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BUILDING FEASIBILITY STRATEGIC QUALITY IMPROVEMENT OF HIGHER EDUCATION THROUGH INTERNAL QUALITY ASSURANCE SYSTEM INSTALLATION AT INDONESIAN ISLAMIC UNIVERSITY OF YOGYAKARTA

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Abstract: Building strategic feasibility towards improving the quality of higher education institutions is a must for every higher education institution so that they are able to compete and adapt to various dynamics of contestation, technological change, as well as socio-economic and cultural changes. This study uses a qualitative method with a case study design at UII Yogyakarta, as one of the oldest private universities in Indonesia. Data were collected through interviews, documentation and direct observation. The findings show that the implementation of the internal quality assurance system in UII Yogyakarta is carried out through an ongoing process phase that improves the quality of the education process through decision making, implementation, evaluation, management and improvement. The quality assurance cycle is a process that helps ensure that the quality of a product or service is high. The SPMI Study Program at UII Yogyakarta is carried out by the Quality Assurance Cluster System organization (SGPM) in coordination with the Quality Assurance Agency of the Islamic University of Indonesia (BPM-UII) in which the quality assurance (QA) specialist is responsible for planning and implementing a quality assurance system that is comprehensive and complete.. The SPMI cycle consists of nine steps or stages, namely: standard setting process, implementation, and monitoring of a project which are essential to ensuring quality, self-evaluation and internal quality audit which are also important ways to ensure that the project remains on track., formulation of corrections, and in order to improve the quality of service delivered to stakeholders, it is important to ensure that everyone is satisfied with the results.. Utilization of the results of the implementation of SPMI at UII Yogyakarta is carried out internally to improve the performance of study programs.

Keywords: Building Strategic Feasibility, Quality Improvemen of Higher Education, Through Internal Quality Assurance, System Intallation.

INTRODUCTION

Education as a means to improve the quality of human resources in order to have competitiveness to face changes and challenges in the era of globalization. At this time, higher education in Indonesia is experiencing a very serious quality problem, so that it has an impact on higher education graduates who are not absorbed by the business world. Of course, the problem is related to the quality of education services to users or consumers by higher education providers.

In carrying out its operational management, universities are required to take part and are obliged to formulate strategic planning policies, as well as guidelines related to learning that can be accessed by the academic community from various stakeholders. This issue is understood, so that it can be used as a support or reference for each study program in implementing a learning program which is of course in accordance with the needs of graduate users. Therefore, in the implementation of the teaching and learning process it must be in accordance with the learning outcomes of graduates (CPL), as well as maintaining the quality improvement of the study program management which of course must be followed by carrying out its vision and mission in a sustainable and sustainable manner. (Tampubolon, 2011).

On the other hand, when the study program is carrying out the learning process as well as carrying out its functions and roles, it is required and obliged to carry out the preparation of curriculum instruments and learning plans according to content standards, process standards, and assessment standards. The curriculum is a means to achieve graduate learning outcomes, by carrying out systemic activities to create an academic atmosphere and a culture of good quality. Therefore, one of the efforts to develop the quality of Higher Education, must implement SPMI which is implemented using five quality assurance steps, namely; determination, implementation, evaluation of implementation, control of implementation, and improvement of Dikti standards that form a cycle (Sallis, 2010).

With a quality higher education system, it will certainly have implications for human resources on the basis of intellectual, scientific, and professional quality, who have faith in piety, have noble character, are cultured, creative, have strong character, and research work for the benefit of the nation, state, and humans. naturally.

The Islamic University of Indonesia Yogyakarta (UII) itself as the oldest and largest university in Yogyakarta in carrying out its vision and mission regarding the concept of an internal quality assurance system (SPMI) for higher education since 1999, where UII Yogyakarta is a pioneer, and since 1999 Internal Quality Assurance has been implemented. In the last two years, UII Yogyakarta has also fostered several partners in terms of Internal Quality Assurance. This award is given selectively to non-PTN-BH and accredited A (Superior) universities that have filled out the online SPMI mapping instrument in 2018, through SPMI at UII Yogyakarta carried out by the Quality Assurance Agency (BPM) The planner oversees the quality assurance system, develops and organizes its implementation, assesses its efficacy, and takes necessary measures when necessary. (Yogyakarta, n.d.)

