

Implementation Strategy of Internal Quality Assurance System (SPMI) at Tanjungpura University Pontianak

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Abstract

The Internal Quality Assurance System (SPMI) is a vital aspect of higher education management, serving as the foundation for educational institutions to ensure service quality and educational excellence. This research aims to identify the challenges in implementing the SPMI policy at Tanjungpura University. It analyzes communication strategies, resources, disposition, and organizational structure that can enhance the success of SPMI implementation in building a quality culture in the university. The study uses a descriptive approach with qualitative analysis, focusing on George C. Edward III's Implementation Model. This model emphasizes that policy implementation success is influenced by various factors, including communication, resources, disposition, and bureaucratic structure. The main findings indicate a limited understanding of the SPMI policy among faculty, department, and program officials. Additionally, there is a lack of inclusive active participation from faculty members and educational staff. The study recommends an increase in the number of Internal Quality Audit (AMI) auditors. The research also highlights progressive efforts and sustained commitment to improving university quality through the legitimacy of the Institute for Learning Development and Quality Assurance (LPPPM) and the Institute for Research and Community Service (LPPM) at Tanjungpura University. Recommendations ensure the involvement of all faculty members and educational staff in SPMI policy socialization, increase the number of AMI auditors, and implement more effective follow-ups on AMI results.

Keywords: Strategy, Implementation, Sistem Penjaminan Mutu Internal (SPMI), Tanjungpura University.

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1. Introduction

After the Ministry of Education and Culture of the Republic of Indonesia (Kemendikbud RI) on January 28, 2020, officially issued new regulations regarding the implementation and management of Higher Education, the management of Education at the Higher Education level must adjust to several relevant changes. The regulations issued by the Ministry of Education and Culture include Permendikbud No. 3 of 2020 concerning National Higher Education Standards (SN Dikti) and Permendikbud No. 5 of 2020 concerning Accreditation of Study Programs and Higher Education. This is due to the transfer of policies regarding the implementation of Higher Education which was originally in the Ministry of Research, Technology and Higher Education to the Ministry of Education and Culture. So with the issuance of Permendikbud No. 3 of 2020 revokes Permenristekdikti No. 44 of 2014 concerning SN Dikti and Permendikbud No. 5 of 2020 revokes Permenristekdikti No. 32 of 2016 concerning Accreditation of Study Programs and Higher Education.

With the issuance of Permendikbud number 5 of 2020, which includes provisions regarding the automatic extension of accreditation, the SPMI function becomes crucial in the monitoring stage by BAN-PT. It's important to note that the term "automatic" doesn't mean that universities can sit back and wait for their certificates to be issued without any further action. Instead, universities and study programs must remain prepared at all times to meet the requirements, present data, conduct analyses, and regularly compile self-evaluation reports through SPMI activities (KJM UGM, 2020).

Tanjungpura University is the only State University in West Kalimantan which was founded on May 20, 1959 by the National Power College Foundation. As of 2021, Tanjungpura University comprises 9 Faculties with a total of 98 Study Programs, including 5 Associate's Degree Programs (D3), 62 Bachelor's Programs (S1), 24 Master's Programs (S2), 3 Doctoral Programs (S3), and 4 Professional Programs. Tanjungpura University has been accredited 'A' and all Study Programs have received accreditation with various ranks. The following data provides information on the accreditation ranking of study programs at Tanjungpura University until May 2022.

Table 1. List of Accreditation Rankings of Study Programs at Tanjungpura University

No	Accreditation Score	Total Study Programs
1.	A/Excellent	14
2.	B/Very Good	74
3.	C/Good	11

Source: LPPPM Tanjungpura University, 2022

2. Literature Review

2.1. Public Policy

The policy is considered a direction or pattern of activities and not just a decision to do something (Mustari, 2015, p. 5). According to Richard Rose, (as cited in Winarno, 2007), understanding public policy involves engaging in a series of activities more or less related to various consequences formed, rather than being a separate decision. According to Hayat (2018, p. 14), public policy can be analyzed by examining the various alternatives considered during the policy-making process. The chosen policy option is considered the best among different alternatives, aiming to evaluate the quality and effectiveness of the policy to be adopted. The selection of alternatives encompasses factors such as the feasibility of policy implementation, and the success indicators of the policy can be measured through various considerations and choices.

