but more importantly because they hope for the pleasure of Allah SWT. The spirit of struggle and sacrifice has proven to be a tremendous force to advance anything, including Islamic educational institutions. If this spirit of struggle and sacrifice has emerged and is embedded in every individual, then the people involved in the development of higher education will not stop working just because they face limitations or shortages, whether in the form of budget, facilities, or others. Togetherness will produce strength as the main capital to win the competition at any level and with anyone. However, building a good partnership is not an easy matter. The existence of friction can create divisions and even hostility between teams. It takes understanding, good cooperation complements each other and covers each other's weaknesses, so that the results obtained are in accordance with what is expected. In the teachings of Islam, both the Qur'an and the Hadith of the Prophet Muhammad, at least provide guidance so that Muslims unite, help each other and respect each other. However, sometimes egoism is greater than a sense of obedience, guidance and even Allah's commands are often neglected.

The implementation of higher education standards also needs supervision as a complement to the administrative and management processes in achieving educational goals, in addition, supervision becomes an umbrella for input, output and systems in higher education institutions, so that the activities carried out do not deviate from the plans set by the guarantee team. quality (Alwan Subhan: 2020). Therefore, supervision is very important in maintaining the stability of the quality of higher education.

The internal quality assurance system in universities begins with setting university standards which are then socialized to all stakeholders to be implemented in accordance with what has become a stipulation. The results of the implementation of higher education standards are then evaluated to then improve higher education standards when the minimum standards that have been set have been achieved. External audits also need to be carried out by universities as a form of accountability in accountability and the need for recognition of

quality achievements by external parties. Based on the research process that has been carried out, the authors formulate the concept of the Internal Quality Assurance System Model in Higher Education, as can be seen in the following figure:
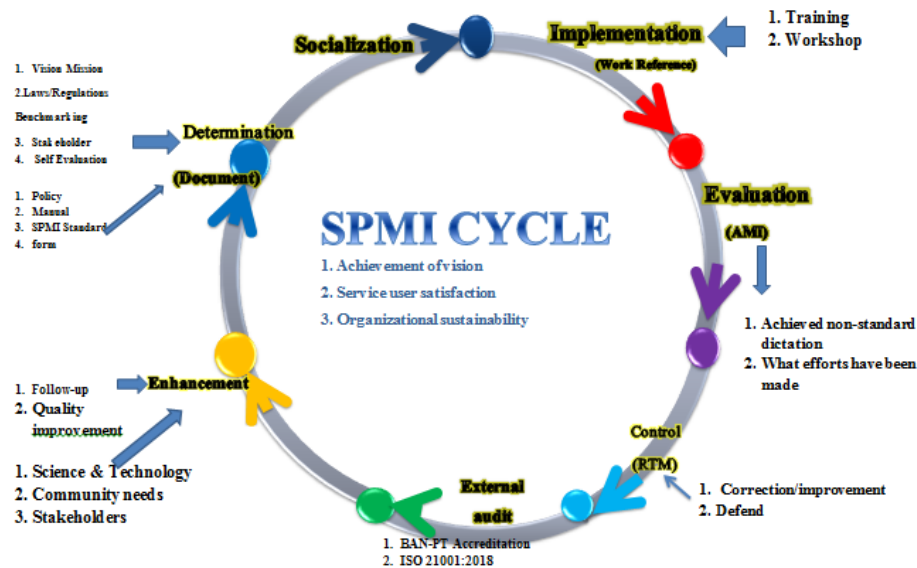
Conclusion

The conclusions from the internal quality assurance system research at IAIN Metro universities are as follows:

1. Determination of the standards needed to carry out internal quality assurance includes vision, mission, academic regulations, academic policies, academic standards and academic quality manuals, then for the department/study program level, there are study program specifications, graduate competencies, work instructions and procedure manuals plus documents supporters. Standard setting involves internal and external stakeholders referring to university laws/regulations, Higher Education Vision and Mission, Quality Assurance Guidelines for Higher Education, National Accreditation Board for Higher Education, as well as ISO 21001 and ISO 9001.

2. The implementation of the Dikti standards is preceded by socializing the Dikti standards involving stakeholders. The strategy used is the internalization of quality culture. Quality assurance institutions have an important role in the implementation of quality assurance, there is a commitment from the leaders, the availability of human resources who are willing and able to implement SPMI and support for adequate information technology systems to support the success of SPMI.

3. Evaluation of the implementation of the Higher Education standards is carried out routinely, there is a weekly evaluation and an internal quality audit (AMI) is also conducted once a year by the quality assurance agency. The parties involved in the evaluation are a team consisting of department administrators, lecturers and administrative staff. Evaluation has a positive impact in improving performance. AMI involves independent auditors who act professionally and independently.

4. The standard control of the Higher Education is carried out on the basis of the findings on the evaluation results. The results of the evaluation are given corrective actions when they are not

in accordance with the Dikti standards, and maintain them if they are in accordance with the Dikti standards. Corrective actions are carried out by making improvement plans, implementing improvements, and preventing them from happening again.

5. The improvement of the Dikti standard is carried out when the PPEP cycle has been achieved, in determining the new Dikti standard improvement, the cycle is the same as the four points above (PPEPP). Improving the standards of Higher Education is carried out through management review meetings by taking into account the needs of the community, the demands of stakeholders, as well as the development of science and technology.

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