To ensure the quality of education provided by our school, we have instituted a quality assurance system at UII Yogyakarta universities itself, of course, referring to the Quality Assurance Guidelines. Even in implementing the education quality assurance system, universities are expected to be able to cultivate internal quality assurance and external quality assurance. After the understanding process is successful, the next stage is to design and implement quality assurance management. The purpose of the higher education quality assurance system is to maintain and improve the quality of higher education on an ongoing basis so that the quality assurance and achievement process can be carried out properly (Yogyakarta, n.d.).

There is the most basic difference between internal and external quality assurance is that internal quality assurance refers to the policies and practices by which academic

institutions evaluate themselves in order to improve the quality of education. External quality assurance refers to higher policies to ensure the quality of educational programs and institutions of the Directorate General of Higher Education, (Education, 2003)

SPMI can be implemented, if several prerequisites are met, namely: commitment, paradigm change, and mental attitude of the actors in the higher education process, as well as organizing quality assurance in higher education. Implementation of a quality assurance system in higher education is important for none other than quality assurance as a stakeholder need. Of course, efforts are made to empower human resources, especially for lecturers in supporting the internal quality assurance system (RI Law No. 20 of 2003 on National Education System, 2003).

UII Yogyakarta as one of the leading Universities in Indonesia often conducts SPMI activities which are routine activities that are handled by BPM UII Yogyakarta, so that improvement problems that result in boredom never occur.

This study aims to obtain an overview of strategies for improving the quality of education through the implementation of SPMI in improving the performance of study programs at UII Yogyakarta. Specifically, this study aims to: describe the implementation of internal quality assurance at the Study Program level and also overall at UII Yogyakarta through the process of determining, implementing, evaluating, controlling and improving as well as utilizing the results of the implementation of the internal quality assurance system in order to strengthen the governance of the study program. on an ongoing basis at UII Yogyakarta.

Based on the description above, one main question arises in this research, namely: How is the Islamic University of Yogyakarta in Building the Strategic Feasibility of Increasing the Quality of Higher Education through the Implementation of an Internal Quality Assurance System? To get answers to these main questions, in this case, researchers need to conduct interviews, observations and collect the required data.

LITERATURE REVIEW

The concept of quality itself, according to Tjiptono and Diana, implies the level of superiority of a product (work) both in the form of goods and services. The general definition of quality is an overall description and characteristics of various products and services that show their full ability to meet customer needs, expectations, and satisfaction (Tjiptono, F. & Diana, 1995)

Therefore, Oakland asserts about "Quality is used to signify 'excelence' of a product or service", that Quality is used to show the superiority of a product or service. A product or service is said to be of quality if it has advantages over other products or services (Oakland, J.S & Beardmore, 1995). In line with Oakland, Macdonald also states that the concept of quality itself is often considered as a relative measure of the goodness of a product or service consisting of quality. design and conformance quality (Macdonald, 2005).

Besides that. the concept of Total Quality Management (TQM) is used as an approach to improve the quality, competitiveness, effectiveness and flexibility of the entire organization. Total Quality Management or abbreviated as TQM is a people-focused management system that aims to increase customer satisfaction with low costs. (Macdonald, 2005) adds that "TQM is therefore a change agent which is at providing a customer driven organisation". TQM is a change agent aimed at driving organizations to be customer oriented (Bounds, 1994).

The characteristics of a quality assurance system (SPMI) are essentially the creation and adoption of standards and minimal performance thresholds against which quality can be judged. The impact of higher education services on regional communities and the technical quality requirements for the programs provided are two interrelated parts of the standard.

According to (Worthen, H. & Berry, 2002), the measurement of graduation rates and the total number of students, the retention rate of alumni in employment, the wage level for lecturers, as well as assurances of academic freedom for discussion for both students and lecturers, are all components of higher education quality.

According to (RI Law No. 20 of 2003 on National Education System, 2003) states, the management of higher education units is carried out based on the principles of autonomy, accountability, quality assurance, and transparent evaluation. Furthermore, (Law No. 12 of 2012, Concerning Higher Education., n.d.) article 52 states, guaranteeing the quality of higher education is a systemic activity to improve the quality of higher education in a planned and sustainable manner. Quality assurance is carried out through the establishment, implementation, evaluation, control, and improvement of higher education standards.