2.2. Implementation of Public Policy

Implementation is an interactive process between objectives and actions that achieve a policy goal. Van Meter and Van Horn (in Winarno, 2008) define the implementation of public policy as actions stemming from previous decisions. These actions involve efforts to translate decisions into operational activities within a specific timeframe and to continue endeavors aimed at achieving both major and minor changes set by policy decisions conducted by public organizations directed towards predetermined goals.

Policy implementation is a multifaceted process influenced by various factors that determine its success. Based on George C. Edward III's theory, the success of implementation is influenced by four key variables: communication, resources, disposition, and bureaucratic structure (Nugroho, 2020).

2.3. Strategy for Implementing Quality Assurance

In the context of policy implementation, a strategy involves a planned and coordinated approach to executing all activities within a specified timeframe. It is crucial to ensure an effective strategy, which includes team coordination, identifying supporting and hindering factors, and adhering to rational and efficient principles and ideas of policy implementation (Fandy, 2000). To understand the strategy of policy implementation, specific models may be used to provide a comprehensive overview of the object, situation, or process of public policy implementation.

The Internal Quality Assurance System (SPMI), seen as one of the solutions to address various challenges in higher education in Indonesia, is generally defined by the Ministry of National Education (2010) as follows:

1. The process of establishing and consistently fulfilling quality standards in education to ensure customer satisfaction.
2. The process to ensure that the quality of graduates aligns with the specified/promised competencies, thereby maintaining and continuously improving quality.

In other words, a higher education institution is considered of high quality if it can establish and realize its campus vision through the implementation of its mission (deductive aspect) and satisfy the needs of stakeholders (inductive aspect), including the needs of students, the community, the workforce, and professionals (Tjiptono & Diana, 2003). Consequently, higher education institutions must be able to plan, execute, and control a process that ensures the achievement of quality.

To achieve all of this, normative requirements that must be fulfilled by each higher education institution are necessary. These requirements are embodied in several principles, namely: 1) Commitment 2) Internally driven, 3) Inherent responsibility/supervision, 4) Adherence to plans, 5) Evaluation, 6) Continuous quality improvement.

2.4. Regulatory Framework for SPMI Implementation in Higher Education

The framework for implementing the Internal Quality Assurance System (SPMI) in Higher Education is underpinned by various regulations and policies, as delineated below:

1. Law Number 20 of 2003 regarding the National Education System (SISDIKNAS): This legislation stands as the primary foundation governing the educational landscape in Indonesia, inclusive of regulations pertinent to the quality assurance of higher education.
2. Higher Education Long-Term Strategy (HELTS) 2003–2010: Serving as a protracted roadmap for higher education, HELTS offers directional guidance and a visionary outlook for the developmental trajectory of the higher education system over a specified timeframe (Direktorat Jendral Pendidikan

- Tinggi, 2003).
3. Guidelines for Quality Assurance in Higher Education, DIKTI 2003: Issued by the Directorate General of Higher Education in 2003, these official guidelines set forth standards and procedures for ensuring the quality of higher education.
 4. Quality Assurance Task Force (Pokja Penjaminan Mutu), DIKTI 2003: Constituting a collaborative working group, this task force was established to critically examine and formulate policies and guidelines in the ongoing endeavor to ensure the quality of higher education.
 5. Government Regulation Number 19 of 2005 concerning National Education Standards: This regulation delineates national standards for education, encompassing quality benchmarks for higher education in Indonesia.
 6. Government Regulation Number 17 of 2010 regarding the Management and Implementation of Education: This regulation establishes a comprehensive framework for the management and implementation of education, inclusive of provisions for quality assurance in higher education.
 7. Government Regulation Number 66 of 2010 amending Government Regulation Number 17 of 2010 regarding the Management and Implementation of Education: This regulation stipulates specific amendments related to the management and implementation of education, thereby influencing the context of quality assurance in higher education.

