Jurnal Islamic Education Manajemen
10 (2) (2025), 225-239
10.15575/isema.v10i2.52335
http://journal.uinsgd.ac.id/index.php/isema

p-ISSN: 2541-383X
e-ISSN: 2541-7088

ISLAMIC HIGHER EDUCATION QUALITY PLANNING: IMPLEMENTATION OF DEMING'S PRINCIPLES THROUGH THE INTERNAL QUALITY ASSURANCE SYSTEM

Alifia Taufika Rahmah
Universitas Negeri Jakarta, Indonesia
alifiataufikarahmah19@gmail.com

R. Madhakomala
Universitas Negeri Jakarta, Indonesia
madhakomala@gmail.com

ABSTRACT
This study analyzes the implementation of the System of Internal Quality Assurance (SIQA) in planning the Internal Quality Assurance System of Higher Education (SPMI-PT) based on W. Edwards Deming's 14 Principles at UIN Syarif Hidayatullah Jakarta. Using a qualitative case study approach, data were collected through interviews, observations, and document analysis of curriculum, human resources, facilities, learning processes, and budgeting. Findings indicate that SIQA strengthens institutional quality culture and academic planning by integrating curriculum data, monitoring learning, and digitizing quality documentation. Deming's principles are evident in constancy of purpose through Graduate Learning Outcomes (GLOs) and continuous improvement via semester-based evaluation cycles. While transparent assessments help drive out fear, increased administrative workloads remain a challenge for lecturers. SIQA-supported data integration further enhances evidence-based decision-making in budgeting and performance evaluations. Ultimately, SIQA acts as a catalyst, transforming quality planning from a manual, reactive process into a proactive, digital system. This study contributes empirically to applying Deming's principles within digital-based quality assurance in higher education.

Key Words: Internal Quality Assurance, SIQA, Islamic Higher Education, Deming's Principles, Quality Planning

ABSTRAK
Penelitian ini menganalisis penerapan SIQA (System of Internal Quality Assurance) dalam perencanaan Sistem Penjaminan Mutu Internal Pendidikan Tinggi (SPMI-PT) berbasis 14 Prinsip W. Edwards Deming di UIN Syarif Hidayatullah Jakarta. Melalui pendekatan studi kasus kualitatif, data dikumpulkan melalui wawancara, observasi, dan analisis dokumen terkait kurikulum, SDM, sarana prasarana, proses pembelajaran, serta penganggaran. Hasil penelitian

menunjukkan bahwa SIQA memperkuat budaya mutu dan sistem perencanaan akademik dengan mengintegrasikan data kurikulum, monitoring pembelajaran, evaluasi dosen, dan dokumentasi mutu digital. Prinsip Deming tercermin dalam tujuan jangka panjang melalui perumusan Capaian Pembelajaran Lulusan (CPL) serta perbaikan berkelanjutan melalui siklus Monev semesteran. Meskipun transparansi penilaian membantu menghapus rasa takut, peningkatan beban administrasi masih menjadi kendala bagi dosen. Integrasi data melalui SIQA juga mendukung pengambilan keputusan berbasis bukti dalam alokasi anggaran dan evaluasi kinerja. Secara praktis, SIQA berperan sebagai katalis yang mengubah pola perencanaan mutu dari manual reaktif menjadi digital proaktif. Penelitian ini memberikan kontribusi empiris mengenai penerapan prinsip Deming dalam sistem mutu pendidikan tinggi berbasis digital.

***Kata Kunci**: Penjaminan Mutu Internal, SIQA, Pendidikan Tinggi Islam, Prinsip Deming, Perencanaan Mutu*

INTRODUCTION

Education is a process that enhances the quality of human life in various aspects. Generally, education involves human effort to develop innate potential both physical and spiritual in accordance with societal and cultural values, thereby ensuring its transmission to future generations and its development in daily life. Consequently, societal civilization progresses directly through the educational process, which serves as a human effort to preserve existence (Anwar, 2015). Academic institutions, as settings for the educational process, aim to foster positive changes in individual behavior through interaction with the surrounding environment (Rusdiana 2021).

Law Number 12 of 2012 concerning Higher Education mandates that higher education is an integral part of the national education system. It occupies a strategic position in educating the nation's future and advancing science and technology by upholding human values, as well as sustainably cultivating and empowering the Indonesian nation. Nevertheless, higher education institutions continually face complex challenges in the global era, including institutional competition, accreditation demands, and the imperative to produce graduates who meet industrial needs. Achieving high-quality education, therefore, requires a serious commitment to managing the integration of all existing components at both the macro and meso levels. For institutions to not only survive but also to grow and excel, a systematic, quality-based planning approach is essential.

