



BALTIC JOURNAL OF LAW & POLITICS

A Journal of Vytautas Magnus University

VOLUME 16, NUMBER 2 (2023)

ISSN 2029-0454



Cite: *Baltic Journal of Law & Politics* 16:2 (2023): 230-250
DOI: 10.2478/bjlp-2023-0000019

Management of higher education internal quality assurance system in increasing the quality of graduates

Muhammad Sularno

Nusantara Islamic University Bandung

muhammadsularno@uninus.ac.id

Iim Wasliman

Nusantara Islamic University Bandung

iimwasliman@uninus.ac.id

Hendi Suhendraya Muchtar

Nusantara Islamic University Bandung

hendisuhendrayana@uninus.ac.id

Waska Warta

Nusantara Islamic University Bandung

waskawarta@uninus.ac.id

Received: December 09, 2022; reviews: 2; accepted: January 16, 2023

Abstract

The problem of this research is that graduates are not in accordance with the needs of the world of work. The results of the research are (1) Graduate quality management planning consists of indicators of Vision and mission, Objectives, Program, Time line, Money plan, Follow-up has been well planned (2) Implementation of internal quality management consists of indicators of preparation, direction, program implementation, problems encountered, problem solutions, and implementation results have been properly arranged. (3) Evaluation of internal quality management consists of indicators of evaluation objectives, evaluation tools, evaluation results, and evaluation follow-up plans that have been carried out in accordance with applicable criteria (4) Internal quality management control consists of indicators of control objectives, types of controls, and results of controls has been carried out in accordance with approved operational standards. (5) Improvement of internal quality management consisting of indicators of development planning, development organization, implementation of development, and evaluation of development has been improved according to suggestions and recommendations on the results of control measures (6) Internal quality management issues consist of indicators of planning, implementation,

evaluation, control issues , and the upgrade is still there but it can be solved with a proper workaround. (7) Solutions to internal quality management problems consisting of indicators of planning, implementation, evaluation, control and improvement problems can be provided with a good solution. (8) The quality of student graduates, including academic and non-academic achievement indicators, has been well achieved .

Keywords

management, quality, graduates

1. Introduction

Higher education has Tri Dharma (three main tasks), namely: education, research and community service so that higher education is obliged to increase its role in educating and improving community welfare (Razak, 2016) . UU no. 12 of 2012, Article 1 Paragraph 9 says that the Tridharma of Higher Education is the obligation of Higher Education to organize education, research, and community service.

The first point is in the Tri Dharma of Higher Education, namely Education and Teaching. This really needs to be done in the continuity of education in an educational institution, be it a university, institute, college, academy, or other form. Education and teaching is an effort in the formation of a person in accordance with applicable guidelines. In addition, education is a conscious effort that has been planned to be able to create a learning atmosphere and learning process so that students can develop their potential. Meanwhile, if the teaching and learning process is not carried out properly, it will have an effect on the progress of the nation itself, where Human Resources have minimal quality. For this reason, education and teaching are the most important points to be carried out by universities.

The second point of the Tri Dharma of Higher Education is conducting research and development. This is to achieve the goals of Higher Education, namely to have creative, intelligent and critical Human Resources. For example, developed countries in the world already have high research and development systems. Therefore, countries that have a high level of research are now developing very rapidly both in terms of technology and other products. One form of contribution so that the nation continues to progress and develop is by implementing research and development. Both of these will have a positive impact on the economic, educational, social and other sectors. Therefore, as students and educators, must be accustomed to making research, reports carrying out tasks according to their fields. This is to advance higher education so that it is of higher quality.

Furthermore, the last Higher Education Tri Dharma point is community service, namely by going directly to the field to help certain communities in several activities. One example of being able to serve the community is holding *workshops* or seminars. Where in the procurement of workshops or seminars must have a solid team and the same goal. Without the soul and spirit of community service, of

course it is meaningless. Students only become the forerunner of humans who are selfish and do not care about society. This is certainly not something good, where students are the great hope of this nation and are expected to be able to grow, develop, and become the hope of the nation's future.

Furthermore, from the explanation above, graduate competency standards stated in the formulation of graduate learning outcomes as referred to in the discussion above, are used as the main reference for developing Learning content standards, Learning process standards, Learning assessment standards, Lecturer and Education Personnel standards, facilities and infrastructure standards Learning, Learning management standards, and Learning financing standards. Where each of the above will be discussed in the next chapter as a deepening of the writing.

The formula for achieving good quality tertiary graduates refers to the description of learning outcomes for graduates of the IQF; and tertiary institutions are required to have equality with the level of qualifications at the IQF.

Furthermore, from the discussion above, and in accordance with Law number 20 of 2003 concerning the education system, it says that tertiary institutions are held in an open system, meaning that every Indonesian citizen (even citizens of other countries) can enter as long as they meet the specified requirements, both academic requirements, personality and administrative (Razak, 2016:103) .

Higher education also has the objectives stated in PP number 60 of 1999, concerning Higher Education, article 2, namely: 1) Preparing learners (students) to become members of society who have academic and or professional abilities who can apply, develop and/or enrich repertoire of science, technology and/or art, 2) Develop and disseminate science, technology and/or art and strive for their use to improve people's lives and enrich national culture (Indonesia, 1999) .

Law No. 20 of 2003 concerning the National Education System states that the National Education System is the entire educational component that is interrelated in an integrated manner to achieve national education goals, namely to develop capabilities and improve the quality of life and human dignity of Indonesia. It is felt necessary to develop higher education institutions, including to use modern quality-oriented management principles. The essence of the higher education quality management system is centered on continuous improvement to strengthen and develop the quality of graduates so that they can be absorbed by agencies and the labor market.

To produce quality and dignified human resources, the development of the education sector is an important part and therefore education must be carried out in a more planned and programmed manner. Law No. 20 of 2003 concerning the National Education System mandates: " The National Education System must be able to ensure equal distribution of educational opportunities, improve quality and the relevance and efficiency of education management to face challenges in accordance with the demands of local, national and global changes so that education reform is necessary in a planned, directed and sustainable manner." The

meaning of the National Education System explains that the development of the education sector will face three main challenges, namely (1) equal distribution of opportunities and access to education, (2) improving quality, relevance and competitiveness and (3) increasing governance, accountability and public image related to the efficiency of education management.