On the other hand, conceptually, the Internal Quality Assurance System (SPMI) is a systemic activity of quality assurance of higher education in higher education by universities (internally driven), to oversee the implementation of higher education by universities on an ongoing basis (continuous improvement).

Furthermore, the Directorate General of Higher Education, Ministry of National Education, which provides Guidelines for Quality Assurance of Education, states that In order to accomplish its goals, the adoption of SPMI in higher education needs a number of prerequisites, including commitment, a positive mental attitude, organization, and vision and perception. Alignment with the academic community, notably lecturers and education professionals who always plan all work to support goals. On the other hand, a strong SPMI organization with its independence to carry out education quality assurance through internal quality assurance activities is also necessary to support the successful implementation of SPMI. (Education, 2008).

RESEARCH METHODS

The research method used in conducting this research is a qualitative method with a case study approach. Therefore, (Creswell, 2020) states that the purpose of qualitative research generally includes information about the main phenomena explored in the study, research participants, and research locations and can also state the chosen research design.

According to Creswell, the case study approach is preferred for qualitative research. As stated by Patton that the depth and detail of a qualitative method comes from a small number of case studies (Creswell, 2020). Therefore case study research takes a long time which is different from other disciplines. But at this time, case study authors can choose a qualitative or quantitative approach in developing their case studies.

According to (Yin, 2013), case studies are a more suitable strategy for research whose main research questions are about how or why. This research was conducted at UII Yogyakarta, from 25 May 2022 to 01 June 2022. The data collected was in the form of qualitative data derived from the results of data collection using data collection techniques that had been prepared. The data collection instrument in qualitative research is the researcher himself. The criteria that can be used to improve and determine the validity of the data, namely the degree of trust (credibility), transferability (transferability), dependence (defendability), and certainty (confirmability). The validity of the data was tested using triangulation and source triangulation techniques. Data analysis used a "qualitative model that includes data collection,

FINDINGS AND DISCUSSION

The purpose of higher education quality assurance is "The Higher Education Quality Assurance System seeks to guarantee higher education standards are met systemically and sustainably so that a culture of quality spreads throughout all Indonesian universities. (Regulation of the Minister of Education and Culture No. 50 of 2014, Concerning SNPT-DIKTI, n.d.). The Higher Education Quality Assurance System (SPMPT) functions to control the implementation of higher education by universities to realize quality higher education. The implementation of quality assurance is a manifestation of the accountability of universities to the rights of the community, especially the stakeholders themselves (Ghofur, 2008).

Assurance of the quality of education in higher education units is a process of determining, implementing, evaluating, controlling and improving quality standards of higher education management consistently and sustainably. The Quality Assurance Agency (BPM) UII Yogyakarta has compiled a document containing the concepts and policies of the internal quality assurance system, the main quality standards and the SPMI manual on January 25, 2018. The SPMI concepts and policies include the definition of the quality assurance system, the quality assurance implementation cycle, organization, documentation system, and human resources.

Based on the need for a quality-based organizational management system that is able to meet the needs and expectations of stakeholders. then the Islamic University of Indonesia (UII) implements a Quality Assurance System based on ISO 9001:2008 and the Principles of Quality Assurance of Higher Education with the scope of application in the academic and non-academic fields.

The Quality Assurance System (SPM) implemented at UII functions to systematically manage, evaluate, monitor and oversee the performance of higher education institutions. UII Yogyakarta Quality Assurance ensures/ensures that inputs, processes and outputs comply with the established quality standards. One way is to make Quality at UII a culture that is shown by attitudes, habits, organizational behavior, work ethic, work, serve, interact with colleagues, leaders and the community with the best results. A quality culture can be built and developed with the commitment of all UII residents.

The SPM Implementing Unit within UII is the Quality Assurance Agency (BPM), which is reflected in the UII Organizational Structure. The Quality Assurance Agency of the Islamic University of Indonesia was established on March 1, 1999 under the name of the Agency for Quality Control and Educational Development (BKMPP) with the Rector's Decree No.23/B.6/Rek/II/1999 concerning the Organization of the Quality Control and Educational Development Agency and SK Chancellor No. 24/B.6/Rek/III/1999 concerning the composition and personnel of the Agency for Quality Control and Educational Development. The BKMPP of the Islamic University of Indonesia has main tasks including the creation, implementation and development of a Quality Management System (QMS) as well as the development of educational concepts and designs at the Indonesian Islamic University (UII) Yogyakarta. The QMS developed is based on ISO 9001:1994.