In this context, the philosophy of W. Edwards Deming is highly relevant. Deming, a pioneer of quality management, emphasized that quality is not merely an outcome but must be embedded throughout the entire organizational process. Key Deming concepts include the 14 Principles for Management. In higher education, applying these principles can facilitate strategic planning, ranging from establishing a long-term vision and mission (constancy of purpose) to developing adaptive curricula, improving lecturer competency through training, establishing robust monitoring and evaluation systems, and fostering an organizational culture that encourages innovation and cross-unit collaboration. While there is a substantial body of literature discussing Total Quality Management (TQM) and

Deming's applications in business and manufacturing sectors, empirical studies focusing specifically on higher education planning based on all or most of Deming's principles remain relatively scarce. Most Indonesian universities operate an Internal Quality Assurance System (SPMI) in compliance with regulations, which incorporates mechanisms for standard setting, implementation, evaluation, control, and improvement. The core elements of quality systems typically involve a dedicated quality team and regular internal audits. Nevertheless, many institutions implement internal quality assurance manually and fragmentarily for example, by using disparate documents and decentralized data collection. This fragmentation makes real-time quality comparison across study programs and faculties challenging, as data are dispersed across various units (Muhajir, Faridhatun Nikmah, and Zaenul Fitri 2025). Consequently, while numerous campuses have adopted SPMI, the quality and effectiveness of its implementation vary significantly based on institutional commitment, resources, and culture. Deming's philosophy of continuous quality management, which is adopted through SIQA (System of Internal Quality Assurance), is highly congruent with the TQM model due to its systematic approach that encompasses not only external accreditation requirements but also the development of an internal quality culture.

Research (Sampe & Arifin, 2024) suggests that the majority of Deming's literature originates from industrial or developed nations; hence, a study adapting Deming's principles to the Indonesian higher education context is urgently required. Previous research has often concentrated on the evaluation or quality control stages. Conversely, the planning process, which Deming considers crucial for the success of the Plan-Do-Check-Act (PDCA) cycle, has not been thoroughly examined. Deming underscored that continuous quality improvement must commence with systematic, data-driven, and long-term planning (Deming, 1982). Alauddin and Yamada (2019) noted that establishing Deming's criteria for a TQM conceptual framework has been a protracted challenge for educational services due to numerous obstacles, ambiguous measurements, and undefined assessment process standards. Akilina, Zhyltsov, and Mykhatska (2019) asserted that every higher education institution requires its own internal monitoring model, comprising specific components such as objectives, tasks, requirements, objects, subjects, and monitoring criteria. Mathur, Antony, and McDermott (2022) highlight the limitations in exploring semi-structured interviews or focus group discussions with quality professionals to gain deeper insights. Furthermore, Psomas and Antony (2017) observed a lack of research examining the implementation of Deming's principles in digital-based quality planning. Several literature reviews indicate that existing implementations of planning models from a Deming perspective are primarily conceptual. Therefore, an in-depth analysis of how higher education institutions plan education based on Deming's principles is essential.

METHOD

This research employs a qualitative approach, specifically utilizing a case study design, which facilitates intensive, integrated, and in-depth investigation (Waluya, 2017). The primary objective of this case study was to develop profound knowledge regarding higher education planning at UIN Syarif Hidayatullah

Jakarta based on the principles of W. Edwards Deming. The research process involved several key procedures: (1) Pre-fieldwork, which included preparing the research design; (2) Direct fieldwork, involving the active engagement of researchers and participants; and (3) Analysis, consisting of the careful study and description of the collected data, encompassing data reduction, data presentation, and conclusion drawing.

Data collection techniques included observation, interviews (with the Head of the Quality Assurance Institute, the Secretary of the Quality Assurance Institute, the Head of the Quality Standards Development Center, Heads of Study Programs, and members of the Quality Assurance Group within each study program in the Faculty of Tarbiyah and Teacher Training), and documentation studies (such as analyzing the internal quality assurance system manual and the Independent Learning Campus guidelines). Furthermore, data validity was verified through triangulation of sources, techniques, and time (Rosyada & Murodi, 2020).

RESULTS AND DISCUSSION

W. Edwards Deming is known as a key figure in modern quality management, particularly through his 14 Points for Management, which focus on continuous improvement and a systemic approach to quality. These 14 management principles include: establishing constancy of purpose (long-term quality goals); adopting a new philosophy (commitment to quality from leaders); ceasing dependence on mass inspection; ending the practice of awarding business based on price tag alone (establishing long-term relationships with stakeholders); improving constantly and forever (continuous system improvement); institutionally training and developing human resources; instituting quality leadership; driving out fear (eliminating fear in communication); breaking down barriers between departments (eliminating barriers between units); eliminating slogans, exhortations, and numerical targets without system support; eliminating unrealistic numerical targets; removing barriers to pride of workmanship; instituting a vigorous program of education and self-improvement; and putting everybody in the company to work to accomplish the transformation (involving all parties in change). In the context of higher education quality planning, Deming's principles can be adapted to foster a culture of quality, enhance academic effectiveness, and strengthen university governance (Deming, 1994). Several key aspects derived from these 14 principles can be incorporated into internal quality assurance planning, as outlined in the following discussion.