The role of higher education institutions actually faces various big challenges. Because of this, higher education institutions are required to make breakthroughs in the field of science and technology in filling this new millennium. In addition, tertiary institutions must be able to become a place of learning that is conducive for scientists to work and produce work or inventions. Universities are also required to be able to educate future leaders and professionals. Therefore, to face various challenges in the future, whether we like it or not, the management of tertiary institutions must be reformed so that it can support optimal learning processes, creative and innovative scientific development and community service that is relevant and responsible in accordance with the demands of science and technology progress and the development of the needs of the user community. science and technology

Quality is an issue of globalization today, especially in the world of education. To be able to carry out its role as guardian of academic and scientific culture, higher education is in the form of an independent institution, with governance based on accountable autonomy (Law No.12/2012 concerning higher education). The governance of tertiary institutions is capable of academic and scientific freedom for their academic community so as to enable them to develop optimally to become excellent academics and scientists. In this case the concept of higher education autonomy is closely related to quality assurance of the learning process and its products, in order to fulfill higher education accountability to *stakeholders* or stakeholders.

The various components that are the performance accountability (managerial) of tertiary institutions, referring to Law No. 12 of 2012 concerning Higher Education consist of the main and supporting components in higher education, which basically include the main components, namely: 1) the learning process, 2) curriculum, 3) lecturers, 4) learning facilities, 5) funding, and 6) research, which are supported by *supporting components* , namely: 1) management and 2) leadership . Graduate quality does not just happen, it must be planned systematically using the expected graduate quality improvement management process. This quality improvement management includes preparing quality improvement plans, organizing, implementing quality improvement management, as well as monitoring and evaluating graduates' quality improvement. The quality of graduates can be said to be the seeds of future human resources. The low quality of graduates is also a separate problem. The quality of educational outcomes in the form of graduates is not in accordance with the needs of society. Society and the world of work accept human resources in accordance with the high and low quality of graduates.

The quality of higher education graduates is currently still a problem that must be resolved, higher education graduates have not met the expected Indonesian national work competency standards, there are still many complaints from users of higher education graduates who are not ready to work, still need training and work experience. Furthermore, this shows that the learning system implemented at the higher education level is still not optimal. Improving the quality of education so that higher education graduates (PT) are qualified in their fields are always sought by both the government and the private sector. The need to improve the quality of education can be pointed out by several facts, for example: the large number of university graduates are unemployed, more university graduates work not in accordance with their fields and their graduates are not recognized, many university graduates are only laborers/workers.

The quality of graduates is a pillar for producing good and reliable human resources, so efforts to improve them must always be carried out continuously. But in reality, these efforts are still not optimal and satisfactory. In general, indicators to measure the quality of graduates include (1) GPA; (2) Length of study; (3) Predicate of graduation. However, to be able to achieve success, universities need to guarantee that they can improve the quality of life of graduates by filling the world of work. If this effort is successful, it means that the tertiary institution will receive recognition from the community regarding the quality of education that has been implemented. The issue of graduate quality has become one of the central issues that is always hot and interesting to be discussed by various groups at this time. The quality of these national graduates has not been able to be significantly increased so as to satisfy all parties, especially users of educational outcomes. Therefore, discussion after discussion, discussion after discussion, seminars, workshops and similar meetings continue to be held to find solutions to the problems of graduate quality both nationally and regionally (Susanti , 2018 : 34) .

In facing the global era of quality or quality issues, every higher education leader and elements under him should think in a planned and simultaneous way how to improve the quality of graduates, the results of research and community service can be guaranteed in accordance with the needs and demands of the society. increasingly complex. One of the efforts to improve this quality is to build and implement a higher education quality assurance system so that the vision and mission of higher education can be achieved. Universities in the era of globalization must be based on quality, how do universities in educational service activities and develop human resources have advantages.

The current reality shows that the quality of university graduates is not always accepted and able to work as expected by the world of work. The rise of tertiary institutions has the potential to reduce the quality of graduates, bearing in mind that standardizing the quality of graduates is not a goal; but only seen from the aspect of quantity; namely how to get the number of students as much as possible. In research In this case there is a phenomenon related to quality assurance, which is characterized by quality assurance that has not been accredited

by BAN-PT and the Internal Quality Assurance System which has not fully referred to SPM-PT. In addition, at this time various efforts have been made to improve lecturer management at STIMA IMMI, but the implementation has not been integrated and still uses its own guidelines/criteria, for example recruitment systems, coaching systems, remuneration, and so on. This kind of management causes the lecturers' conditions to vary, as well as the lecturers' quality to be different because they do not use uniform parameters. This phenomenon must be overcome so that institutions can produce the quality of graduates expected by users, so that these institutions are in great demand by customers (parents/students). One of the efforts that can be made to maintain and improve the quality of education is through the implementation of internal quality assurance.

According to Adina (in the journal Fitrah et al, 2018 : 45) quality assurance in tertiary institutions as a whole is very important because the goal of education is not only for academics alone, but as a whole person. SPMI also plays an important role in addressing various issues related to education as well as a tool for analyzing the challenges of tertiary education. Quality assurance in tertiary institutions is carried out to measure how effective the academic policies are implemented and how high the quality of the graduates they produce . The internal quality assurance system (SPMI) in a tertiary institution is an independent activity of the concerned tertiary institution, so that the process is designed, implemented and controlled by the concerned tertiary institution without interference from the Government, in this case the Directorate of Quality Assurance. The Internal Quality Assurance System (SPMI) is a systemic activity of higher education quality assurance by each tertiary institution autonomously to control and improve the implementation of higher education in a planned and sustainable manner (Permenristekdikti No. 62 TAHUN 2016) .

