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Internal Quality Assurance System to Improve Lecturer Performance and Its Relevance to Education Quality at ITB Swadharma

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Abstract

To improve teacher performance and education quality at ITB Swadharma, this research explains the Internal Quality Assurance System (IQAS). The qualitative case study research focuses on ITB Swadharma's Quality Assurance Institute (QAI). Data collection methods include direct observation, document and archival searches, and interviews. The research shows that IQAS at ITB Swadharma improves education through research and innovation. ITB Swadharma can improve inclusivity, relevance, and comprehensiveness by focusing on program evaluation, student empowerment, technology implementation, industry collaboration, internal quality monitoring, stakeholder engagement, and best practices adoption. The institution can better adapt to education sector and student needs with IQAS. ITB Swadharma can improve educational quality by incorporating students, alumni, staff, the local community, and industry partners. According to ITB Swadharma's QAI's academic and quality documents, the IQAS Cycle implements IQAS policies and ideas. Leadership commitment, auditor shortages, and IQAS routineness are issues. Quality assurance expertise, auditor training, and a culture of quality assurance address these issues. The results of annual IQAS examination are used to promote quality. Quality management criteria from the National Accreditation Board for Higher Education (BAN PT) and the Independent Accreditation Agency (LAM) influence IQAS implementation.

Keywords: Educational Quality; Guideline Quality Assurance System; ITB Swadharma

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1. Introduction

The importance of education as an undeniable basic human need, and its profoundly significant impact, cannot be overstated. Education is not merely a deliberate effort to create a learning environment and teaching processes that enable students to actively explore their potential. This potential encompasses various dimensions, such as the spiritual, self-control, personality, intelligence, morality, and essential skills for personal development and contributions to society, the nation, and the state. The impact of technology utilization, such as artificial intelligence (AI), robotics, and digital innovation, is increasingly pervasive in the workplace with the advent of the Fourth Industrial Revolution. Therefore, the development of Indonesia's education plans must take into account the substantial changes that may occur in the future regarding learning, work, and lifestyles due to disruptive technological changes. Education is a crucial foundation for nation-building. The quality, efficiency, and relevance of education are key factors in ensuring that society has access to the knowledge and skills they need to compete in this ever-evolving era. The challenges posed by the Fourth Industrial Revolution to higher education have had an impact on the higher education sector (Harto, 2018).

This research examines how technological transformation, automation, and changes in labor market demands have influenced the paradigm of higher education. The Fourth Industrial Revolution has presented significant challenges to higher education. Technological transformations such as artificial intelligence (AI), the Internet of Things (IoT), and robotics have changed the way work is done, requiring graduates with more up-to-date and technology-oriented skills. Therefore, higher education must adapt quickly to meet the changing demands of the job market. Research conducted by (Aryati, 2019) underscores the importance of integrating technology into higher education curricula to prepare

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students with relevant skills for the Fourth Industrial Revolution. This includes the use of digital learning tools, training in programming, and the ability to adapt to emerging new technologies.

Higher education as a catalyst for the development of the digital industry through research and technology is an effort that needs to be undertaken in facing the Fourth Industrial Revolution. It is essential to establish higher education as a catalyst for the development of the digital industry through education, research, and innovation. As newcomers in the era of the Fourth Industrial Revolution, Indonesia is a country with a limited digital industry base. Indonesia also faces the risk of failure in industry development. Indonesia is on par with Cambodia and Vietnam, which are considered newcomers in digital industry development. Meanwhile, Singapore and Malaysia are leaders because they have strong industries that are prepared to face risks in developing new technologies.

Therefore, efforts to strengthen higher education as a catalyst for the development of the digital industry through research and technology are crucial. Another step is to increase the relevance of skills taught with those needed in the development of the Fourth Industrial Revolution. Digital transformation in the field of education in Indonesia is seen as a crucial step for progress. With digital transformation, cost efficiency, increased productivity, and improved education quality are expected, all of which will be closely related to a more efficient education system. Higher education in Indonesia plays a central role in driving this change. Higher education institutions are involved in development to address various challenges arising from digital transformation. The adoption of digital technology in higher education in Indonesia is considered a necessary step to keep up with developments that have been implemented by some advanced countries.

Higher education has a strategic role in shaping and advancing the nation's life, as well as developing science and technology. This role also considers the principles of the humanities and sustainable empowerment for the Indonesian nation. The specific characteristics of higher education require a different management model, relying more on individual initiatives and creativity, and based on a collegial system with academic freedom and scientific autonomy. Higher education management must be able to realize the institution's vision and mission while meeting the needs of stakeholders. The Education Quality Assurance System (SPMP) is divided into two components, namely the External Quality Assurance System (SPME) and the Internal Quality Assurance System (SPMI). Quality control is one of the tasks and responsibilities carried out by the Central Government through the Education Quality Assurance Agency (LPMP), as well as by Regional Governments represented by the Regional Education Quality Assurance Team (TPMPD). Every higher education institution is required to have an SPMI with the aim of improving education quality standards (Wahyuningsih & Irawan, 2021).

Higher education also contributes to enhancing the nation's competitiveness in the era of globalization across various sectors. Hence, it is crucial to have a higher education system that can foster knowledge and technology development and produce individuals with intellectual, scientific, and professional characteristics. These individuals should also possess cultural attributes, creativity, tolerance, democratic principles, strong personalities, and the courage to pursue truth for the nation's benefit. The goal of higher education is to prepare students to have both academic and professional capabilities to apply, develop, and even create knowledge, technology, and arts (Sihombing, 2022).