Continuous Improvement of Internal Quality Assurance System

Internal Quality Assurance Planning at UIN Syarif Hidayatullah Jakarta is executed using a technological solution, specifically the SIQA (System of Internal Quality Assurance) Application. This initiative aims for institutional consolidation, aligning with and supporting the University's Vision to become a world-class institution by 2036. This approach embodies the Deming principle of 'creating constancy of purpose,' meaning that the university maintains a long-term vision and mission focused on quality, rather than merely administrative or accreditation targets. UIN Syarif Hidayatullah Jakarta implements the Internal Quality

Assurance System (SPMI) as mandated by PMA Number 17 of 2014 (Chapter V of the UIN Syarif Hidayatullah Jakarta Statute), which states that the SPMI aims to meet or exceed the National Education Standards and develop sustainable education quality. The Rector formally established the SPMI document via Rector's Decree Number 890 of 2019 concerning the Guidelines for the Internal Quality Assurance System. This action reflects the principle of 'adopting the new philosophy,' which applies a new paradigm of data-based quality management, innovation, and academic services. Deming argued that the planning process is key to the success of the Plan-Do-Check-Act (PDCA) cycle because continuous quality improvement must commence with systematic, data-based, and long-term-oriented planning (Deming, 1982). Internal quality assurance involves managing educational units by implementing school-based management principles, including independence, partnership, participation, openness, and accountability. The internal quality assurance system, often referred to as Total Quality Management (TQM), is a mindset and approach enabling institutions to manage change and develop effective plans for addressing external pressures (Yunus and Rusli 2023).

This internal assurance involves self-evaluations conducted by study programs and the institution itself, aimed at enhancing performance and providing internal quality assurance to stakeholders, including leaders, lecturers, researchers, staff, and students. This aligns with the principle of 'ceasing dependence on inspection,' meaning that quality evaluation is conducted not solely through formal accreditation but also through a continuous SPMI. Quality assurance systems vary across Indonesian universities; some have established internal organizations (institutions/agencies), while others have not developed any formal system (Saha Ghafur 2018). UIN Syarif Hidayatullah Jakarta established the Center for Quality Development and Assurance (CeQDA), also known as the Quality Assurance Institute (LPM), as its dedicated agency for quality improvement.

The university is committed to ensuring high-quality and continually improving education. The SIQA application is not a static policy but is constantly evolving, reflecting the effort to implement the principle of 'improve constantly and forever,' which mandates continuous academic quality improvements. The LPM constantly adapts to new government policies, even if they are introduced quickly after previous guidelines were developed. SIQA supports quality planning through several key functions: Quality Baseline: The academic/non-academic standard achievement dashboard helps study programs map their position against each quality indicator, thereby facilitating a more measurable RTL (Follow-up Action Plan).

PPEPP Cycle Facilitation: It structures the PPEPP (Determination, Implementation, Evaluation, Control, and Improvement) cycle, allowing study programs to upload standard-setting documents, evaluation reviews, and follow-up plans, ensuring planning is based on previous audit data rather than intuition. Communication: When audit findings are identified, the LPM provides direct notes in the system, and the study program responds through the follow-up menu (LPM–Study Program–Faculty communication). Documentation Continuity: Quality documentation is stored digitally, preventing loss and facilitating planning for the following year by tracking past achievements.

Thus, SIQA significantly supports the continuous quality planning process, extending beyond mere document storage. However, implementation faces obstacles, such as uneven human resource readiness, underscoring the need for training (Sari, 2022). A true culture of quality has not yet fully taken root, as some units still complete forms out of obligation rather than quality awareness. This aligns with research indicating that quality increases in documents, not necessarily culture (Hasan & Wahyudi, 2019). Nonetheless, the clearer procedures provided by SIQA can help 'drive out fear' by reducing confusion about standards. Furthermore, transparent audit results allow errors to be corrected without reprimands, and the application's embedded guidelines facilitate quality control.