In its development, since September 20, 2003 BKMPP has been separated into 2 (two) bodies, namely the Quality Control Agency (BKM) and the Academic Development Agency (BPA) in accordance with the Rector's Decree No: 288./SK-Rek./BAU/IX/2003 , concerning the dissolution of the UII Quality Control and Education Development Agency (BKMPP) and the Rector's Decree No: 289/SK-Rek/BAU/IX/2003, concerning the establishment of the UII Quality Control Agency (BKM). QMS orientation is based on ISO 9001:2000 and ISO 9004:2000.

In 2006, the name of the Quality Control Agency changed to the Quality Assurance Agency (BPM) UII referring to Article 91 paragraphs 1, 2 and 3 of PP No.19 of 2005 concerning National Education Standards, and the Daily Regulation of the Waqf Board No.

03 of 2006 concerning UII's Organizational Structure and the term Quality Management System was changed to Quality Assurance System (SPM). The model used still refers to ISO 9000 combined with the Higher Education Quality Assurance System from the Directorate General of Higher Education (DIKTI).

In 2008, UII decided and planned to obtain ISO 9001 Quality Management Systems (QMS) certification. For this reason, BPM made adjustments to the Quality Assurance System document required by QMSISO 9001:2008. Quality Management Systems for Higher Education Services ISO 9001:2008 certification was obtained in 2009 for all faculties, directorates and bodies within UII from the TUV Rheiland certification agency. Higher Education Internal Quality in 2008 based on site verification and technical assistance from DIKTI.

In 2010 to improve the service quality and performance of testing laboratories, UII implemented quality assurance for testing laboratories using the ISO/IEC 17025 standard and assessed the importance of external recognition in the form of a laboratory accreditation certificate from the National Accreditation Committee (KAN). The testing laboratories that have been accredited by KAN are the UII Integrated Laboratory, the FTSP UII Environmental Quality Laboratory and the UII Medicine, Food and Cosmetics Testing Laboratory. The certificate obtained is based on the standard ISO/IEC 17025 (General Standards for Testing and Calibration Competence for Laboratories). In this case, BPM also oversees and assists so that the consistency of the implementation of the system can be maintained and can be integrated with the SPMI at UII Yogyakarta (Government Regulation No. 4 of 2014, Concerning the Implementation of Higher Education and Management of Higher Education., n.d.).

Furthermore, the implementation of SPMI at the Institutional and Study Program levels as an integral part of the higher education quality assurance system at UII Yogyakarta is carried out by preparing the SPMI design which is operationally called the SPMI UII Yogyakarta Cycle which is carried out following a one-year period. The SPMI cycle consists of seven steps or stages, namely: (a) the process of setting standards and quality manuals for education, research and community service, (b) the process of implementing quality standards, (c) monitoring the implementation of quality standards, (d) self-evaluation, (e) internal quality audit, (f) correction formulation, and (g) quality improvement. The establishment of standards is based on laws and regulations, self-evaluation findings of ongoing performance, stakeholder input, results of an annual tracer study, and the quality assurance development policy of the Directorate General of Higher Education. The standards set in the SPMI UII Yogyakarta refer to the National Education Standards (SNP).

The stages in the implementation of SPMI at UII Yogyakarta are: socialization of SPMI to students, lecturers, education staff; technical assistance for the implementation of SPMI in study programs; socialization of internal quality audits (AMI) and study program self-evaluation instruments (EDPS), filling out EDPS, implementing AMI, corrective actions/corrective actions, management review meetings at the Graduate School level to discuss audit findings and improving the quality of study programs, management review meetings at the graduate level university, to discuss the findings obtained in the study program that cannot be completed at the study program and faculty level will be brought to the university level.