The concept of higher education involves the teaching and learning processes in colleges and universities, aiming to provide students with a deep understanding so that they can contribute to the advancement of knowledge in various areas of life (Suradnya, 2021). Higher education institutions in Indonesia recognize the need for a shift toward the digital era as a way to enhance the relevance and competitiveness of their education systems. Digital transformation is expected to open new opportunities for innovation in education and provide better access to students, teachers, and educational institutions. Furthermore, this transformation is seen as the foundation that will help achieve better education quality goals in Indonesia.

Education plays an immensely significant role in shaping a nation's future. The Indonesian government has made various efforts through policies and regulations to improve the quality of education. One of the recent regulations issued by the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia is Ministerial Regulation (Permendikbudristek) Number 53 of 2023. The primary objective of this regulation is to steer Indonesia's education system toward a more inclusive and superior future. The vision set forth in Ministerial Regulation Number 53 of 2023 reaffirms the commitment to the future of education in Indonesia. One of the main focuses of this vision is to realize "Education that is Independent, Current, Sustainable, Moral, Based on Multiple Intelligences, Just, and Environmentally Conscious." This vision reflects the government's determination to make education a primary instrument in achieving sustainable and inclusive development in Indonesia (Karla, 2023).

Based on the Decision of the Ministry of Research and Technology of the Republic of Indonesia Number 53 of 2023 regarding quality assurance in higher education, the Higher Education Quality Assurance System (SPMPT) is divided into the Internal Quality Assurance System (SPMI) and the External Quality Assurance System (SPME). Higher education institutions are responsible for developing SPMI, while SPME is carried out through the accreditation process. Higher education institutions, in their capacity as independent operators of higher education, must adhere to principles such as accountability, transparency, non-profit goals, quality assurance, and efficiency-effectiveness.

Quality assurance activities represent accountability and transparency in higher education management. In accordance with Law Number 12 of 2012 on Higher Education, the Higher Education Quality Assurance System (SPMPT) comprises two subsystems: the Internal Quality Assurance System (SPMI) and the External Quality Assurance System (SPME). Commitment to quality by all higher education providers is essential, and active and positive contributions from academic staff are highly needed. Higher education institutions are responsible for the quality and relevance of education in the social, cultural, and linguistic context, as well as for the qualification standards they provide, regardless of the place and method of delivery.

Conventional archiving of SPMI documents is a common challenge faced by every higher education institution. Archiving in this manner can result in document loss or dispersal, and it can also lead to difficulties in finding documents during internal and external audits. This research aims to assist institutions in improving their archiving systems so that SPMI data or documents can be stored securely and easily accessed when needed (Pawan et al., 2021). There are several management model options to choose from, and here is one example, as shown in Figure 1.

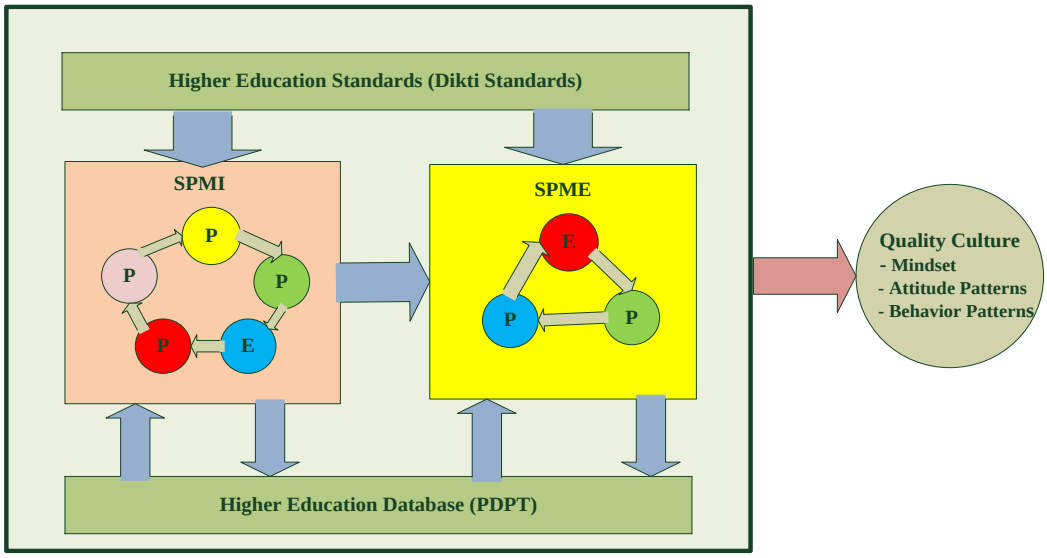

Fig.1. Quality Assurance Model

SPMI is developed by each university, while SPME involves the accreditation process. At the university level, SPMI is a self-initiative planned, executed, and monitored by universities without government intervention. Although the government provides implementation guidelines for SPMI, its aim is to provide inspiration and guidance on the general aspects of SPMI across various universities. This is crucial because each university has distinct characteristics, including history, vision, mission, organizational culture, size, structure, resources, and leadership patterns. Therefore, to meet the evolving needs of stakeholders, SPMI must remain adaptable and relevant to the context of each university (Harahap et al., 2023).