With these legal foundations and guidelines, the implementation of SPMI in higher education is anticipated to progress in alignment with national standards and the long-term developmental strategy for higher education in Indonesia.

2.5. Objectives of SPMI

The goal of quality assurance is to sustain and enhance the quality of higher education continuously. This is conducted internally to realize the vision and mission of the university and to meet the needs of stakeholders through the implementation of the three pillars of higher education (Willar et al., 2015). The respective higher education institution can conduct this internally, and it can be monitored and audited through accreditation activities by external institutions like the National Accreditation Agency for Higher Education (BAN-PT). This ensures objectivity in assessing the sustainability of maintaining and improving academic quality in a university.

2.6. SPMI Support System

In implementing SPMI and ensuring Continuous Quality Improvement (CQI), higher education institutions require a reliable tool or system for its execution. This is to facilitate the form submission process, measure performance at both unit and individual levels using Key Performance Indicators (KPIs), and streamline the Internal Academic Quality Audit (AMAI) process (Mulyono et al., 2020). Such a tool or system is essential to make reporting, performance measurement, and the internal academic quality audit process more efficient and comprehensive in the quality assurance system.

2.7. Structure of SPM DIKTI

Based on Law No. 12 of 2012 regarding Higher Education and Regulation of the Minister of Research, Technology, and Higher Education of the Republic of Indonesia No. 62 of 2016 concerning Quality Assurance System for Higher Education (SPM Dikti), it is organized in a structure consisting of:

1. Internal Quality Assurance System (SPMI) is a systemic activity for quality assurance in higher education conducted autonomously or independently by each higher education institution to control and enhance the quality of higher education provision systematically and sustainably (RISTEKDIKTI, 2016). SPMI is planned, implemented, evaluated, controlled, and developed by each higher education institution.
2. External Quality Assurance System (SPME), is an assessment activity through accreditation conducted by Independent Accreditation Agencies LAM and the National Accreditation Agency for Higher Education (BAN-PT) to determine the eligibility of study programs and higher education institutions. This process is planned, evaluated, implemented, controlled, and developed by BAN-PT and/or LAM through accreditation in accordance with their respective authorities.
3. Education Database (PDDikti) is a collection of data and information on the implementation of higher education across all institutions in Indonesia, integrated nationally. Data, information on implementation, as well as the results of SPMI and SPME are reported and stored by higher education institutions in PDDikti.

3. Research Method

This research uses a descriptive qualitative approach to describe and analyze the implementation strategies of the Internal Quality Assurance System (SPMI) in the environment of Tanjungpura University. According to

Sugiyono (2012, p. 29), the descriptive method is utilized to portray or analyze research findings without drawing broader conclusions. The qualitative descriptive approach, as described by Bungin (2001, p. 10), aims to illustrate variables related to the issue without focusing on the relationships between variables.

The research was conducted at Tanjungpura University for four months, from July to October 2022. Primary data were obtained from faculty members and educational staff within the university, while secondary data were sourced from UNTAN's quality documents. The data collection process utilized samples from subjects relevant to this research.

The data analysis was conducted by considering a single variable, namely the implementation strategy of the Internal Quality Assurance System (SPMI) at UNTAN. This variable was chosen to facilitate the research and provide detailed insights into the research object by focusing on a specific aspect. With this approach, the study aims to offer a comprehensive overview of the implementation of SPMI at UNTAN, providing holistic insights that can be used for the development of policies and practices related to quality in the university environment.

4. Result and Discussion

Policy implementation is a process that involves activities aimed at achieving predetermined goals. The concept of quality assurance is based on three perspectives: 1) fundamentally, quality assurance is a form of delegating responsibilities and decentralizing decision-making at the educational institution level (Kis, 2005); 2) quality assurance in higher education units involves consistently and sustainably meeting the standards of higher education quality management (Amaripuja, 2007); and 3) generally, the goal of educational quality assurance is to plan, achieve, maintain, and continuously improve the quality of education at the respective educational unit level (Rusman, 2007, p. 506).