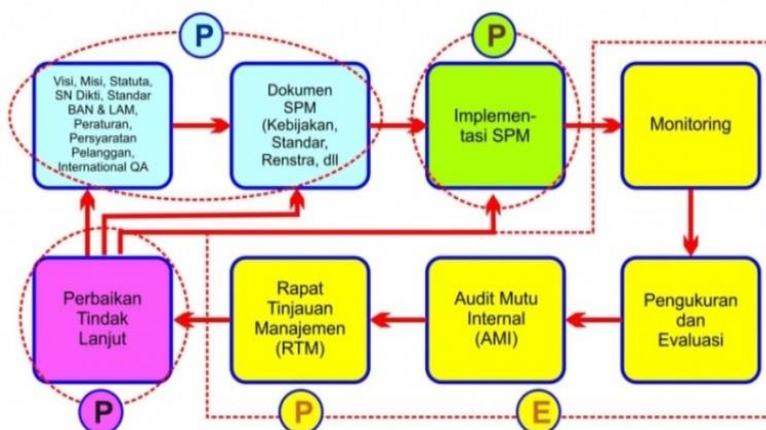**UII YOGYAKARTA QUALITY ASSURANCE SYSTEM MODEL**

The UII Quality Assurance System is a combination of Quality Assurance with Quality Management and its implementation is based on the Higher Education Quality Assurance System (SPMPT) of the Directorate General of Higher Education, Ministry of National Education. The Quality Assurance System model implemented at UII is as shown in

Figure 2 as follows (https://bpm.uii.ac.id/profil-bpm/sekilas-implementasi-sistem-penjaminan-mutu-uii/)

QUALITY ASSURANCE SYSTEM IMPLEMENTATION CYCLE UII YOGYAKARTA

Currently, all work units at UII Yogyakarta which consist of 195 units including the Rector, Directorate, Agency, Faculties and Study Programs, Divisions, Departments, Centers, Laboratories, Post Programs, Diplomas, Professional Programs, have implemented SPM. MSS implementation is a series of activities and processes including Determination, Implementation, Evaluation of implementation, Control (implementation) and Improvement that form a continuous PPEPP cycle. This series of activities is used by the management of UII Yogyakarta to ensure that the education services produced are in accordance with the quality standards and quality targets set by UII and meet the expectations of stakeholders. The PPEPP concept is illustrated in Figure 3 in the following cycle (https://bpm.uii.ac.id/profil-bpm/sekilas-implementasi-sistem-penjaminan-mutu-uii/).

STAGES OF IMPLEMENTATION OF THE QUALITY ASSURANCE SYSTEM OF UII YOGYAKARTA

The UII Quality Assurance System was built through several stages, namely the preparation of the completeness of the quality system documents, the implementation of the quality system, the evaluation of the effectiveness of the implementation results, performance improvement and stakeholder satisfaction. Each stage is carried out monitoring, evaluation, measurement and audit with an orientation as shown in Figure 4 below (https://bpm.uii.ac.id/profil-bpm/sekilas-implementasi-sistem-penjaminan-mutu-uii/).
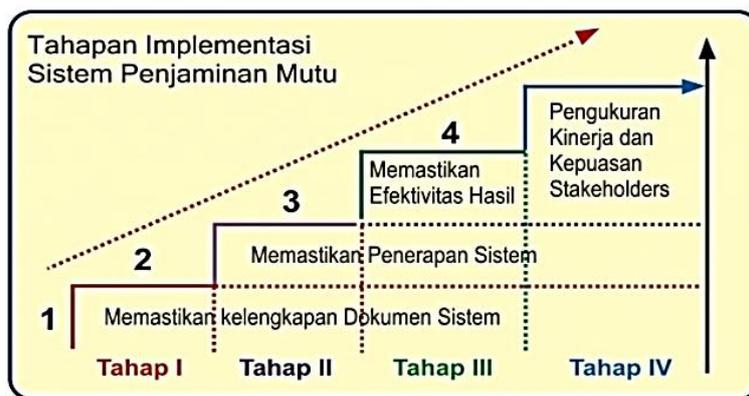
The Islamic University of Indonesia Yogyakarta (UII Yogyakarta) has received the Excellent Institutional Accreditation for the institutional accreditation assessment carried out by the National Accreditation Board for Higher Education (BAN-PT) in 2021.