Two related standard aspects are the impact of higher education services on the local community and the technical quality standards of the programs offered. Quality in higher education encompasses various factors such as graduation and student retention rates, graduate integration into the workforce, resource utilization quality, timely reporting and accountability, educational accessibility, class size, student-faculty ratio, teaching-based assessments, student lifelong learning skill development, professional development opportunities for faculty, and sustainability of learning for students (Ovetz, 2023).

Performance is a term rooted in the Indonesian word "kerja," which refers to the evaluation of an organization or educational institution's success or failure in achieving predefined goals (Pianda, 2018). In other words, performance is

the result or level of success achieved by workers based on what they have done. The Internal Quality Assurance System (SPMI) has emerged as a crucial tool to ensure that educational institutions, such as the Institute of Technology and Business Swadharma, can provide quality and relevant education. In the modern era filled with technological changes and evolving market demands, the of SPMI becomes a necessity. This article will review concrete steps taken by the Institute of Technology and Business Swadharma to renew their SPMI with the aim of improving the quality, efficiency, and relevance of the education they offer. Through this case study, we will see how this approach can serve as an inspirational model for other educational institutions striving to enhance the quality of education.

Lecturers are an integral part of the educational workforce and play a crucial role as one of the determining factors in achieving goals and improving the quality of education at an institution. Their direct interaction with students or learners makes the role of an educator/lecturer highly significant, as they assist and provide support that ultimately leads to graduates aligned with the expected vision and mission. To enhance lecturers' performance, training activities need to be conducted. Given the importance of lecturers' performance in improving the quality of education at a higher education institution, good and professional educational workforce management is necessary. This can help improve lecturers' performance in the context of teaching and understanding the factors influencing their performance to support optimal organizational development. Improving lecturers' performance is a responsibility shared by various parties, where the organization provides equipment, facilities, training resources, and other work infrastructure. Meanwhile, lecturers have the obligation to demonstrate a strong work ethic, good discipline, and an initiative to continuously enhance their work results.

The quality of education is significantly influenced by educational factors, and the role of educators becomes crucial in creating an intelligent, peaceful, open, and democratic society. One of the factors influencing educational quality is the quality of lecturers. If lecturers actively and creatively enhance the quality of learning, it will result in a quality generation. Lecturers are key elements in the educational process at higher education institutions.

The progress of education and its level of quality are factors that determine a country's progress. However, the quality of education in Indonesia is still considered low. In keeping up with the rapid developments of the current era, it is essential that the education provided to learners is also effective. This is because the quality of education can be deemed good when learners and graduates can adapt to the changes occurring in the evolving times. Conversely, many of the challenges faced by the Indonesian nation can be gradually overcome when education can produce high-quality human resources (Indarta et al., 2022; Wahyudi et al., 2022).

Quality assurance in higher education is an initiative implemented by universities to create competent graduates. The Internal Quality Assurance System (SPMI) is used as a strategy to enhance the quality of higher education. Indonesia faces significant challenges in improving the quality of its higher education, lagging behind other countries. This research adopts a descriptive analysis method, used to analyze, describe, and summarize various conditions and situations based on data collected from observations of the issues being studied during the research. Due to the low quality of higher education, the government has taken steps by introducing SPMI in universities. SPMI is independently managed by each university and focuses on the continuous improvement of higher education quality (Arifudin, 2019; Fadhli, 2020).

The internal quality assurance system is a process in which educational institutions independently conduct quality assurance. Through internal quality assurance, educational institutions prepare themselves for external quality assurance. Therefore, internal quality assurance needs to be able to design programs that align with the goal of achieving good quality. The Ministry of Research, Technology, and Higher Education explains that the Internal Quality Assurance System (SPMI) is a systematic series of activities conducted by each university independently to oversee and improve the provision of higher education in a planned and sustainable manner (Scharager Goldenberg, 2018; Sulaiman & Wibowo, 2016).

The quality of education remains a dominant issue in the national education landscape, where elite schools with adequate infrastructure facilities are generally found in major cities, while less-quality schools or campuses are often found in rural areas with minimal facilities. This inequality significantly affects differences in educational quality. Some challenges that need to be considered and faced by universities involve the increasing level of competition, both among domestic universities (local, regional, national) and with higher education.

Institut Teknologi dan Bisnis Swadharma (ITBS), like other educational institutions, is faced with rapid changes in educational demands and the environment. Moreover, global changes in technology, teaching methods, and labor market demands have transformed the traditional education paradigm. In this regard, the Internal Quality Assurance System (SPMI) at ITBS becomes an urgent necessity. The development of educational technology has shifted the education

paradigm from a teaching-focused model to a more learner-centered model. Education today emphasizes the imparting of critical thinking, creativity, and practical application skills in real-world contexts. This is the primary factor driving ITBS to evaluate and update its SPMI. Global transformations in various sectors, including technology, business, and industry, directly impact the need for more skilled and adaptive human resources. ITBS needs to ensure that their curriculum and teaching methods align with these developments to prepare their graduates to face the ever-changing world of work. In efforts to maintain and enhance educational quality, institutional accreditation is crucial. In recent years, accreditation standards and quality assessment have undergone significant changes. Therefore, ITBS feels the need to update its SPMI to align with the updated accreditation standards.

The implementation of the Internal Quality Assurance System (SPMI) in higher education institutions can be managed through various quality control management models. Minister of Research, Technology, and Higher Education Regulation No. 62 of 2016 on the Quality Assurance System for Higher Education, along with Minister of Education and Culture Regulation No. 3 of 2020 on National Standards for Higher Education, provide the regulatory framework governing aspects of quality assurance in higher education in Indonesia (Mursidi & Books, 2022; Mutu, 2020).