Higher education quality assurance activities are carried out in a system called the higher education internal quality assurance system which aims to guarantee the quality of higher education held by each university, through the implementation of the Higher Education Tridharma, in order to realize the vision and meet the needs of higher education internal stakeholders (Debby Willar, 2015: 193). Even though every tertiary institution can develop SPMI autonomously or independently, there are basic things that must be in every tertiary institution's SPMI. Law No. 12 of 2012 concerning Higher Education Article 52 paragraph (1) and (2) states that: 1) Higher education quality assurance is a systemic activity to improve the quality of higher education in a planned and sustainable manner. 2) Quality assurance as referred to in paragraph (1) is carried out through determination, implementation, evaluation, control and improvement of higher education standards.

The higher education internal quality assurance system (SPMI) and evaluation of its implementation have begun to be implemented by universities throughout Indonesia, both state universities (PTN) and private universities (PTS). SPMI is one of the efforts to achieve the objectives of internal control put forward

by the *Committee of Sponsoring Organizations of the Treadway Commission (COSO)* in 1992, namely operational effectiveness and efficiency. Mulyadi (2001: 43) states that in every activity one must consider the efficiency factor, if there is an inefficient activity, management must pay attention and look for the cause of the inefficiency of the activity, by finding the cause of the inefficiency, a way out for improvement can be found. Thus, the activities carried out can run efficiently .

Based on the Regulation of the Minister of Education and Culture No. 50 of 2014 concerning the Higher Education Quality Assurance System, the purpose of the higher education MSS is to guarantee the fulfillment of Higher Education Standards in a systemic and sustainable manner, so that a culture of quality grows and develops in every tertiary institution in Indonesia. Law No. 12 of 2012 concerning Higher Education article 53 states that the Higher Education Quality Assurance System (SPMPT) consists of an Internal Quality Assurance System (SPMI) developed and implemented by the tertiary institution concerned, as well as an External Quality Assurance System (SPME) developed and carried out through accreditation. However, in this study only SPMI was examined because tertiary institutions manage an internal quality assurance system that has an impact on the quality of graduates. One of the universities that implements SPMI and forms an internal audit committee to evaluate the implementation of SPMI is STIMA IMMI and STIA MENARA STUDENTS _ Every year, STIMA IMMI and STIA MENARA STUDENTS conduct SPMI evaluations as a form of effort to develop a quality culture at the university. STIMA IMMI and STIA MENARA SISWA is a tertiary institution that has a fairly high unemployment rate in DKI Jakarta and West Java Provinces . The following is data showing the unemployment rate in several provinces in Indonesia:

Table 1. Unemployment Rate Data in Several Provinces in Indonesia

Province	2016		2017		2018		2019		2020	
	Feb	Ag s	Feb	Ag s	Feb	Ag s	Feb	Ag s	Feb	Ag s
Central Java	5.53%	6.01%	5.45%	5.68%	5.31%	4.99%	4.20%	4.63%	4.15%	4.57%
In Yogyakarta	3.75%	3.24%	2.16%	3.33%	4.07%	4.07%	2.81%	2.72%	2.84%	3.02%
East Java	3.97%	4.30%	4.02%	4.19%	4.31%	4.47%	4.14%	4.21%	4.10%	4.00%
DKI Jakarta	9.64%	8.63%	9.84%	8.47%	8.36%	7.23%	5.77%	6.12%	5.36%	7.14%
West Java	8.88%	9.16%	8.66%	8.45%	8.40%	8.72%	8.57%	8.89%	8.49%	8.22%

Source: bps.go.id

Based on unemployment rate data, especially for DKI Jakarta and West Java Provinces, it appears that the unemployment rate is quite high compared to other provinces. In August 20 20 , the unemployment rate in DKI Jakarta was 7.14% and in West Java it was 8.22%. From these data, one of them is unemployed who are Bachelor graduates. According to Seftiawan (2018), the Ministry of Research,

Technology and Higher Education records that around 8.8% of the total 7 million unemployed in Indonesia are graduates. This condition is very worrying considering the competition to get a job will be increasingly stringent .

As is known, the quality assurance system has three elements, namely structure, product process, and tools. Structure is an organization to carry out quality assurance, or in other words a quality assurance unit whose job is to guarantee that the process for producing higher education products can be accounted for in society. The product process is the process of institutional activity that produces educational services. This process can be in the form of education, teaching, research and community service. Because it is impossible to do all of these at the same time, universities can determine priorities or take alternatives that can be carried out, namely carrying out these processes in stages. Tools are systems that can be used to control and evaluate processes in order to produce educational service products that are in accordance with the vision and mission of the college. For private tertiary institutions the management system that can be used is the quality management system implemented by ISO 9001.

There must be a quality assurance system in a tertiary institution because (1) the quality of education varies between tertiary institutions and between regions; (2) every student has the right to get quality education services; and (3) continuous improvement of higher education quality as a necessity. In addition, with a quality assurance system, it can provide assurance that the operations carried out are efficient. The efficiency of operational activities can minimize unnecessary expenses and costs so that it can help maintain the resources that are in the tertiary institution. Improving quality must be a top priority for institutional managers, especially nowadays with the growth of many new institutions that offer advantages that attract the public's interest with quality programs with various innovations and creativity in their human resources. Such a thing will become the concern of the people who have been longing for quality education for their sons and daughters, so it is hoped that after leaving the institution there will be changes, both physically, spiritually and religiously .

Efforts to guarantee and improve the quality of education are closely related to quality management, where all management functions are carried out as much as possible to provide services that match or exceed national education standards. In this regard, efforts are needed to control the quality (*quality control*) . Quality control in the management of education is faced with the constraints of limited educational resources. Therefore a quality control effort is needed in the form of a guarantee or *assurance* , so that all aspects related to the educational services provided by tertiary institutions comply with or exceed national education standards. The concept related to this in quality management is known as *Quality Assurance* or quality assurance.

implementation of guaranteeing and improving the quality of education is still facing various problems, including: (1) the National Education Standards as a reference for the quality of education *have not been fully socialized* ; (2)

implementation of education quality assurance and improvement *is still limited to monitoring* quality components in education units; (3) quality mapping is still in the form of data collection on educational quality attainment that *has not been integrated* from various education providers; and (4) *follow-up on the results of* data collection on the quality of education that has not been coordinated from education administrators and implementers at various levels.