In the 2022/2023 academic year, UII Yogyakarta offers educational programs at the undergraduate level (S1) consisting of 26 study program options, 4 diploma (D3) courses, 3 professional study programs, and master (S2) programs.) as many as 13 study programs, as well as doctoral programs (S3) as many as 5 study programs. Of all the study programs offered by UII, 70% of the study programs have been accredited with Superior or A. For the Accreditation of Study Programs at UII Yogyakarta, see the table below (https://www.uii.ac.id/accreditation-program-studi/).

Table 1. Study Program Accreditation at UII Yogyakarta

FACULTY	STUDY PROGRAM	TITLE	LEVEL	ACCREDITATION/CERTIFICATION	
				NATIONAL	**INTERNATIONAL**
Faculty of Business and Economics	Accountancy	A. Md. Ak.	diploma three	**Superior**	
	Management	A.Md.M.	diploma three	**Superior**	
	Banking & Finance	A. Md. Bns.	diploma three	**A**	
	Accounting (+IP)	S.A.K.	Bachelor	**Superior**	ACCA
	Management (+IP)	SM	Bachelor	**Superior**	ABEST21
	Development Economics (+IP)	SE	Bachelor	**Superior**	AUN-QA
	Management	MM	Master	**Superior**	ABEST21
	Accountancy	M.Ak.	Master	**Superior**	
	Economics	M.Ek.	Master	**Superior**	
	Economics	Dr.	Doctor	**A**	
	Management	Dr.	Doctor	**Minimum**	
faculty of	Legal (+ IP)	SH	Bachelor	**Superior**	AUN-QA

Law	Business Law	SH	Bachelor	**Minimum**	
	Law	MH	Master	**Superior**	
	notary	M.Kn.	Master	**B**	
	Law	Dr.	Doctor	**Superior**	AUN-QA
Faculty of Psychology and Socio-Cultural Sciences	Psychology	S.Psi.	Bachelor	**Superior**	AUN-QA
	Communication Science (+ IP)	SIKom.	Bachelor	**A**	
	International Relations (+ IP)	S.Hub.Int.	Bachelor	**B**	
	English language education	S.Pd.	Bachelor	**B**	
	Psychology Profession	M.Psi.	Master	**B**	
industrial Technology Faculty	Industrial Engineering (+ IP)	ST	Bachelor	**Superior**	AUN-QA
	Chemical Engineering (+ IP)1	ST	Bachelor	**Superior**	
	Electrical Engineering	ST	Bachelor	**Superior**	IABEE
	Informatics (+ IP)	S. Kom.	Bachelor	**A**	
	Mechanical Engineering	ST	Bachelor	**A**	
	Textile Engineering1	ST	Bachelor	**Minimum**	
	Industrial Engineering	MT	Master	**B**	
	informatics	M. Kom.	Master	**B**	
faculty of civil engineering and planning	Civil Engineering (+ IP)	ST	Bachelor	**Superior**	JABEE; IABEE
	Architecture (+ IP)1	S.Ars.	Bachelor	**Superior**	KAAB
	Environmental Engineering	ST	Bachelor	**Superior**	ABET; IABEE
	Architect Profession	Ar.	Profession	**Superior**	KAAB
	Architecture	Mars.	Master	**B**	
	Civil Engineering	MT	Master	**B**	
	Civil Engineering	Dr.	Doctor	**Well**	
Faculty of Math and Science	Chemical analysis	A. Md. Si.	diploma three	**Superior**	ASIIN
	Chemistry1	S.Si.	Bachelor	**Superior**	RSC; ASIIN

	Pharmacy (+ IP)1	S.Farm.	Bachelor	**A**	ASIIN
	Statistics	S.Si.	Bachelor	**A**	ASIIN
	Chemistry Education1	S.Pd.	Bachelor	**Very well**	ASIIN
	Chemical	M.Si.	Master	**Well**	ASIIN
	Pharmacy	M.Si.	Master	**Minimum**	
	Pharmacist Profession	apt.	Profession	**Superior**	
medical School	Medicine2	S.Ked.	Bachelor	**A**	
	Doctor Profession	dr.	Profession	**A**	
Faculty of Islamic Studies	Ahwal Al Shakhshiyah (+ IP)	SH	Bachelor	**A**	
	Islamic economics	SE	Bachelor	**A**	AUN-QA
	Islamic education	S.Pd.	Bachelor	**A**	AUN-QA
	Islamic Religion	*According to concentration*	Master	**A**	
	Islamic law	Dr.	Doctor	**A**	