Higher education institutions have the autonomy and independence to manage their affairs, as stated in Article 50, paragraph (6) of the National Education System Law Number 20 of (2003) concerning the National Education System. Each institution has its unique characteristics, such as the aspirations of their founders, types of educational programs, governance, and resource capabilities. Hence, the government refrains from enforcing a one-size-fits-all policy for the implementation of Quality Assurance Systems (SPMI) across all higher education institutions. Instead, the government encourages the implementation of all essential aspects of SPMI as mandated by legislation.

The quality of educational products will be influenced by the extent to which the institution can manage all its potential optimally. This involves aspects such as education personnel, students, learning processes, education facilities, finance, and community relations (Faisal Mubarak, 2015). The Quality Assurance System (SPMI) is a tool that ensures the achievement of education quality standards. It is responsible for establishing a scope with quality indicators to facilitate the evaluation process during audits (Suban, 2020). However, it is important to note that these indicators are merely guidelines for measuring the efficiency of the learning quality.

This research explores the application of internal quality assurance policies in higher education, using a case study conducted at the Institute for Learning Development and Quality Assurance (LPPPM) and the Institute for Research and Community Service (LPPM) of Tanjungpura University. Based on George C. Edward III's theory, the success of implementation is influenced by four key variables: communication, resources, disposition, and bureaucratic structure. The study focuses on implementation strategies and highlights the existing challenges in the field. The research findings suggest that the implementation is not fully aligned with the goals and objectives set by the government.

Implementation Strategy of Internal Assurance System (SPMI) in Building Quality Culture at Tanjungpura University

1. Communication Strategy

Effective communication in policy implementation is essential to minimize distortions in understanding policy objectives and content (Ali et al., 2015). Every policy decision and implementation regulation must be communicated to personnel appropriately, accurately, and consistently. The importance of communication is also evident in efforts to maintain consistency in policy implementation. Good communication helps decision-makers and implementers to remain consistent in carrying out each policy.

The success of policy implementation requires policymakers to understand what needs to be carried out, and where the objectives and targets of the policy must be conveyed to the target groups that significantly influence the achievement of implementation goals (Subarsono, 2010). Three indicators can be used to measure the success of these communication variables:

a. Transmission

Transmission is closely related to channeling communication through various hierarchical levels or forms of organizational bureaucracy. Higher education quality assurance institutions must ensure that internal quality audit activities aim to guarantee educational quality by considering the Tri Dharma activities of higher education (Fitriani & Kemenuh, 2021).

The transmission of the Internal Quality Assurance System (SPMI) policy at Tanjungpura University commences from the university-level quality assurance unit, namely the Institute for Learning Development and Quality Assurance (LPPPM) of Tanjungpura University, serving as the primary actor in policy implementation. According to the interview results with the Head of the Quality Assurance Center at LPPPM Tanjungpura University, since 2018, Tanjungpura University (UNTAN) has actively conducted socialization activities related to the standard documents of the Internal Quality Assurance System (SPMI) across its nine faculties. Each faculty is invited to attend meetings involving key stakeholders, such as the Dean's Office, Department Heads, Program Heads, Faculty Quality Assurance, several Administrative Staff, and lecturers.

In the delivery, five Internal Quality Assurance System (SPMI) standards of Tanjungpura University are discussed, involving crucial aspects such as Education, Research, Community Service (PKM), Student Affairs, and Administration. Furthermore, since 2018, continuous guidance has been provided in the preparation process of the IAPS 4.0 accreditation form for UNTAN's Quality Assurance Center, ensuring that every study program completing the form comprehensively understands and implements the SPMI standards.



Figure 1. Tanjungpura University Higher Education Assessment Standards

Source: LPPPM Tanjungpura University, 2022

Based on the results of interviews with the Head of the Quality Assurance Center of LPPPM Tanjungpura University, it was revealed that information related to the Internal Quality Assurance System (SPMI) policy was conveyed to all faculties through direct meetings with faculty ranks. However, this delivery method focuses more on meetings with managerial parties in the faculty, while delivery to lecturers and education personnel is only partially done through invitations to socialization activities.