The implementation of Higher Education Quality Assurance is considered good, namely by looking at the suitability of planning and implementation, the existence of academic documents, quality documents, quality manuals, quality standards, quality policies, quality SOPs, and quality forms, both carried out at the University, Faculty and study program levels. In the Higher Education Quality Assurance Guidebook by the Directorate General of Higher Education explains the implementation of quality assurance in Higher Education: "In order for higher education quality assurance in Higher Education to be carried out, there are several prerequisites that must be met so that the implementation of quality assurance can achieve its objectives, namely *commitment, paradigm shift* , and *the mental attitude of* the perpetrators of the Higher Education process, as well as *organizing* quality assurance in Higher Education" (Directorate General of Higher Education Ministry of National Education, 2003).

2. Literature review

2.1 Management Theory

According to Afandi (2018: 1) Management is a process of cooperation between employees to achieve organizational goals in accordance with the implementation of the functions of planning, organizing, personnel, direction, leadership, and supervision. This process can determine the achievement of predetermined goals by utilizing human resources and other resources to achieve more efficient and effective results. According to Feriyanto, Andri and Shyta, Endang Triana. (2015) said that management is the core of administration because management is an administrative implementer and acts as a tool to achieve results through processes carried out by members of the organization. The definition of management according to Malayu SP Hasibuan (2016: 9) suggests that "management is the science and art of managing the process of using human resources and other sources effectively and efficiently to achieve a certain goal." From the definition above, researchers can conclude that management is an activity carried out to direct and supervise all work activities in order to achieve the desired results and aims to achieve a shared vision and mission.

2.2 Theory of Quality

With regard to quality Sallis in Riyadi (2008:52-53), says: "Quality in TQM is an absolute and relative concept. Absolute quality is high idealism and must be

met, high standards with the nature of the product, expensive, luxurious and rarely owned by people. Relative quality is a tool by which products and services are assessed whether they meet predetermined standards. Relative quality includes procedural and transformational aspects. The procedural aspect is the quality of services or products produced in accordance with predetermined standard specifications. The transformational aspect is that quality measures are more directed at quality improvement and organizational change.

2.3 Quality Improvement Management Theory

According to Zamroni's view (2008) quality improvement is related to targets that must be achieved, processes to achieve and related factors. In quality improvement there are two aspects that need attention, namely the aspect of the quality of the results and aspects of the process of achieving these results. Quality improvement is a service concept based on predetermined standards that aims to realize continuous quality assurance of health services. Achieving quality emphasizes more on the process of implementing service activities in accordance with established standards so that it is expected to prevent service activities that do not meet standards. Quality improvement that is carried out continuously can be carried out if a quality system is implemented in good and correct service management. From this definition , it can be said that quality improvement management is a concept of service based on predetermined standards aimed at realizing continuous quality assurance of service .

2.4 Theory of Internal Quality Assurance Systems

Quality education is education that creates continuity between input, process and student learning outcomes. The definition of quality assurance by Sani (2015: 7) states "A management system that continuously seeks improvement and quality improvement aimed at increasing stakeholder satisfaction with the most efficient cost". The quality assurance system in vocational education is a way to manage educational potential in accordance with national education standards to produce graduates who meet the expectations and needs of the industrial world without using a large budget. The rapid development of technology requires vocational education to continue to improve the quality of students. This quality improvement must be continuously carried out to keep pace with the ever-changing market demands. Changes to the quality assurance system by vocational education are carried out continuously and continuously require resources that are able to innovate critically and dynamically to keep up with technological developments

3. Method

This research uses descriptive research type (describes) with a qualitative approach. According to Nazir (2013: 55), descriptive research is a type of research to make a description of a situation or event, this is based because this research

produces data in the form of words according to the informant, what is according to the research question, then also analyzed with the word - words behind the behavior of respondents (thinking, feeling, and acting), reduced, triangulated, concluded (given meaning by researchers), and verified, while the aim is to describe precisely about a situation, individual characteristics or symptoms that occur against certain groups. This research was conducted at the IMMI School of Management and the Menarasiswa College of Administrative Sciences.

The writer's primary data is obtained directly from the object of research or sources. To obtain primary data, questionnaires and in-depth interviews were carried out to produce notes and interview recordings. In selecting informants, the researcher used the Snowball sampling technique, which means the technique of taking samples of data sources, which at first were small in number, gradually became large. This is done because of the small number of data sources that have not been able to provide satisfactory data, then look for other people who can be used as data sources. Thus the number of sample data sources will be even greater, like a rolling snowball, getting bigger over time

4. Discussion results

4.1 Management planning for the internal quality assurance system (SPMI) of higher education in improving the quality of graduates at STIMA IMMI and STIA Menara Siswa

a. Vision and mission . The vision of the two colleges is to graduate IT-based Associate Experts, Bachelors of Management and Masters in Management in Indonesia in 2027 and in 2027 to become Colleges that Play an Active Role in the Development of Globally Competitive Administrative Sciences. The two visions have in common that they want to develop human resources so that by 2027, graduates can compete nationally and globally. The missions of the two colleges are to organize education and teaching programs in a professional manner , to carry out applied research and community service that supports the development of science, and to establish partnerships with government and private institutions to improve the quality of graduates.

b. goal . The aim of the two High Schools is to produce graduates who have academic abilities and are able to apply, develop and expand their knowledge so that graduates can get jobs according to their competence.

c. program . The program organized by the two tertiary institutions to improve graduate quality standards is very good because the program has led to an increase in graduate quality standards.

d. time line . The timeline that has been prepared has been well implemented so that the management plan for the higher education internal quality assurance system (SPMI) in improving the quality of graduates at STIMA IMMI and STIA Menara Siswa is going well.

e. Money plan . Monitoring and evaluation planning begins with identifying the things to be monitored, what variables will be monitored and what indicators will be used in accordance with program objectives. improve the quality of graduates so that money aims to find out the weaknesses and strengths of the higher education internal quality assurance system (SPMI) management planning in improving the quality of graduates at STIMA IMMI and STIA Menara Siswa.

f. follow up . After monitoring and evaluation is carried out, the next step is follow-up which aims to follow up on the findings of monitoring and evaluation on the management planning of the higher education internal quality assurance system (SPMI) in improving the quality of graduates at STIMA IMMI and STIA Menara Siswa .