Commitment to Internal Quality Assurance

To interpret and implement new policies, the LPM consistently invites representatives from the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) or competent speakers from other universities. This practice is an application of the principle of 'removing barriers to pride in workmanship,' by recognizing contributions to improving educational quality. The SPMI implemented at UIN Syarif Hidayatullah Jakarta, in accordance with Article 5 paragraph (1) of Permenristekdikti No. 62 of 2016, follows a cycle of five main steps abbreviated as PPEPP (Determination, Implementation, Evaluation, Control, and Improvement). For easier recall and implementation, the UIN Syarif Hidayatullah Jakarta SPMI can also be approached through the PDCA (Plan, Do, Check, Act) cycle. This is consistent with Deming's view that the core of the Education Quality Assurance System is implemented using the PDCA cycle (Sholehuddin, 2021).

The Higher Education Quality Assurance System (SPM-PT) manual states that SPMI is an independent activity without government intervention. Nevertheless, SPMI implementation adheres to the National Education Standards (SNP) and internal efforts to provide quality educational services. This approach emphasizes continuous improvement to ensure stakeholder satisfaction (Asy'ari 2020). nternal quality assurance planning begins with the Rector's recommendation to the LPM to establish quality standards and internal quality targets for undergraduate and graduate programs. These targets reference the National Higher Education Standards (SNPT), the National Accreditation Board for Higher Education (BAN-PT) standards, and international standards such as Asean University Network Quality Assurance (AUN-QA), Islamic-QA, ISESCO, and QS Star. Subsequently, the LPM prepares the SPMI implementation guide, supporting documents (assessment forms), and a study program self-evaluation checklist.

This planning process defines the institution's goals, clearly outlining strategies (programs), implementation procedures, and necessary actions to achieve overall organizational objectives. These guidelines serve to facilitate the achievement of institutional goals (Muslim and Sururin 2018). Quality-related planning involves establishing quality policies, setting quality objectives, and implementing procedures to achieve them. Effective quality policies lead to graduates with relevant competencies that meet the needs and satisfaction of

national and global stakeholders (Indra, 2023). SIQA evolves annually in line with national policies and regulations.

His continuous evolution is necessary because, as the LPM develops guidelines based on previous policies, new ones emerge, requiring immediate modification of SIQA to ensure prompt compliance. SIQA, developed independently by the LPM of UIN Syarif Hidayatullah Jakarta, is an internal quality audit application designed to provide application-based services and tools for improving study program quality. This development is a concrete manifestation of the principle of 'improving the system of production and service,' necessitating the optimization of the academic system. Recognizing the current technological era where information is easily accessible via the internet , UIN Syarif Hidayatullah Jakarta was the first State Islamic Religious College (PTKIN) to implement a technology-based internal quality assurance system (Tarigan & Zahara, 2023).

A system is defined as a set of assembled parts forming a unified whole to achieve a specific goal (Subtari 2014) . In this context, a system is a combination of humans and machines carrying out specific activities. To design a suitable system, managers must collaborate closely with system officers. SIQA officers at the LPM are responsible to the Information Technology and Media Coordinator. The LPM is the official unit responsible for planning, implementing, controlling, and developing the educational quality assurance system, ensuring compliance with established standards (UNESCO IIEP, 2018). SIQA is supported by software and hardware, enabling more efficient and effective work (Mesran and Surorejo, 2023).

The university's commitment to internal quality assurance is reflected in the SPMI roadmap, which is integrated into the application-based SIQA system. Features like the quality planning function, PPEPP cycle, and monitoring dashboard simplify the process for work units to prepare annual quality plans, formulate indicators, and periodically monitor achievements. Consequently, SIQA functions not only as a documentation tool but as a structured quality planning instrument, ensuring that the institution's quality direction relies on established standards and work cycles rather than depending on changes in officials or leadership styles. However, field findings reveal obstacles, such as the fact that not all lecturers understand the application's quality planning function, leading them to rely on operators or the Study Program Quality Assurance Group (GJM). This finding is consistent with research showing that SPMI success depends not only on a digital system but also on the commitment of leaders and the human resource capacity to understand quality (Hasan & Wahyudi, 2019). While SIQA benefits quality planning, its implementation needs strengthening to foster a true improvement mindset.

Long-Term Quality Goals

The SIQA application is designed based on evidence of established quality standards and the achievement of quality objectives. These objectives serve as assessment benchmarks to determine and reflect the quality of academic implementation at UIN Syarif Hidayatullah Jakarta. The internal quality standards are determined by referencing the National Standards for Higher Education (SNPT), which is the national reference for designing, implementing, assessing,

and developing quality in Indonesian higher education (Higher Education, 2020). Standards are established for each educational level by modifying the SNPT and the National Accreditation Board for Higher Education (BAN-PT) standards, along with additional regional and international standards. The following are the Education Quality Standards established by UIN Syarif Hidayatullah Jakarta:

Graduate Competencies

The study program has Graduate Competency Standards (SKL) as the fundamental reference for formulating learning outcomes and curriculum development. To ensure competitive graduate quality, several Key Performance Indicators (KPIs) have been established: Scientific Productivity: 70% of graduates must produce scientific papers published in recognized journals, ensuring a scientifically sound academic record. Diploma Supplement (SKPI): Each graduate must have at least three SKPIs relevant to the study program's educational profile as evidence of additional competencies and supporting skills.