ITB Swadharma has adopted and developed the concept of the Internal Quality Assurance System (SPMI) at the university level. This concept includes the definition of quality assurance, the implementation cycle, organizational structure, documentation systems, and human resource management. The implementation of SPMI at ITB Swadharma is led by the Quality Assurance Institute (LPM), which is responsible for planning and implementing a comprehensive quality assurance system. In the context of quality assurance in higher education, as explained in the Higher Education Quality Assurance Guidelines, several prerequisites are required, including commitment, paradigm shift, and the mental attitude of higher education stakeholders, as well as the organization of quality assurance in higher education institutions (Khotimah et al., 2023).

Although ITB Swadharma has successfully implemented IQAS with active participation from academic members, there are still some obstacles. The main challenges involve suboptimal commitment levels from leaders at all levels, including faculties and study programs that play a role in human resource quality assurance and lecturers. The implementation of IQAS in higher education institutions often faces issues such as low awareness of the importance of quality assurance among education stakeholders, uneven understanding of the IQAS concept, lack of commitment from education stakeholders, a shortage of auditors, and difficulties in measuring routine monitoring of continuous progress (Khotimah et al., 2023). Therefore, this research aims to investigate the implementation of IQAS at ITB Swadharma, focusing on planning, implementation, obstacles, evaluation, and its benefits for sustainable educational quality improvement. This study is expected to provide valuable contributions to the understanding of IQAS implementation for the enhancement of higher education quality in Indonesia.

Quality reflects the level of excellence of a product or service, whether it is a good or a service. In an overall dimension, quality describes the characteristics of a product or service, indicating its ability to meet customer needs, expectations, and satisfaction. Simply put, quality represents the "excellence" of a product or service that can be compared to others. A product or service is considered to have quality when it has an advantage over others. A relevant definition is, 'quality means fitness for purpose,' allowing quality measurement to determine the extent to which something meets requirements or not (Sauri, 2019). In general, the quality of education in higher education is defined as "fitness for purpose." In this context, quality assurance encompasses policies, attitudes, actions, and procedures necessary to ensure that quality is maintained and enhanced. This process is designed for accountability and achieving improvements, making it a continuous and ongoing task.

The importance of continuous monitoring and evaluation, with a focus on sustainable improvement, also becomes an integral part of this process, not merely seeking mistakes. Quality assurance systems in higher education aim to produce quality, creative, innovative graduates capable of creating jobs with the knowledge and technology they possess. Total Quality Management (TQM) becomes the key to enhancing overall organizational competitiveness, effectiveness, and flexibility, focusing on customer satisfaction with cost efficiency (Ariyani, 2021). TQM is not only the responsibility of senior managers but the task of all organization members, and it is an ongoing journey toward never-ending improvement. The concept of educational quality assurance is needed to ensure that the processes conducted by educational institutions comply with established standards.

Educational management not only involves common administrative issues but also closely relates to managerial abilities and skills. Changes in leadership behavior, low participation, and the overall responsibilities of educators and educational staff are also the main focus of discussion (Nurzannah et al., 2019; Zaini & Syafaruddin, 2020). By applying the principles of integrated quality management in education, educational institutions strive to provide quality education services that satisfy stakeholders. The successful implementation of integrated quality management requires

commitment and cooperation between educational organizations at the central and regional levels, as well as local educational organizations directly linked to the community. If these principles are effectively implemented, the national education quality can improve in line with the developments in the education and society. It should be noted that although the terms "higher education" and "university" are often used interchangeably, they have different meanings.

2. Method

This research adopts a qualitative approach with a case study method, a strategy more suitable for investigating questions related to how or why (Yin, 2013). According to Sugiyono (2018:15), the definition of quantitative method is a research method based on positivist philosophy, used to study a specific population or sample, collect data using research instruments, analyze data quantitatively or statistically, with the aim of testing previously established hypotheses. The case study approach is chosen when the researcher has little control over the events being studied, and the research focus is contemporary phenomena in real-life contexts. In the context of this research, the case analyzed is the Implementation of Internal Quality Assurance System (SPMI) by ITB Swadharma to enhance the quality of the education field, while many other universities still face difficulties in implementing SPMI.

The research was conducted at the Quality Assurance Institute (LPM) of ITB Swadharma from October 1 to November 11, 2023. The research subjects include the Quality Assurance Institute of ITB Swadharma and all staff involved in internal quality assurance activities at ITB Swadharma. The research object involves the Implementation of SPMI by ITB Swadharma, including aspects of the Vision-Mission of LPM, Goals and Objectives of the Quality Assurance Institute of ITB Swadharma, Policies and concepts of the quality assurance system, Organization and implementation of SPMI, Evaluation of SPMI implementation, and the Utilization of results and future development of SPMI.

Qualitative data was collected through various prepared data collection techniques. The researcher acted as the primary instrument, supported by observation guidelines, interview guidelines, and documentation guidelines. Observation included the research subjects' activities, buildings, facilities, human resources, and information and communication technology equipment used in the implementation and evaluation of SPMI at ITB Swadharma. Documentation involved collecting various documents related to SPMI, such as letters, activity reports, articles, and other documents. Interviews were conducted with ITB Swadharma leaders and staff to obtain information related to the implementation of SPMI.