4.2 Implementation of higher education internal quality assurance system (SPMI) management in improving the quality of graduates at STIMA IMMI and STIA Menara Siswa.

a. Preparation. In preparation for implementation, a meeting is held to determine the standards to be achieved, and determine what strategies will be used to achieve these standards, and determine the main tasks and functions to carry out management of the Higher Education Internal Quality Assurance System (SPMI) in improving the quality of graduates at STIMA IMMI and STIA Menara Siswa.

b. Briefing. Directing the implementation of management of the internal quality assurance system (SPMI) of Higher Education in improving the quality of graduates at STIMA IMMI and STIA Menara Siswa is carried out by the leadership which aims to provide direction to all academics to help realize graduate quality standards can be achieved properly.

c. Program implementation. The implementation of management of the internal quality assurance system (SPMI) for Higher Education in improving the quality of graduates at STIMA IMMI and STIA Menara Siswa is carried out by carrying out technical and/or administrative preparations for the implementation of SPMI standards adjusted to the contents of standards, preparing work procedures/Standard Operating Procedures (SOP), work instructions or the like in accordance with the standard content for the implementation of the standard content that has been set, carry out socialization of the SPMI Standards which apply to all structural officials, academic employees (lecturers and education staff) and non-academic employees (administrative employees, drivers, and security guards), as well as students and alumni periodically and consistently, and carry out educational activities using the contents of the SPMI standards that have been set as benchmarks for achievement/fulfillment of the SPMI Standards.

d. Problems encountered. The problems faced by STIMA IMMI and STIA Menara Siswa are problems of socialization and coordination that have not been maximized.

e. Problem solution. The solution to the problems encountered in implementing the management of the higher education internal quality assurance

system (SPMI) in improving the quality of graduates at STIMA IMMI and STIA Menara Siswa, namely the implementation of the management of the internal quality assurance system (SPMI) for higher education in improving the quality of graduates at STIMA IMMI must be socialized with well and coordinate with all units and coordinate well.

f. Implementation results. The results of implementing the management of the internal quality assurance system (SPMI) of Higher Education in improving the quality of graduates at STIMA IMMI and STIA Menara Siswa are the production of a document containing Graduate Competency Standards (Students) which have been prepared with reference to the vision and mission.

4.3 Evaluation of management of the internal quality assurance system (SPMI) of Higher Education in improving the quality of graduates at STIMA IMMI and STIA Menara Siswa

a. evaluation purpose . The purpose of evaluating the management of the higher education internal quality assurance system (SPMI) in improving the quality of graduates at STIMA IMMI and STIA Menara Siswa, namely the Evaluation of the Implementation of Standards in SPMI (Dikti Standards) is intended to prevent or to correct deviations that are not in accordance with the contents of the Standards in SPMI (Standards of Higher Education). Dikti) that have been set, especially the quality standards of graduates.

b. evaluation tool . Evaluation tools for evaluating the management of the internal quality assurance system (SPMI) of Higher Education in improving the quality of graduates at STIMA IMMI and STIA Menara Siswa, namely: Evaluation tools used to evaluate the management of the internal quality assurance system (SPMI) for Higher Education in improving the quality of graduates at STIMA IMMI is a Diagnostic Evaluation carried out when each Higher Education Standard is implemented, to find out the obstacles in implementing these standards. Formative Evaluation is carried out when each Higher Education Standard is implemented, to optimize the implementation of these standards. Summative evaluation is carried out when the implementation of each Higher Education Standard has been completed, so that achievements can be measured and improvements can be made for the next cycle.

c. Evaluation results . The results of the evaluation of the management of the higher education internal quality assurance system (SPMI) in improving the quality of graduates at STIMA IMMI and STIA Menara Siswa, namely the results of the evaluation are recommendations regarding graduate quality standards originating from audit results. The results of the graduate quality standard audit are 1. STIMA IMMI graduates must be able to describe and devote their knowledge as an effort to build the nation and the State. 2. Graduates of STIMA IMMI must be able to carry out tasks according to their field of expertise in a professional manner. 3. Graduates of STIMA IMMI must be able to maintain the good name of the institution in the community. 4. Graduates of STIMA IMMI must be able to compete

with graduates from other tertiary institutions, and must be able to stand on the strength of their knowledge and expertise. 5. STIMA IMMI graduates must have an entrepreneurial spirit, in order to be able to create jobs and the quality standards for STIA Menara Siswa graduates are 1. To produce graduates who have academic abilities and can apply, develop and expand knowledge of state administration. 2. To produce graduates who are able to carry out research in the field of state administration and the results are implemented for the needs of the community in the field. 3. To produce graduates who are able to implement their knowledge and skills in the field of public administration in a professional manner to the public. 3. Producing graduates who are able to collaborate with related parties in an effort to develop professional, quality, and highly competitive institutions and human resources (graduates) in the field of state administration.

d. Evaluation follow-up plan . The follow-up plan for evaluating the management of the higher education internal quality assurance system (SPMI) in improving the quality of graduates at STIMA IMMI and STIA Menara Siswa is the follow-up plan, namely the need for improvement and control. This improvement was also followed by recommendations to conduct guidance and training to improve the quality standards of graduates .