This approach's impact is that the SPMI policy's understanding by education staff and lecturers is still somewhat lacking. Some of them only have limited knowledge of quality assurance related to accreditation, while lacking a comprehensive understanding of the SPMI cycle and implementation. It is important to emphasize that this lack of understanding can affect active engagement and in-depth understanding of SPMI policies. To improve understanding, the socialization of SPMI policies is recommended to involve more lecturers and education personnel. In further discussion, evaluating the effectiveness of socialization activities can be a key point to determine improvements that may be needed, including more inclusive and effective information delivery approaches.

No	Faculty	Documentation
1.	Faculty of Law	

No	Faculty	Documentation	
2.	Faculty of Economics and Business		
3.	Faculty of Agriculture		
4.	Faculty of Engineering		
5.	Faculty of Social and Political Sciences		
6.	Faculty of Teacher Training and Education		
7.	Faculty of Mathematics and Natural Science		

No	Faculty	Documentation	
8.	Faculty of Forestry		
9.	Faculty of Medicine		

Figure 2. Documenting the Socialization of Higher Education Standards at Tanjungpura University in Each Faculty

Source: LPPPM Tanjungpura University, 2022

b. Clarity

The intensive and sustained socialization efforts are expected to specifically identify issues within each faculty and study program at Tanjungpura University. This step is deemed crucial in the endeavor to cultivate a culture of quality within the university environment. Nevertheless, clarity regarding the Internal Quality Assurance System (SPMI) policies remains a challenge, particularly among faculty members and educational staff. The statement from the Chair of the Research and Community Service Institute (LPPM) at Tanjungpura University emphasizes that policy implementers, such as department heads, program chairs, and administrators, have a good understanding of SPMI policies. However, at the level of faculty members and educational staff, many still do not fully comprehend the information related to these policies.

Based on the explanation provided, clarity in information about SPMI policies needs further attention. Despite the good understanding among policy implementers, the communication of information to faculty members and educational staff needs to be presented more clearly and systematically. Efforts for deeper understanding and the provision of easily accessible information resources are expected to enhance awareness and understanding among all elements at Tanjungpura University regarding SPMI policies.

c. Consistency

Tanjungpura University, in implementing the Internal Quality Assurance System (SPMI) policy, has established 5 higher education standards. This was revealed by the Head of the Quality Assurance Center at the Research and Community Service Institute (LPPM) of UNTAN. Interestingly, UNTAN has exceeded the standards set by the Directorate General of Higher Education (Dikti), which has so far established 3 standards. UNTAN's Quality Assurance Center's efforts to socialize and inform about these five higher education standards have been carried out through direct visits to each faculty within the university.

The socialization of these standards aims to ensure that the policy implementation can be carried out in harmony between the university and its faculties. Thus, the emphasis on improving the quality of higher education at UNTAN can achieve coherence and continuity throughout the academic structure. UNTAN's success in surpassing the established standards demonstrates the university's commitment to providing higher education standards, and this socialization becomes a key step in realizing that commitment.

2. Resource Enhancement Strategy

Resources are essential for the successful implementation of policies. Insufficient support may pose obstacles to policy implementation, as pointed out by George C. Edwards III. Edwards III (cited in Agustino, 2014), highlights that crucial indicators for evaluating the impact of resources on policy implementation include staff, information, authority, and facilities. Further elaboration is provided below:

a. Staff

Staff involved in internal quality assurance have played a crucial role in various quality assurance initiatives within universities (Nguyen et al., 2021). The staff members have received professional training in quality assurance and are tasked with essential responsibilities. These responsibilities encompass the coordination of workshops, conferences, and seminars focused on quality assurance, providing training to other staff members

regarding quality assurance procedures, and serving as the central figure in the preparation of self-evaluation reports (Nguyen & Ta, 2018).

The Head of the Quality Assurance Center for Research and Community Service (LPPM) at Tanjungpura University has shared that they have implemented Internal Quality Audit (AMI) at the university. They have trained 88 auditors in the Internal Quality Assurance System (SPMI) and AMI, distributing them across various faculties. However, given that UNTAN has 99 study programs, the number of auditors is considered to be insufficient. Ideally, each audit for a study program requires two auditors, a chairperson, and a member. Currently, each auditor is responsible for auditing 2-3 study programs, indicating a shortage of auditors to cover all study programs at Tanjungpura University.

b. Information

The implementation of the Internal Quality Assurance System (SPMI) policy requires two main forms of information: first, details on how to execute the policy, including guidelines for implementers to carry out actions as instructed. Second, information regarding implementers' compliance data with established government rules and regulations. This helps implementers ensure that all parties involved in policy implementation adhere to applicable laws.