Study Period: The program targets that at least 75% of undergraduate students complete their studies within eight semesters, 75% of Master's graduates within four semesters, and 50% of Doctoral graduates within six semesters, demonstrating alignment between the learning system, guidance, and study effectiveness. Student Withdrawal Rate: A 0% DO (Drop Out) or student withdrawal rate is targeted, reflecting a commitment to student success through continuous academic guidance and monitoring. Waiting Period for Employment: The waiting period for graduates should be less than one year, with a high degree of suitability between the field of work and the field of study undertaken during college. This reflects the curriculum's relevance to workforce needs and the availability of a partnership network. Academic/Non-Academic Success: Students are encouraged to achieve local, national, and international academic and non-academic successes to develop superior character and enhance global competitiveness.

Foreign Language Proficiency: English (TOEFL): General and religious undergraduate programs require a minimum score of 450. Language programs require a minimum score of 500. Master's and Doctoral degrees require a minimum score of 500, with all scores certified by a recognized institution. Arabic: General undergraduate programs typically target a minimum score of 375, religious studies programs 400, and language programs 500. Master's/Doctoral degrees require a minimum score of 500 from an official and verified institution. These standards ensure graduates have sufficient language competency for accessing literature, scientific publications, and global academic interactions. Applicant Ratio: The applicant ratio at the undergraduate level is an additional indicator for measuring the study program's interest and attractiveness. Overall, this comprehensive graduate quality indicator not only reflects the output quality but also assesses the effectiveness of curriculum implementation, academic development, and internal quality assurance systems aimed at continuously improving graduate quality and competitiveness.

Learning Content

The curriculum is systematically and sustainably structured, allocating 30% of courses to the university level and 70% to the faculty and study program

levels. The curriculum is dynamic, subject to review at least every five years or in accordance with the latest government policies. A more in-depth review is conducted every one to three years, followed by an evaluation of the curriculum's implementation, results, and impact on graduate learning outcomes.

Implementation evaluations are performed at least annually, with results reported semesterly to faculty leaders and the internal quality assurance agency, allowing for partial corrective action in the subsequent period. The curriculum comprehensively describes graduate competencies (core, supporting, and other competencies) and is designed with a future orientation aligned with the study program's vision, mission, goals, and objectives.

Optimal implementation is supported by aligning lecturers' academic fields with the courses they teach, ensuring relevance to graduate competency needs. Comprehensive documentation supports the entire development and implementation process, demonstrating that the curriculum aligns with scientific and technological developments (IPTEKS) and societal demands, and includes a mechanism for periodic updates to ensure sustainable educational quality.

Learning Process

To achieve graduate learning outcomes at each level of education, study programs establish minimum study load requirements that students must complete. In the Bachelor's Program, students are required to complete at least 144 credits. In the Master's Program,the minimum study load required is 36 credits, while in the Doctoral Program, students must complete at least 42 credits. Fulfillment of the study load is adjusted to the curriculum structure and graduate learning outcomes that the study program has formulated. In line with these study load requirements,the study period for students has also been set proportionally. For undergraduate programs,the ideal study period is between 4 and 5 years, while for Master's programs,the completion time ranges from 1.5 to 2 years. Meanwhile, doctoral programs are typically targeted to be completed within 3 to 5 years. These provisions are designed to ensure that students can complete their educational programs with standardized academic quality and effectively and efficiently.

Learning Assessment

Assessment techniques and instruments in the learning process are designed to obtain comprehensive information regarding student competency achievement. Assessment techniques employed include observation, participation, performance evaluations, written tests, oral tests, and quizzes. Assessment instruments are designed to measure both the process and outcomes of learning. For assessing attitudes, systematic observation can be conducted using a predetermined assessment sheet. Meanwhile, evaluation of mastery of knowledge, general skills, specific skills, and lifelong learning skills can be carried out by selecting a particular technique or combining several techniques and assessment instruments according to the needs and characteristics of the course.

The final assessment results are the culmination of various techniques and instruments used by each course lecturer. To support the principle of transparency in assessment, lecturers are expected to promptly upload grades

and other supporting documents through the Academic Information System (AIS). Furthermore, assessment data is recorded offline in the Master Grade Book by the study program as a form of documentation and validation of student learning evaluation results.