4.4 Management control of the internal quality assurance system (SPMI) of Higher Education in improving the quality of graduates at STIMA IMMI and STIA Menara Siswa.

a. control objectives . The purpose of controlling the management of the higher education internal quality assurance system (SPMI) system in improving the quality of graduates at STIMA IMMI and STIA Menara Siswa is to measure the suitability and achievement of standards, compared to the established SPMI standards so that the set SPMI standards are achieved and fulfilled. As a means of improving the performance of improving the implementation process and improving quality as well as a tool for creating a culture of quality in the implementation of higher education at STIMA IMMI and STIA Menara Siswa continuously and continuously.

b. Type of control . Types of management control of the internal quality assurance system (SPMI) of Higher Education in improving the quality of graduates at STIMA IMMI and STIA Menara Siswa namely STIMA IMMI and STIA Menara Siswa must maintain and improve achievement and must exceed the standards that have been planned. If STIMA IMMI and STIA Menara Siswa have exceeded the Higher Education Standards, then STIMA IMMI and STIA Menara Siswa will maintain the exceedance and strive to further improve their standards. If STIMA IMMI and STIA Menara Siswa have not yet reached the Higher Education Standards, then STIMA IMMI and STIA Menara Siswa are required to take corrective actions for the implementation of standards so that tertiary institutions restore their standard implementation to the standards that have been set and determined.

c. control results . The results of management control of the internal quality assurance system (SPMI) of Higher Education in improving the quality of

graduates at STIMA IMMI and STIA Menara Siswa are improving graduate quality standards which are considered to be still not standardized by Dikti standards, and standards that have been standardized by Dikti are being developed again .

4.5 Development of higher education internal quality assurance system (SPMI) management in improving the quality of graduates at STIMA IMMI and STIA Menara Siswa.

a. Development planning . Planning for the development of management of the internal quality assurance system (SPMI) for Higher Education in improving the quality of graduates at STIMA IMMI and STIA Menara Siswa, namely a meeting of the control results development program plan attended by people who are considered capable of developing an internal quality assurance system management (SPMI) Universities in improving the quality of graduates at STIMA IMMI and STIA Menara Siswa.

b. Development organization . Organizing the development of higher education internal quality assurance system management (SPMI) in improving the quality of graduates at STIMA IMMI and STIA Menara Siswa, namely several people were asked to handle the development of management of the internal quality assurance system (SPMI) for tertiary institutions in improving the quality of graduates at STIMA IMMI and STIA Menara Students and I give the main tasks and functions.

c. Implementation of development . Implementation of the management development of the internal quality assurance system (SPMI) of Higher Education in improving the quality of graduates at STIMA IMMI and STIA Menara Siswa, namely We use PDCA which stands for *Plan, Do, Check , and Action* which is a management method for solving problems. *plans, Do, Check, and Action.*

d. Development evaluation . Evaluation of the management development of the internal quality assurance system (SPMI) for Higher Education in improving the quality of graduates at STIMA IMMI and STIA Menara Siswa, namely development evaluation is carried out by self-evaluation to obtain graduate quality standards that are developed to exceed Dikti standards .

4.6 Management problems of the internal quality assurance system (SPMI) of Higher Education in improving the quality of graduates at STIMA IMMI and STIA Menara Siswa.

a. Planning problem . The problem with planning the management of the internal quality assurance system (SPMI) for Higher Education in improving the quality of graduates at STIMA IMMI and STIA Menara Siswa, namely the problem in planning is meeting time and coordination which have not been carried out properly.

b. Implementation Problems . The problem of implementing the management of the internal quality assurance system (SPMI) of Higher Education

in improving the quality of graduates at STIMA IMMI and STIA Menara Siswa is a culture of strong resistance to any changes, including changes towards quality improvement, from structural officials, lecturers, teachers and educational staff and weaknesses in outreach to all stakeholders, including mistakes in organizational management strategies.

c. Evaluation problem . The problem of evaluating the management of the higher education internal quality assurance system (SPMI) in improving the quality of graduates at STIMA IMMI and STIA Menara Siswa is the limited number and competence of human resources at STIMA IMMI and STIA Menara Siswa who understand SPMI completely and correctly so that the evaluation process still needs guidance and training.

d. Control issues . The problem of controlling the management of the internal quality assurance system (SPMI) of Higher Education in improving the quality of graduates at STIMA IMMI and STIA Menara Siswa is the attitude and opinion that it is the responsibility to guarantee, improve and cultivate the internal quality assurance system (SPMI) of Higher Education in improving the quality of graduates in STIMA IMMI and STIA Menara Siswa are only in the leadership or structural officials, and not in every individual who is involved in administering higher education. This means that the responsibility is very weak on control issues.

e. Upgrade problem . The problem of improving the management of the higher education internal quality assurance system (SPMI) in improving the quality of graduates at STIMA IMMI and STIA Menara Siswa is that funding is the main problem in developing graduate quality standards because it requires very high costs .

4.7 Solutions to higher education internal quality assurance system (SPMI) management problems in improving the quality of graduates at STIMA IMMI and STIA Menara Siswa

a. Planning problem solution . The solution to the problem of planning the management of the internal quality assurance system (SPMI) for Higher Education in improving the quality of graduates at STIMA IMMI and STIA Menara Siswa is that the obstacle in planning is meeting time, where we must be willing to listen to other people's opinions and respect others in expressing their opinions. Coordination between units is also a problem in determining the time for planning meetings, so the solution is that there must be even better coordination and we all have to respect the opinions of others.

b. Implementation problem solution . The solution to the problem of implementing higher education internal quality assurance system management (SPMI) in improving the quality of graduates at STIMA IMMI and STIA Menara Siswa is a culture of strong resistance to any changes, including changes towards quality improvement, from structural officials, lecturers, teachers as well as educational staff and weaknesses in outreach to all stakeholders, including mistakes in organizational management strategies and the solution is comprehensive

socialization and education for everyone involved in implementing graduate quality standards.

c. Evaluation problem solution . The solution to the problem of evaluating the management of the higher education internal quality assurance system (SPMI) management in improving the quality of graduates at STIMA IMMI and STIA Menara Siswa is the limited number and competence of human resources at STIMA IMMI who understand SPMI completely and correctly so that in the evaluation process they still need guidance and training and the solution is to train the SPMI team to have good competence in their field.

d. Solution to control problems . The solution to the management control problem of the internal quality assurance system (SPMI) of Higher Education in improving the quality of graduates at STIMA IMMI and STIA Menara Siswa is the attitude and opinion that it is the responsibility to guarantee, improve and cultivate the internal quality assurance system (SPMI) of Higher Education in improving the quality of graduates in STIMA IMMI only lies with the leadership or structural officials, and not in every individual who is involved in administering higher education. This means that the responsibility is very weak on control issues and the solution is coaching on the importance of togetherness and responsibility.

e. Upgrade problem solution . The solution to the problem of improving the management of the internal quality assurance system (SPMI) of Higher Education in improving the quality of graduates at STIMA IMMI and STIA Menara Siswa is that funding is still the main problem in developing graduate quality standards because it requires very expensive costs and the solution is that the Foundation must support financing to improve graduate quality standards.