In the context of Tanjungpura University, the information resources utilized in the implementation of the Internal Quality Assurance System (SPMI) policy encompass 16 academic and non-academic information systems. According to the Head of Quality Assurance at the Institute for Research and Community Service (LPPM) of UNTAN, these include applications such as Academic Information System (SIKAD), Graduation Application, Alumni Application (Simalum), UNTAN Website, Journal Website, Academic Monitoring Evaluation, TOEFL Validation Application, EDOM, ELOM, Library Application, UNTAN Tracer Study, UNTAN e-learning, online student attendance, and six general systems related to finance and human resources. These systems comprise a Personnel Management Information System (SIMPEG), UNTAN BDR (Online Attendance), lecturer workload UNTAN (BKD), SIMKEU Application (Financial Information System), Tuition Installment Application, and an Asset System named Simak BMN. From the statement above, it can be inferred that the information resources at Tanjungpura University have utilized a comprehensive set of information systems to support the implementation of the SPMI.

From the interview, it can be concluded that the information resources utilized by UNTAN are highly comprehensive and can effectively support the implementation of the Internal Quality Assurance System (SPMI). These extensive and diverse information systems provide crucial support for policymakers to manage, monitor, and evaluate the implementation of SPMI in various aspects of the university. Overall, this reflects UNTAN's commitment to maintaining and enhancing the quality of higher education through the data-driven and well-integrated implementation of SPMI.

c. Authority

Authority resources are essential for policy implementation. When authority is granted, it comes with responsibilities and execution rights that must be carried out with full responsibility. In general, authority should be normal to ensure that orders can be executed effectively. Authority represents legitimacy or authorization for implementers to carry out politically established policies. The lack of authority can render the power of implementers illegitimate in the eyes of the public, hindering the policy implementation process.

At the practical level, the Institute for Learning Development and Quality Assurance (LPPM) has the authority to execute the Internal Quality Assurance System (SPMI) cycle, encompassing Determination, Implementation, Evaluation, Control, and Improvement (PPEPP). This includes the formulation of Higher Education Standards utilized by all faculties in implementing SPMI policies. Quality assurance units, both at the university level (LPPM) and at the faculty level (PMF), act as key actors in the SPMI policy and bear significant responsibility to ensure the successful implementation of the SPMI policy.

d. Facilities

The resources available at Tanjungpura University, including buildings and supporting infrastructure, play a crucial role in the successful implementation of the Internal Quality Assurance System (SPMI) policy. According to the Head of the Quality Assurance Center for Research and Community Service (LPPM) at UNTAN, the university's facilities are comprehensive. Each faculty is equipped with classrooms, libraries, faculty rooms, postgraduate secretariats, master's degree secretariats, as well as institutions and technical implementation units (UPT). Furthermore, the presence of additional facilities such as shared laboratories, lecture buildings, and a student center indicates that UNTAN has ensured the availability of sufficient resources to support the success of the SPMI policy.

3. Strategies in the Disposition Aspect

According to George C. Edward III's theory, disposition refers to the nature and characteristics of implementers when carrying out a policy (Agustino, 2014, p. 150). Disposition relates to the implementers' willingness to carry out the public policy that has been formulated. Skill alone is not enough without having the willingness and commitment to implement the policy (Nugroho, 2011, p. 636).

In the implementation of the Internal Quality Assurance System (SPMI) policy at Tanjungpura University, the Coordinator of the Quality Assurance System at LPPPM explained the steps taken to ensure the smooth accreditation process. Every year, for programs whose accreditation is about to expire, a mapping is conducted, and those programs are invited to participate in an orientation regarding the completion of accreditation forms. The significance of the accreditation process is emphasized through warnings to the relevant programs, particularly concerning the Instrument for Monitoring and Evaluating Accreditation Rankings (IPEPA).