[1]**Required not color blind**
[2]**required not to be color blind and graduated from high school majoring in science with a maximum age of 21 years (+IP): International Program**
ABET: Accreditation Board for Engineering and Technology
JABEE: Japan Accreditation Board for Engineering Education
IABEE: Indonesian Accreditation Board for Engineering Education
KAAB: Korea Architectural Accrediting Board
ACCA: The Association of Chartered Certified Accountants
RSC: Royal Society of Chemistry
AUN-QA: ASEAN University Network-Quality Assurance in 2019 until now. And to complete the international recognition of FH UII which is currently in the process of applying for FIBAA accreditation.
ASIIN: The Accreditation Agency for Study Programs in Engineering, Informatics, Natural Sciences and Mathematics

Table 2. List of Study Programs
Student data based on student activity reporting
in that school year. If it is not appropriate, universities are required to improve their reporting through the PD-Dikti Feeder application. Study programs with red writing: Study programs with less than 5 homebase lecturers and/or less than 60% NIDN

No.	Code	Study Program Name	Status	tier	Accreditation	Annual Reporting Data					
						Number of Lecturers Calculating Ratio	Number of Homebase Lecturers			Number of students	Lecturer / Student Ratio
							NIDN	NIDK	Total		

No.	Code	Study Program Name	Status	tier	Accreditation	Annual Reporting Data					
						Number of Lecturers Calculating Ratio	Number of Homebase Lecturers			Number of students	Lecturer / Student Ratio
							NIDN	NIDK	Total		
1	62401	Accountancy	Active	D3	Superior	15	10	0	10	415	1:27.67
2	24402	Chemical analyst	Shapeshift	D3	-	0	0	0	0	0	-
3	24402	Chemical analysis	Active	D3	Superior	12	8	0	8	227	1: 18.92
4	79402	English	Closed	D3	-	0	1	0	1	0	-
5	61406	Finance and Banking	Shapeshift	D3	-	0	0	0	0	0	-
6	61403	Management	Active	D3	Superior	20	9	0	9	438	1:21.90
7	61405	Company Management	Shapeshift	D3	-	0	0	0	0	0	-
8	61406	Banking and Finance	Active	D3	-	15	8	0	8	234	1 : 15.60
9	62302	Tax accounting	Active	D4	-	0	0	0	0	0	-
10	61310	Financial Analysis	Active	D4	-	0	0	0	0	0	-
11	61316	Digital Business	Active	D4	-	0	0	0	0	0	-
12	62201	Accountancy	Active	S1	Superior	75	32	0	32	1876	1:25.01
13	23201	Architecture	Active	S1	Superior	37	21	0	21	815	1: 22.03
14	60202	Islamic economics	Active	S1	A	31	14	0	14	875	1: 28.23
15	60201	Economic development	Active	S1	Superior	52	24	0	24	1288	1:24.77
16	48201	Pharmacy	Active	S1	A	29	22	0	22	754	1: 26.00
17	64201	International Relations	Active	S1	B	13	14	0	14	1058	1: 81.38
18	74201	Law	Active	S1	Superior	75	50	2	52	3112	1:41.49
19	74202	Business Law	Active	S1	-	0	5	0	5	0	-
20	74230	Family Law (Ahwal Syakhshiyah)	Active	S1	A	31	10	0	10	759	1:24.48
21	74201	Legal studies	Shapeshift	S1	-	0	0	0	0	0	-
22	70201	Communication Studies	Active	S1	A	20	18	0	18	1152	1:57.60