3. Result and Discussion

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To realize the vision and mission of ITB Swadharma in enhancing the quality of education, several strategic steps can be taken: First, ITB Swadharma needs to conduct a more in-depth assessment of its existing educational programs, encompassing all relevant aspects. This process involves evaluating the curriculum used, the teaching methods applied, as well as the available educational infrastructure and facilities. This assessment should include a deeper understanding of the goals and objectives of each course, the most effective teaching methods, as well as the maintenance and improvement of educational facilities. ITB Swadharma needs to map the strengths and weaknesses of each educational program. Additionally, feedback from students, faculty, and education staff should be considered to improve the educational process comprehensively. The results of this in-depth assessment will serve as the foundation for improvements and innovations aimed at enhancing the quality of education provided by the institution. Consequently, ITB Swadharma will be better prepared to face future challenges in the ever-evolving world of education.

Second, based on the results of the in-depth evaluation, ITB Swadharma can take further steps in developing their curriculum. This is to ensure that the courses taught remain relevant to the latest developments in their respective fields of study. The curriculum revision process should involve various stakeholders, such as faculty, subject matter experts, and academic responsibility holders, to ensure that necessary changes can be effectively integrated. Moreover, in the curriculum revision process, aspects such as the use of technology in teaching, sustainability, and educational inclusivity should also be considered. The updated curriculum should be able to integrate innovative elements, more interactive teaching methods, and content that is more relevant to the needs of the job market. Additionally, it is crucial

to consider appropriate evaluation methods and modern learning tools so that ITB Swadharma can meet the demands of the ever-changing world of science and technology, as well as provide education that is more relevant, inclusive, sustainable, and ready to face future changes for its students, enabling them to become competent and competitive future leaders.

Third, Investment in the training and development of teaching staff and educational personnel becomes crucial. They need to continuously acquire the latest knowledge and skills in their respective fields to keep up with the latest developments and deliver high-quality education to students. This investment can include various training programs, workshops, courses, and participation in conferences and current research to ensure they consistently update their knowledge in line with the changing demands of the education world. Additionally, it is essential to create a work environment that supports human resource development. This involves providing support for teaching staff and educational personnel to pursue further studies, conduct research, and collaborate with relevant academic and industry communities. This way, they will become more skilled, well-rounded, and capable of making a more significant contribution to achieving ITB Swadharma's deeper and more comprehensive educational goals.

Fourth, in an effort to delve deeper into this concept, the use of modern educational technology, such as online learning, e-learning platforms, and digital tools, becomes vital in enhancing teaching effectiveness and accessibility for students. The use of technology should not be limited to online teaching methods alone but should also include the development of interactive digital content, the use of cutting-edge online learning resources, and the utilization of analytical tools to measure student progress. Moreover, the integration of technology should align with the development of relevant and up-to-date curricula. Investment in the development of specialized educational platforms that support technology-based learning is also necessary. This should be accompanied by training and support for teaching staff to effectively utilize this technology in their teaching. With a more comprehensive approach to technology implementation, ITB Swadharma can ensure that the use of educational technology is not merely an add-on but an integral part of a sophisticated and effective learning approach. This will help create a higher-quality learning experience and enhance educational accessibility for students.

Fifth, for ITB Swadharma to develop partnerships with industries and other external stakeholders with the aim of ensuring that the curriculum is genuinely reflective of and relevant to current workforce needs. This collaboration extends beyond formal relationships and involves continuous dialogue between educational institutions and industry representatives. Collaboration should involve the development of dynamic and adaptable curricula that can respond to rapid changes in the workforce. This includes integrating skills elements needed by graduates to succeed in the workforce, such as adaptability, problem-solving, and leadership. Moreover, this collaboration can also bring benefits in the form of internship opportunities, collaborative projects, and additional resources that can enrich the student learning experience. By developing deeper and more sustainable partnerships with industries, ITB Swadharma can ensure that their graduates are ready to face the challenges of the job market and make a significant contribution in various professional fields.

Sixth, ITB Swadharma needs to conduct periodic evaluations that involve in-depth examinations of the implemented programs. These evaluations should take place systematically and regularly, focusing on performance monitoring, goal achievements, and the impacts of applied changes. They should encompass comprehensive qualitative and quantitative data collection to enable deeper analysis. The evaluation team should consist of various stakeholders, including teaching staff, students, and external stakeholders, to accommodate diverse perspectives. The results of these in-depth evaluations will provide a clearer view of the success of existing educational programs and help identify areas that need improvement or enhancement. This way, ITB Swadharma can ensure that changes and improvements are made continuously, thus enhancing the quality of education provided and making it relevant to future demands.

Seventh, ITB Swadharma needs to take more active steps in empowering students in the learning process and decision-making within the educational institution. Student empowerment should be an integral part of the educational culture, involving students in decision-making, curriculum development, and providing them with space for active participation in academic activities and program development. Empowering students should also involve efforts to develop leadership skills, problem-solving abilities, and strong collaboration so that students can become effective agents of change within the academic community. This includes providing students with access to resources, research opportunities, and the mentoring needed to fully actualize their potential. ITB Swadharma can create a more inclusive educational environment, focused on leadership development and relevant skills, and giving students a more active role in shaping their educational future. This will help create graduates who are not only knowledgeable but also ready to be leaders, innovators, and critical thinkers in society.