Lecturers and Education Personnel

The qualifications and characteristics of lecturers in higher education are established as standards to ensure academic quality and professional integrity. Lecturers are expected to present themselves as professionals who simultaneously possess the identity of faithful and moral Muslims. This is reflected in their ability to demonstrate broad scientific insight, high professionalism, as well as creativity, dynamism, and innovation in the development of their fields. In addition to intellectual competence, morality is also a primary foundation;therefore, lecturers are required to be honest, trustworthy, possess a noble character, and serve as role models for other academics.

Work discipline and adherence to the professional code of ethics are essential components of carrying out the Tri Dharma (Three Pillars of Excellence). Lecturers are required to possess sharp scientific reasoning skills, a commitment to working within a foundation of religious devotion, and a commitment to continuous self-improvement. Furthermore, a broad understanding of the subject, a wise approach to problem-solving, and the ability to be proactive are also indicators of professional competence. Good physical and mental health are also essential for optimal academic performance.

Lecturers' educational qualifications are also explained explicitly according to the study program level. For Undergraduate (S1) programs, lecturers are required to have a minimum Master's degree (S2). For Master's and Doctoral programs, lecturers must hold a doctoral degree (S3). The appointment of new lecturers as permanent lecturers requires a minimum academic qualification of a Master's degree (S2) from a university with an A (superior) study program or an institution accredited by the relevant authority. This standard is implemented to ensure that teaching staff possess academic competence and moral integrity that align with the institution's vision of producing superior and competitive graduates.

Learning Facilities and Infrastructure

Educational facilities and infrastructure are essential components in supporting the continuity of the learning process and academic quality assurance. Buildings used for academic activities have met the technical and security requirements, and are available in sufficient quantities to meet the needs of the educational community. The standard workspace for leaders is set at a minimum of 15 m² per person. At the same time, administrative space is provided with a minimum area of 2 m² per person to ensure comfort and the smooth implementation of administrative tasks. Classrooms or halls are also equipped with a minimum provision of 2 m² per student, as well as laboratory spaces, workshops, studios, simulation rooms, and open spaces that follow the same area provisions to ensure the effectiveness of practical activities. The undergraduate examination room is designed to have a minimum area of 16 m² per student, and library space is allocated with a minimum of 1.6 m² per person.

Each classroom is equipped with complete learning facilities, including chairs, tables, whiteboards, markers, erasers, LCD screens, computers, air conditioning, a sound system, and internet access or Wi-Fi to ensure optimal daily academic activities. Practical and research rooms are also equipped with the necessary equipment, including chairs, desks, whiteboards, and relevant laboratory materials. In addition to academic spaces,the campus also provides representative sports facilities to develop student talent and fitness, as well as an alum lounge for interaction and networking.

The library is a vital element in strengthening academic literacy, ensuring a collection of at least 400 titles relevant to the field of study of the study program, along with at least five accredited journals as scientific reference sources. The information technology infrastructure is also supported by a bandwidth capacity of at least 1 Mbps per student to support digital learning. Furthermore,the faculty maintains a website in both Indonesian and English, providing stakeholders with academic and non-academic information. The site's content is updated regularly, at least once a week,to ensure the information is up-to-date and accessible.

Learning Management

Learning planning in study programs is formulated systematically to ensure the achievement of graduate competencies. This planning begins with the preparation of a graduate competency plan, which serves as the primary reference in curriculum development and implementation of the learning process. The curriculum is then translated into a Semester Learning Plan (RPS), which contains graduate profiles, learning outcomes, learning methods, assessment techniques, and a list of references relevant to current and future scientific and technological developments. Thus,the learning process is expected to produce competent graduates who meet both academic and professional needs.

To support the regular implementation of education, institutions develop academic calendars that include lecture schedules, learning evaluations, extracurricular activities, and even holiday dates. Each semester, study programs establish a list of courses offered, along with plans for the availability of lecturers and educational staff, as well as the provision of facilities and infrastructure appropriate to the needs of the learning process. The learning program is implemented based on established content, process, and assessment standards to achieve optimal learning outcomes for graduates. Learning is controlled through monitoring and evaluation mechanisms that encompass lecturer and student attendance,the alignment of course materials with the curriculum, and the implementation of activities aimed at developing the academic climate. The results of this monitoring and evaluation are reported each semester as a basis for follow-up actions to improve the quality of learning continually.

Learning Financing

Educational funding for study programs is designed based on the principles of transparency, accountability, and sustainable quality. The learning budget allocation system is structured annually using a learning outcomes-based approach, ensuring that all academic needs are met proportionally, in line with graduate competency targets. Furthermore, a competitive budget policy is in

place to improve the quality of learning by encouraging innovation and productivity among both faculty and students.

The determination of the unit cost of providing education for each student is carried out in accordance with applicable regulations, to ensure the alignment between operational educational needs and national funding standards. In addition,research funding support is also an indicator of the institution's commitment to scientific development, as the average research funding received by permanent lecturers exceeds Rp10,000,000 per lecturer per year. Financial support in the field of community service is also provided, with an average minimum fund of Rp5,000,000 per lecturer per year.