5. Conclusion

Management planning for higher education internal quality assurance system (SPMI) in improving the quality of graduates at STIMA IMMI and STIA Menara Siswa consisting of Vision and mission indicators, Objectives, Program, Timeline, Monev plan, and Follow-up has been well planned and systematic. The implementation of management of the higher education internal quality assurance system (SPMI) in improving the quality of graduates at STIMA IMMI and STIA Menara Siswa which consists of indicators of preparation, direction, program implementation, problems encountered, problem solutions, and implementation results have been properly regulated and in accordance with approved regulations and policies. Evaluation of the management of the higher education internal quality assurance system (SPMI) in improving the quality of graduates at STIMA IMMI and STIA Menara Siswa which consists of evaluation objective indicators, evaluation tools, evaluation results, and evaluation follow-up plans have been carried out according to the applicable criteria. Management control of the higher education internal quality assurance system (SPMI) in improving the quality of graduates at STIMA IMMI and STIA Menara Siswa which consists of indicators of control objectives, types of control, and control results have been carried out in accordance

with approved operational standards. Improving the management of the higher education internal quality assurance system (SPMI) in improving the quality of graduates at STIMA IMMI and STIA Menara Siswa which consists of indicators of development planning, development organization, development implementation, and development evaluation have been improved according to suggestions and recommendations on the results of control measures. Problems with the management of the higher education internal quality assurance system (SPMI) in improving the quality of graduates at STIMA IMMI and STIA Menara Siswa which consist of indicators of planning, implementation, evaluation, control, and improvement problems still exist but can be solved with the right solutions. Solutions to higher education internal quality assurance system (SPMI) management problems in improving the quality of graduates at STIMA IMMI and STIA Menara Siswa which consist of indicators of planning, implementation, evaluation, control, and improvement problems can be given a good solution. The quality of Student Graduates at STIMA IMMI and STIA Menara Siswa, including indicators of Academic Achievement and Non-Academic Achievement have been well achieved .

Bibliography

- Abdullah Sani, Ridwan. (2018) . *School Quality Assurance* . Jakarta: PT. Script Earth.
- Adriani, Gita. (2014) . *Improving Quality Culture For Achieving Accreditation At Widoro Elementary School, Yogyakarta* . Unpublished thesis. Yogyakarta: FIP UNY.
- Arifudin, O. (2019). Management of the Internal Quality Assurance System (SPMI) as an Effort to Improve Higher Education Quality. *MEA Scientific Journal (Management, Economics, & Accounting)*, 3(1), 161-169.
- Arikunto , Suharsimi. (2012) . *Research Procedures A Practice Approach* . Jakarta: Rineka Cipta.
- Bancin, A. (2017). Higher Education Quality Assurance System. *Journal of Indonesian Education Management* , 9 (1), 1-12.
- Daryanto and tutik Rachmawati (2015) *Learning Supervision* , Yogyakarta, Gava Media.
- Edy, Sutrisno. (2013) . *Human Resource Management* . Jakarta: Kencana.
- Fadhli, M. (2020). Internal and External Quality Assurance Systems in Higher Education Institutions. *Al-Tanzim: Journal of Islamic Education Management* , 4 (2), 171-183.
- Fadli, Muhammad. (2016) . *Education Quality Improvement Management* . Itqan, Vol. VII, No. 1.
- Fitrah, M. (2018). The urgency of an internal quality assurance system for improving the quality of tertiary institutions. *Journal of Quality Assurance* , 4 (01), 76-86.
- Frances, Z. Heflin. (2011) . *HR Management: Tips to Win Global Competition* . Yogyakarta: Gradation of Media.