Eighth, ITB Swadharma needs to implement a robust internal quality assurance system as an integral part of their

operations. This system should be designed to continuously monitor and measure the quality of education and to identify and address potential issues promptly. The internal quality monitoring process should encompass comprehensive data collection, routine evaluations of various educational aspects, and a deep understanding of the applied quality standards. Additionally, there should be mechanisms for feedback from all stakeholders, including students, faculty, and educational staff, to accommodate diverse perspectives in the monitoring process. The results of this in-depth internal quality monitoring will help ITB Swadharma identify areas in need of improvement or enhancement, as well as ensure that the established quality standards continue to be met. This way, the institution can continually improve the quality of education they provide, build public trust, and maintain competitiveness in the competitive education world

Ninth, ITB Swadharma must make the engagement of all stakeholders a primary principle in efforts to enhance the quality of education. The stakeholders in question include students, alumni, faculty, educational staff, the local community, and other external parties with interests in the educational institution. Stakeholder engagement is not just about collecting feedback or listening to their opinions but also means giving them an active role in decision-making, planning, and evaluation processes. Students and alumni should be given the opportunity to participate in curriculum development, provide input on their learning experiences, and offer insights into what is expected of graduates from the institution. Furthermore, stakeholder engagement also includes efforts to build close and sustainable relationships with the local community and the business world. This may involve collaboration in research projects, internships, training, and the development of programs relevant to local and industry needs. With stakeholder engagement, ITB Swadharma will be able to adopt a more holistic approach to improving the quality of education and build strong, mutually beneficial relationships with all parties involved in the institution's success.

As for the tenth point, ITB Swadharma must consider learning from the best practices of other educational institutions as a necessity. This involves in-depth analysis of best practices, both domestically and internationally, to implement innovations in learning and institutional administration. It is essential to compare with educational institutions that have achieved high-quality standards or have experience in facing similar challenges. Furthermore, research and case studies on best practices should be part of the institutional culture and integrated into the decision-making process. The adoption of best practices should also involve active engagement from the entire academic community, including faculty and educational staff, to effectively implement these innovations. Additionally, there needs to be monitoring and evaluation mechanisms that can measure the impact of adopting best practices on educational goals. ITB Swadharma will be able to make innovation an integral part of their quality improvement strategy and compete at a global level. This will also help the institution continue to grow and enhance the quality of education they offer to students.

QA (Quality Assurance) can provide a clear framework for measuring, evaluating, and improving the performance of lecturers. This may include assessments of lecturers' abilities in delivering course materials, interactions with students, research publications, and other contributions to higher education. With QA in place, lecturers can receive more structured and continuous feedback from students and peers. This can help them identify weaknesses and improve their performance. QA can help universities continuously monitor and evaluate the quality of their study programs and curricula. This enables them to make necessary improvements to ensure that their educational programs remain relevant to the changing times. Rigorous quality evaluations can help universities ensure compliance with education standards set by educational authorities or accreditation bodies. This can enhance public confidence in the institution.

Effective QA can provide the necessary data and information for universities to identify areas in need of improvement. This may include curriculum enhancements, facility improvements, or teaching method refinements. By maintaining educational quality, universities can produce graduates who are better prepared to meet the demands of the job market and the needs of society in general. Effective QA can be a valuable tool for enhancing the quality of education and preparing more competent graduates to meet the needs of both society and the job market

Higher education will have a positive impact on a nation's development. The advancement of information and technology demands that higher education must continuously adapt and change with it. Therefore, educational institutions must maintain high quality. Quality higher education is one that can meet or even exceed established standards. To achieve quality higher education, educational institutions need to implement quality assurance processes, both internally and externally. These processes also serve as an evaluation of what has not been achieved and what needs to be maintained. Educational institutions need to collaborate with all stakeholders to deliver the best results.

Education quality assurance aims to ensure that all educational institutions in Indonesia can meet the National Education Standards (SNP), which serve as guidelines followed by every educational institution (Savitri et al., 2019). The significance of implementing the Internal Quality Assurance System (SPMI) includes efforts to build a culture of quality, achieve accreditation, and obtain national and international certifications (Sulaiman & Wibowo, 2016). The success of Total Quality Management (TQM) implementation can be achieved through the support of top-level

management leadership, effective communication with stakeholders, the provision of rewards and penalties as needed, and continuous measurement of education quality.

An analysis of TQM from the perspectives of experts and Islam by (Ariyani, 2021) highlights preparation, system development, and implementation as crucial aspects of TQM implementation in higher education. However, the conceptual explanation regarding the primary focus of TQM implementation in higher education is still inadequate.

In education quality assurance, universities are expected to have both internal and external quality assurance cultures (Gustini & Mauly, 2019). After understanding this process, the next steps involve designing and implementing quality assurance management. The goal of the higher education quality assurance system is to nurture and continuously improve the quality of education, achieving objectives that encompass indicators of high intellectual competence, skills, and social competence. Below is an figure of quality assurance in the field of education