The operational funding for the Undergraduate Program is projected at Rp18,000,000 per student per year, with a minimum of 70% of the total funds received from students allocated to support learning activities. Fund management is carried out effectively and efficiently,resulting in no complaints from students regarding educational funding. This condition indicates that the financing system has been regulated proportionally and can meet the needs of implementing higher education, supporting the continuous improvement of academic quality.

Establishing SPMI (Internal Quality Assurance System) standards also requires the involvement of individuals who can interpret them. Therefore, LPM consistently seeks to recruit individuals from the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) or resource persons from other universities who have implemented the latest policies, drawing on input from all stakeholders. This illustrates the principle of driving out fear, which involves building an open and collaborative campus environment. Thus, LPM, as the manager of SPMI (Internal Quality Assurance System) at UIN Syarif Hidayatullah Jakarta, can evaluate the AMI (Internal Quality Audit) points in the SIQA application, so that each year it can be determined what points have been achieved by the study program. This aligns with the principle of eliminating slogans and arbitrary targets, which emphasizes the focus of the real QTU improvement process,rather than just pursuing accreditation or numerical rankings. The quality standards set by UIN Syarif Hidayatullah Jakarta are implemented based on the National Education Standards (SNP), which grant authority to each level and pathway to develop education according to the characteristics and uniqueness of its program (Barnawi, 2017).

These AMI (Internal Quality Audit) points will always be adjusted to meet pragmatic needs, in accordance with the provisions of regional accreditation, international accreditation, and the Indonesian National Qualifications Framework (KKNI). This embodies the principle of breaking down barriers between departments, which means collaboration in curriculum development, research, and community service. For example, UIN Syarif Hidayatullah Jakarta consistently strives to exceed national standards in higher education. Therefore,the quality standards set exceed regional standards, as is the case for Master's admissions, which no longer require a minimum ETIC score of 450 or a minimum score of 500. This score increase is intended to uphold UIN Syarif Hidayatullah Jakarta as an international university. This is a manifestation of the institute's principle of a vigorous program of education and selfimprovement, which entails a form of higher education that encourages lifelong learning for the entire academic community, particularly students.

To ensure the internal quality of UIN Syarif Hidayatullah Jakarta, the LPM (Quality Assurance Institute), as the coordinator of study program quality implementation, has prepared an implementation guide for the internal quality assurance system, along with supporting documents (assessment forms) and a study program self-evaluation checklist. This is a form of institutional leadership principle, which means the existence of leadership as a facilitator of change, not just an administrative controller. The establishment of this quality standard is a plan to achieve organizational goals by presenting strategies (programs), program implementation procedures and necessary actions. Institutional commitment is also required to identify benchmarks, promote good practices, and expand them to all departments, as well as to provide adequate support to achieve these goals. In line with the principle of putting everybody in the company to work, all elements of the campus (rectorate, lecturers, students, and education staff) must be involved in the quality assurance system (Hasan and Wahyudi 2019). With this quality assurance, universities can prepare themselves for accreditation, guarantee the quality of the Tri Dharma of Higher Education, and enhance global competitiveness and public trust in higher education institutions in Indonesia (Goetsch and Davis, 2014). Educational institutions that implement good-quality management, one of which is planning, will have a high reputation, more easily obtain superior accreditation, and attract prospective students (Srikanthan & Dalrymple, 2023).

CONCLUSION

Based on the description of graduate competency standards, curriculum, learning process, infrastructure, human resources, and education financing,the implementation of SIQA plays a strategic role in systematically integrating all quality assurance components within higher education institutions. This system not only regulates quality planning through the preparation of curriculum, RPS, and academic calendar, but also ensures that the learning process runs according to standards with continuous monitoring, evaluation, and follow-up mechanisms. The implementation of lecturer competency standards,the provision of learning space and facilities,the provision of information technology facilities, and the development of learning outcomebased financing policies demonstrate that academic quality is not only oriented towards graduate output, but also on the availability of guaranteed input and educational processes. Through SIQA, all data related to learning, lecturer-student attendance, and curriculum implementation evaluation can be well documented,facilitating the quality control process and improving the quality of academic services. Furthermore,the existence of SIQA encourages the creation of transparent grade management, optimization of measurable instrument-based assessments, and the integration of semester-based evaluation reports. With adequate funding support,the provision of libraries, laboratories, campus technology, and other supporting facilities, universities have a strong foundation to achieve nationally set quality standards. This demonstrates that SIQA is not only an administrative tool, but also a managerial mechanism that ensures the quality assurance cycle operates according to the principle of continuous quality improvement, in line with Deming's philosophy of constant improvement. Thus, SIQA becomes a center for academic quality control, enabling universities to maintain consistent educational

quality, improve service quality, and produce competent, professional, and competitive graduates. All components of quality standards, including curriculum, learning, human resources, infrastructure, and funding, operate harmoniously in an integrated system that strengthens the culture of quality and ensures the optimal implementation of the Tri Dharma of Higher Education.