- Ghillyer, AW (2016) . *Business Ethics Now, Fourth edition* , McGraw-Hill.
- Gustini, N., & Mauly, Y. (2019). Implementation of an internal quality assurance system in improving the quality of basic education. *Isema Journal: Islamic Educational Management* , 4 (2), 229-244.
- Hart, Christopher WL, and Christopher E. Bogan . (1992) . *The Beldrige* . New York: McGraw-Hill.
- Hasibuan, Malayu SP (2016) . *Human Resource Management. Edition. Revision* . Jakarta: PT Bumi Aksara Publisher.
- Hendrawan, A., & Yulianeu, A. (2017). Internal Quality Assurance System (SPMI) (at Midwifery Academic Respati Sumedang). *Journal of Informatics Management (JUMIKA)* , 4 (1).
- Husain, Usman. (2010) . *Management: theory, practice and educational research Edition 3, Printing 1* .Jakarta: Bumi Aksara.
- Jalaluddin and Idi, Abdullah. (2012) . *Philosophy of Education: Man, Philosophy, and Education* . Jakarta : PT. RajaGrafindo Persada.
- Kujala, J.P. Ullrank. (2013) . *Total Quality Management as a Cultural Phenomenon* . Quality Management Journal, 11(4), 43-55.
- Lestari, Indrana. (2012) . *The Influence of the Internal Quality Assurance System and the ISO 900:2008 Quality Management System on the Performance of the Atma Jaya Catholic University of Indonesia, Jakarta* . Thesis: University of Indonesia.
- Merchant, KA & Van der Stede, WA (2012) . *Management Control System, Third Edition Published*. England : Pearson Education.
- Middlehurst, Robin. (2012) . " *Leadership and Management in Higher Education: A Research Perspective* " Kingston University and Leadership Foundation for Higher Education, UK.
- Nasrul Amin et al., (2018) . *Building a Culture of Superior Quality in the Organization of Islamic Education Institutions* . Al-tanzim Journal of Islamic Education Management. Volume 2 Number 1.
- Nazir, Moh. (2013) . *Research Methods* . Bogor: Ghalia Indonesia.
- Novita, D. (2018). Strategy for Study Program Development in Increasing Student Acquisition in Private Universities. *PERFORMANCE Management Journal (Ejournal)* , 4 (1), 30-45.
- Nur Zazin. (2011) . *Movement to Manage the Quality of Education* . Yogyakarta: Ar-Ruzz Media. Purwanto.
- Purnama, Nursya'bani. (2016) . *Quality Management* . Yogyakarta: EKONISIA.
- Putra, RA, Dewi, PR, Jalaludin, A., & Amrullah, AMK (2021). Curriculum Development Strategy Perspective Total Quality Management (Tqm) Approach in Higher Education. *Educative: Journal of Educational Sciences* , 3 (5), 2135-2145.
- Ratminto & Atik Septi Winarsih. (2013) . *Service Management* . Yogyakarta: Student Libraries.
- Razak, Ismail et al. (2016) . *The Impact of Product Quality and Price on Customer Satisfaction with the Mediator of Customer Value* . Journal of Marketing and Consumer Research, Vol. 30.

- Reknati, P. (2019). Implementation of the Internal Quality Assurance System in Improving Quality in the College of Shipping Sciences. *Meteor STIP Marunda* , 12 (1), 73-81.
- Ridwan Sani . (2015) *Scientific Learning for Curriculum Implementation*. 2013 . Jakarta: Earth Script
- Rifa' i Muhammad . (2011) . Educational Sociology. Yogyakarta: Ar-ruzz media.
- Robbins, S. (2012) . *organizational behavior* . Jakarta: Salemba Empat Publishers.
- Robbins, Stephen P and Mary Coulter. (2009) . *Management*. Pearsons . United StateAmerica. Eighth Edition Volume 2.
- Said, Ahmad. (2015) . *Principal Leadership in Preserving School Quality Culture* . Evaluation. Vol.2, No. 1.
- Samson, Danny, and Daft , Richard L. (2012) *Management* . Cengage Learning.
- Writer, Ketut Bali. (2016) . *Teacher Professionalism in Efforts to Improve the Quality of Learning*. *Journal of Quality Assurance*, 2(2), 65-73.
- Satryo Soemantri Brodjonegoro (2011) . *Several Thoughts in the Context of Improving the Quality and Competitiveness of Higher Education*". *Module in the Teaching Improvement Whorkshop Engineering Education Development Project* .
- Sauri, RS (2019). Education Quality Improvement Strategy Through the Implementation of the Internal Quality Assurance System (SPMI) at the Islamic University of Nisantara Bandung. *Media Nusantara* , 16 (1), 27-40.
- Schermerhorn Jr., John R., et, all. (2011) *Introduction to Management*. 11th edition . John Wiley & Sons. (Asia) Pte Ltd.
- SILA, IM (2017). The Role of SPMI-Based Higher Education Quality Management in Improving Services to Realize Quality Education. *Widya Accarya* , 8 (2).
- Soenarto, et al. (2011) . *School Quality Assurance Evaluation Model* . Research Report on Research Grants from the Postgraduate Team-HPTP (Postgraduate Grant) – Year I: Postgraduate Program at Yogyakarta State University (Online).
- Sonia, NR (2021). Total Quality Management in Higher Education Institutions. *Southeast Asian Journal of Islamic Education Management* , 2 (1), 125-139.
- Suban, A. (2021). Higher Education Quality Assurance And Supervision System. *al-fikrah: Journal of Education Management* , 8 (2), 79-94.
- Sugiono. (2013) . *Quantitative, Qualitative, and Research Methods. Combination (Mixed Methods)* . Fourth Edition. Bandung: Alfabeta.
- Sukmadinata, Nana Syaodih. (2013) . *Educational Research Methods* . Bandung : PT. Rosdakarya youth.
- Sulaiman, A., & Wibowo, UB (2016). Implementation of an internal quality assurance system As an effort to improve the quality of education at Gadjah Mada University. *Journal of Education Management Accountability* , 4 (1), 17-32.
- Suprpto, Tommy. (2011) . *Introduction to Communication Studies and the Role of Management in Communication* . Jakarta : PT. Exciting Book.

- Suti, M., Syahdi, MZ, & Didiharyono, D. (2020). Higher Education Governance in the Era of Information Technology and Digitalization. *JEMMA (Journal of Economic, Management and Accounting)* , 3 (2), 203-214.
- Sutrisno, Edy. (2013) . *Human Resource Management, Fifth Printing* . Yogyakarta: Prenada Media.
- Triyana, I Gusti Ngurah. (2017) . *Education Quality Assurance Through Information Technology at the Hindu Dharma Negeri Denpasar Institute* . Denpasar Hindu Dharma Institute. *Journal of Quality Assurance*.
- Wafiyah and Awaludin Pimay. (2013) . *History of Da'wah* . Semarang: Rasiil.
- Watson, MA, Gryna, FM (2013) . *Quality Culture in Small Business: Four Case Studies*. *Quality Progress*, 34 (1).
- Wicaksono, Galih Wasis and Andi Al-Rizki. (2016) . *Improving the Quality of Academic Quality Evaluation at the University of Muhammadiyah Malang through the Quality Information System (SIMUTU)* . Malang Muhammadiyah University. *Kinetic*, Vol. 1, No. 1, May 2016, Pg. 1-8.
- Zahrok, ALN (2020). Implementation of an internal quality assurance system in Vocational High Schools (SMK). *Journal of Educational Management Accountability* , 8 (2), 196-204