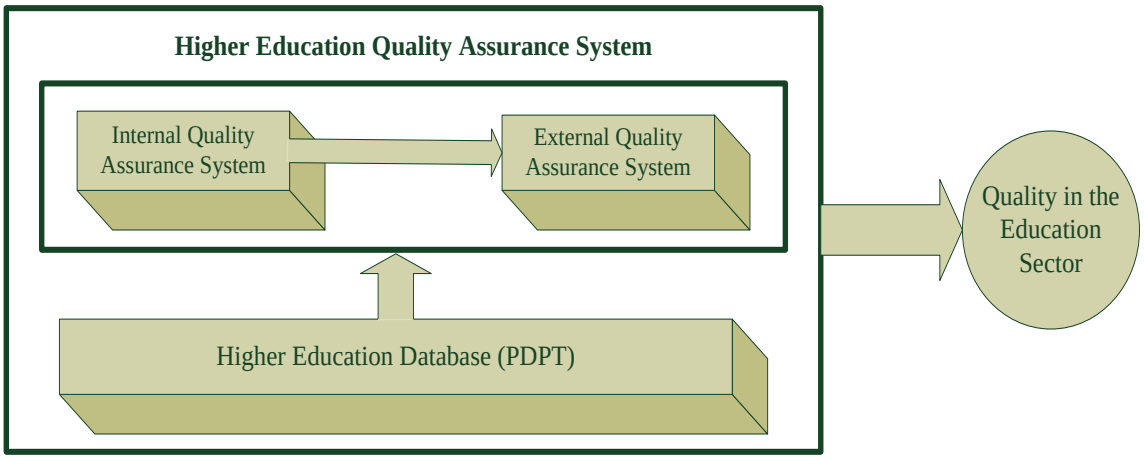

Fig. 2. Quality Assurance in the Field of Education

The fundamental difference between internal and external quality assurance lies in its focus. Internal quality assurance emphasizes self-evaluation policies and practices to improve the quality of education. Meanwhile, external quality assurance is related to high-level policies to ensure the quality of educational programs and institutions. There are three approaches to assessing the quality of education, namely professional accreditation, external quality monitoring, and academic audit (Putra et al., 2019). The first two approaches emphasize external control by adopting processes from industry models, while the third approach involves internal assessment by empowering institutions and changing organizational culture. The three approaches include: (1) professional accreditation that uses specific criteria to set academic quality standards to allocate budgets and provide academic accreditation; (2) external quality monitoring involves expert committees from outside the institution to evaluate programs; and (3) academic audits that combine the process of internal evaluation and reporting to stakeholders, assessing the quality of the educational process and determining whether the unit is carrying out the activities needed to improve quality (Wahyudi et al., 2022).

Research conducted by (Sammara & Hasbi, 2023) has analyzed the Internal Quality Assurance System (SPMI) and found a significant relationship between SPMI and improving the quality of education. In contrast, research conducted by (Syarif et al., 2023) emphasizes more on the internal quality assurance model applied by education personnel, as well as factors that support and hinder internal quality management at ITB Swadharma. The results of the study concluded that the success of the Internal Quality Assurance System can be achieved through proper enforcement of duties and responsibilities by each Internal Quality Assurance Team, so that the implementation of this system is considered successful and able to have a positive impact on improving the quality of education in educational units that implement the Internal Quality Assurance System. The process of implementing a higher education quality assurance system requires the availability of accurate, complete and up-to-date data and information about higher education. This data is managed through a database in each tertiary institution and becomes the basis for the implementation of internal quality assurance, which later becomes a reference in external quality assurance or the accreditation process by BAN-PT and/or a recognized independent government institution.

The Internal Quality Assurance System (SPMI) is a systematic effort carried out internally by universities to monitor the implementation of higher education in a sustainable manner without government intervention. Universities carry out this SPMI with the aim of realizing their vision, mission, and meeting the needs of stakeholders through the

implementation of the Tri Dharma of Higher Education. In the context of education quality assurance in higher education, the main focus is to establish and fulfill quality standards for higher education management consistently and continuously, with the aim of providing satisfaction to stakeholders such as students, lecturers, education personnel, parents, government, the world of work, and other parties involved.

The Quality Assurance Institute of ITB Swadharma (LPM ITB Swadharma) has formulated concepts and policies related to the Internal Quality Assurance System (SPMI), including the definition of quality assurance, the implementation cycle, organizational structure, documentation system, and human resources. LPM ITB Swadharma operates directly under the rector and is responsible for planning and implementing a comprehensive quality assurance system at ITB Swadharma.

SPMI is a systematic activity of quality assurance in higher education institutions aimed at monitoring the continuous provision of higher education to meet stakeholder satisfaction. The implementation of SPMI at ITB Swadharma is considered a necessity because the quality of education depends not only on the government but also on the assessment of stakeholders. This process is carried out independently without government intervention and involves the development of an SPMI plan operationally referred to as the ITB Swadharma SPMI Cycle. This cycle consists of seven steps, including setting standards, implementation, monitoring, self-evaluation, internal quality audit, formulation of corrections, and quality improvement.