REFERENCE

Akilina, Olena, Oleksii Zhyltsov, & Alla Mykhatska. (2019). "Monitoring the Quality of Education as a Management Tool for Changes in Higher Education." PERIODYK NAUKOWY ACADEMII POLONIJNEJ.

Alauddin, N., & Shu Yamada. (2019). "Overview of Deming Criteria for Total Quality Management Conceptual Framework Design in Education Services." Journal of Engineering and Science Research.

Anwar, Muhammad. (2015). Philosophy of Education: First Edition. Jakarta: Kencana.

Asy'ari, Hasyim. (2020). Higher Education Quality Management: Tips for Successfully Managing Performance and Achieving Excellence. Depok: PT Raja Grafindo Persada.

Barnawi, M. Arifin. 2017. Educational Quality Assurance System: Theory & Practice. Yogyakarta: Ar-Ruzz Media.

Deming, W.E. 1982. Quality, Productivity, and Competitive Position. MIT Press.

Deming, W.E. 1994. The New Economics for Industry, Government, Education. MIT Press.

Goetsch, DL, and SB Davis. 2014. Quality Management for Organizational Excellence. Pearson.

Hasan, S., and W. Wahyudi. 2019. "Implementation of Deming's Principles in the Higher Education Quality Assurance System in Indonesia." Educational Management 7 (2).

Indra, Roni. 2023. The 'Independent' Quality Management Model in the Era of Independent Learning. Bandung: Indonesia Emas Group.

Mathur, Swati, Jiju Antony, and Olivia McDermott. 2022. "An Empirical Study into the Use of 7 Quality Control Tools in Higher Education Institutions (HEIs)." Quality Control Tools in HEIs.

Mesran, Syaefudin, and Sarif Surorejo. 2023. Introduction to Information Technology. North Sumatra:Graha Mitra Edukasi.

Muhajir, As'aril, Laily Faridhatun Nikmah, and Agus Zaenul Fitri. 2025. "Deming's Quality Assurance System Model and Its Application in Education." International Journal of Islamic Educational Research.

Muslim, Moh, and Sururin. (2018). "Total Quality Management (TQM) in Higher Education." Essence 21 (2).

Psomas, E., and J. Antony. (2017). "Total Quality Management in Higher Education: A Review." International Journal of Quality & Reliability Management.

Rosyada, Dede, and Murodi. 2020. Qualitative Research for Educational Sciences. Jakarta: Prenada Media.

Rusdiana, H. 2021. Organization of Educational Institutions: Handout for the Course on the Organization of Educational Institutions. Bandung: Center

for Research and Publishing of the Institute for Research and Community Service.

Saha Ghafur, Hanief. (2018). Quality Assurance Management of Higher Education in Indonesia: A Policy Analysis. Jakarta: PT Bumi Aksara.

Sampe, N., & Zainal Arifin. (2024). "Internal Quality Assurance System in Indonesian Higher Education: Literature Review." Indonesian Journal of Educational Research and Review.

Sari, D. (2022). "Digitalization of Internal Quality Audits of Higher Education Institutions Based on Information Systems." Journal of Higher Education Management.

Sholehuddin, M. Sugeng. 2021. The Concept of Educational Quality Policy in the Management of the MTsN Model. Pekalongan: NEM Publisher.

Srikanthan, G., & J. Dalrymple. (2023). "Developing Alternative Perspectives for Quality in Higher Education." Quality in Higher Education, 9(3), 215–225.

Subtari, Tata. (2014). Introduction to Information Technology. Yogyakarta: CV. Andi Offdet.

Tarigan, T. M., & Fatimah Zahara. (2023). "Problems in Implementing Quality Audits." 9(2).

Higher Education, Directorate General of Education. 2020. Guidelines for the Higher Education Quality Assurance System (SPM Dikti). Jakarta: Ministry of Education and Culture of the Republic of Indonesia.

UNESCO IIEP. (2018). Internal Quality Assurance: Enhancing the Quality of Higher Education and Graduate Employability. Paris:UNESCO.

Waluya, B. (2017). Sociology: Exploring Social Phenomena in Society. Bandung: PT Setia Purna Inves.

Yunus & Rahmatullah Rusli. (2023). Educational Quality Assurance System: Definition, Institutions, Systems, Processes. Indramayu: CV. Adanu Abimata.