The supervisory steps undertaken by LPPPM, including mapping, socialization, and warnings to study programs, reflect active involvement in ensuring compliance with the SPMI policy. The preparation, starting six months before the accreditation expiration, demonstrates thorough planning, providing study programs with an opportunity to devise well-thought-out preparation strategies. LPPPM's responsive actions toward study programs that have not prepared for accreditation, such as forming a task force, affirm the commitment to maintaining educational quality through an effective and well-planned accreditation process.

4. Strategies in the Bureaucratic Structure Aspect

According to George C. Edward III's theory (Agustino, 2017, p. 140–141), bureaucratic structure is a key factor influencing the success of policy implementation. Bureaucracy, as policy implementers, must consistently provide effective support for politically decided policies through coordinated efforts. The alignment of bureaucratic structure with existing policies is crucial to ensuring efficient resource utilization and effective policy implementation (Nugroho, 2020, p. 747).

Two important characteristics that can improve the performance of bureaucratic organizations are Standard Operating Procedure (SOP) and activity fragmentation. SOP helps employees follow established standards for daily tasks, including the minimum requirements. Meanwhile, activity fragmentation involves dividing responsibilities among multiple work units, enabling greater efficiency in policy implementation and administration across different areas. Both characteristics are crucial in creating a responsive and effective structure for carrying out organizational activities.

Based on the results of interviews and observations, it is evident that every unit at Tanjungpura University, ranging from the program level to the university level, has its own quality assurance unit. These units function as quality controllers at their respective levels and coordinate in executing the Determination, Implementation, Evaluation, Control, and Improvement (PPEPP) cycle as part of the implementation of the SPMI policy.

In order to ensure continuous improvement in both higher education institutions and study programs, it is necessary to have an effective system in place. This system involves submitting forms, measuring individual and unit performance through key performance indicators (KPIs), and implementing the internal academic quality audit (AMAI) process. The Faculty Quality Assurance at Tanjungpura University plays a crucial role in guaranteeing academic quality in every aspect related to academic improvement, with the main objective of achieving academic performance targets in each study program.

5. Conclusion

Based on the research findings and discussions related to the Implementation Strategy of the Internal Quality Assurance (SPMI) Policy in Building a Quality Culture at Tanjungpura University, several conclusions can be drawn, including:

- a. The socialization of the SPMI policy conducted at the university level and organized by the Learning Development and Quality Assurance (LPPPM) and the Institute for Research and Community Service (LPPM) of Tanjungpura University, has successfully engaged all quality assurance personnel, including those from faculties and study programs.
- b. However, the number of Internal Quality Audit (AMI) auditors at both the university and faculty levels and the study program level is still not optimal.
- c. In implementing the SPMI policy at Tanjungpura University, the leadership's commitment to supporting and overseeing quality assurance is excellent. The supervision conducted to monitor the validity period of the accreditation for study programs is a form of commitment to maintaining and enhancing quality.

6. Recommendation

Based on the result and conclusion of the above research, the following suggestions are offered:

1. It is hoped that Tanjungpura University can intensify the internal dissemination of the Internal Quality Assurance System (SPMI) policy. This effort should not be limited to activities conducted solely by faculties and involving only faculty members, study programs, and administrators. It is crucial to expand the scope of the dissemination by engaging all lecturers and educational staff within the university. The involvement of all these elements is expected to enhance understanding and knowledge of the SPMI policy, ensuring its optimal implementation. This step will also strengthen collective awareness of the importance of internal quality as the main foundation for improving educational quality within the Tanjungpura University environment.

2. The continuous addition of auditors is hoped to ensure the effective implementation of internal quality audits. This is aimed at balancing the number of auditors available with the needs of the study programs to be audited. This balance is crucial to ensure that each study program receives adequate attention in the audit process, guaranteeing the overall internal quality of the university. This step can also enhance the efficiency and effectiveness of audits, providing a strong foundation for the improvement of educational quality across various study programs within the
3. Further action is required on the Internal Quality Audit (AMI) results as part of continuous efforts to enhance overall academic quality.

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