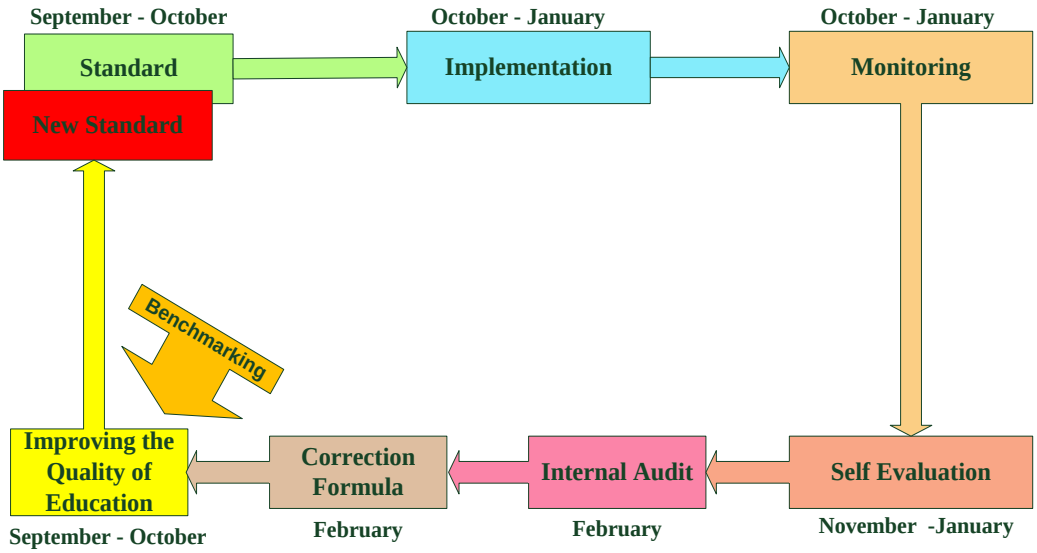

Fig. 3. ITB Swadharma SPMI Cycle

The establishment of standards in the Internal Quality Assurance System (IQAS) of ITB Swadharma is based on legal provisions, self-evaluation results, input from stakeholders, tracking studies, and quality assurance development policies regulated by the Directorate General of Higher Education (Ditjen Dikti). The set standards refer to the National Education Standards (SNP) (Prasetya et al., 2022). The implementation of IQAS involves several stages, including socialization, technical assistance to study programs, training on Internal Quality Audit (IQA), IQA implementation, corrective actions/improvement actions, faculty-level management review meetings, and university-level management review meetings. Monitoring is directed at overseeing the implementation of IQAS, while self-evaluation is used to collect data as the basis for management actions.

Internal Quality Audit (IQA) is an independent and objective activity of academic or operational processes at the university. The results of IQA serve as the basis for formulating corrections, which are discussed in management review meetings at the program, faculty, and university levels. These correction formulations then serve as a reference for assessing the effectiveness of IQAS implementation and supporting quality improvement. The utilization of IQAS implementation results at ITB Swadharma not only impacts educational planning but is also used to build a culture of quality and prepare for external accreditation and certification, especially from the National Accreditation Board for Higher Education (BAN-PT). The implementation of IQAS is supported by competent human resources and adequate funding through the budget established in the Annual Work and Budget Plan (RKAT).

Despite facing challenges, such as a lack of leadership commitment and a shortage of auditors, the ITB Swadharma Quality Assurance Agency seeks to address these issues by providing expert personnel in the field of quality assurance, organizing auditor training, and fostering enthusiasm through auditor refreshment and improvement programs. The evaluation of IQAS implementation is carried out periodically to assess its effectiveness, involving input from stakeholders. The utilization of IQAS results is also related to the improvement of educational quality, laboratory certification, and preparation for external accreditation. The overall implementation of IQAS aims to create sustainable improvements (continuous quality improvement) at ITB Swadharma.

4. Conclusion

The IQAS at ITB Swadharma in enhancing educational quality contributes significantly to achieving better educational quality through research and innovation. With a deeper approach to aspects such as program evaluation, student empowerment, technology implementation, industry collaboration, internal quality monitoring, stakeholder engagement, and the adoption of best practices, ITB Swadharma can create a more inclusive, relevant, and comprehensive educational environment. The IQAS allows the institution to be more responsive to changes in the educational landscape and student needs. By involving all stakeholders, including students, alumni, faculty, local communities, and industries, ITB Swadharma can build a stronger foundation for educational quality improvement. Furthermore, these efforts also help the institution adopt best practices from other educational institutions, both domestically and internationally, and encourage research focused on innovation and continuous improvement.

In the process of IQAS at ITB Swadharma, various challenges are encountered, such as a lack of commitment from leadership, a limited number of auditors, and IQAS being often perceived as routine. Efforts to overcome these obstacles include providing expert personnel in the field of quality assurance, intensive auditor training programs, and fostering enthusiasm from leadership, faculties, and study programs. The evaluation of IQAS implementation at ITB Swadharma is conducted every semester with input from auditors, faculty leaders, and audited study programs.

The result is a significant improvement in educational quality that will help ITB Swadharma graduates become competent and competitive future leaders. The IQAS can trigger the birth of new ideas and creative solutions to enhance education. Research conducted by faculty and students can generate new insights, best practices, and more effective teaching methods. Thus, the IQAS is not only about improving existing educational quality but also about creating sustainable developments in the field of education. In this way, the concept of IQAS and harnessing research and innovation, ITB Swadharma can continue to maintain and enhance its reputation as an outstanding and relevant educational institution at both the national and global levels. In the process, the institution also makes a meaningful positive contribution to the development of education in Indonesia, ensuring that the next generation of Indonesians is prepared to face future challenges.

The renewed IQAS can provide more accurate and relevant data for ITB Swadharma to identify areas that require improvement in their education. By maintaining and improving the quality of education, ITB Swadharma can prepare higher quality graduates who are ready to meet the demands of the job market and make a positive contribution to society. The utilization of the results of the IQAS at ITB Swadharma, both internally for educational quality improvement and externally for accreditation preparation, is the focal point. The development of IQAS implementation refers to Quality Management System by applying the standards of the National Accreditation Board for Higher Education (BAN PT) or Independent Institutions as the minimum standards for program management.

To enhance the effectiveness and efficiency of IQAS implementation, steps need to be taken, such as more interactive training and refreshing activities, improving the qualifications of educational personnel, and intensive socialization to engage all stakeholders at ITB Swadharma in quality assurance activities to improve overall education quality.

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