No.	Code	Study Program Name	Status	tier	Accreditation	Annual Reporting Data					
---	---	---	---	---	---	Number of Lecturers Calculating Ratio	Number of Homebase Lecturers			Number of students	Lecturer / Student Ratio
							NIDN	NIDK	Total		
23	55201	informatics	Active	S1	-	52	43	0	43	913	1 : 17.56
24	11201	Medical	Active	S1	A	52	60	3	63	697	1 : 13.40
25	47201	Chemical	Active	S1	Superior	22	15	1	16	467	1:21.23
26	61201	Management	Active	S1	Superior	78	38	0	38	2085	1:26.73
27	86208	Islamic education	Active	S1	A	33	16	0	16	849	1:25.73
28	88203	English language education	Active	S1	B	14	11	0	11	476	1: 34.00
29	84204	Chemistry Education	Active	S1	Very well	12	6	0	6	190	1 : 15.83
30	73201	Psychology	Active	S1	Superior	38	32	0	32	1338	1: 35.21
31	24202	Textile Engineering	Active	S1	-	13	6	0	6	52	1: 4.00
32	49201	Statistics	Active	S1	A	27	19	0	19	659	1:24.41
33	20201	Electrical Engineering	Active	S1	Superior	13	18	0	18	515	1:39.62
34	26201	Industrial Engineering	Active	S1	Superior	59	27	0	27	1402	1:23.76
35	55201	Technical Information	Shapeshift	S1	-	0	0	0	0	0	-
36	24201	Chemical Engineering	Active	S1	Superior	34	20	0	20	794	1:23.35
37	25201	Environmental Engineering	Active	S1	Superior	32	37	0	37	930	1: 29.06
38	21201	Mechanical Engineering	Active	S1	A	28	16	0	16	574	1 : 20.50
39	22201	Civil Engineering	Active	S1	Superior	58	29	0	29	1466	1:25.28
40	62901	Accounting Professional Education	Closed	Profession	-	0	0	0	0	0	-
41	11901	Doctor Profession	Active	Profession	A	19	19	13	32	321	1 : 16.89
42	48901	Pharmacist Profession	Active	Profession	Superior	11	8	0	8	157	1 : 14.27

No.	Code	Study Program Name	Status	tier	Accreditation	Annual Reporting Data					
						Number of Lecturers Calculating Ratio	Number of Homebase Lecturers			Number of students	Lecturer / Student Ratio
							NIDN	NIDK	Total		
43	23901	Architect Profession	Active	Profession	Superior	7	6	0	6	35	1: 5.00
44	23901	Architect Profession	Active	Profession	B	7	6	0	6	35	1: 5.00
45	62101	Accountancy	Active	S2	Superior	12	6	0	6	164	1 : 13.67
46	23101	Architecture	Active	S2	B	11	6	0	6	29	1: 2.64
47	48101	Pharmacy	Active	S2	-	15	6	0	6	16	1 : 1.07
48	74101	Law	Active	S2	Superior	25	5	0	5	286	1 : 11.44
49	60101	Economics	Active	S2	Superior	11	6	0	6	57	1: 5.18
50	74101	Legal studies	Shapeshift	S2	-	0	0	0	0	0	-
51	55102	informatics	Active	S2	B	22	7	0	7	184	1: 8.36
52	74102	notary	Active	S2	B	20	5	0	5	228	1 : 11.40
53	47102	Chemical	Active	S2	Well	12	6	0	6	48	1: 4.00
54	86131	Master of Islamic Studies	Active	S2	-	20	12	0	12	269	1 : 13.45
55	61101	Management	Active	S2	Superior	15	5	0	5	260	1 : 17.33
56	73101	Psychology	Closed	S2	-	0	0	0	0	0	-
57	73103	Professional Psychology	Active	S2	B	14	9	0	9	250	1 : 17.86
58	26101	Industrial Engineering	Active	S2	B	13	9	0	9	160	1 : 12.31
59	55101	Technical Information	Shapeshift	S2	-	0	0	0	0	0	-
60	22101	Civil Engineering	Active	S2	B	16	4	0	4	152	1 : 9.50
61	74001	Law	Active	S3	Superior	5	7	0	7	140	1: 28.00
62	74002	Islamic law	Active	S3	B	5	4	0	4	51	1 : 10.20
63	60001	Economics	Active	S3	A	27	5	0	5	159	1: 5.89
64	74001	Legal studies	Shapeshift	S3	-	0	0	0	0	0	-
65	61001	Management	Active	S3	-	0	5	0	5	0	-

No.	Code	Study Program Name	Status	tier	Accreditation	Annual Reporting Data					
						Number of Lecturers Calculating Ratio	Number of Homebase Lecturers			Number of students	Lecturer / Student Ratio
							NIDN	NIDK	Total		
		Science									
66	22001	Civil Engineering Ilmu	Shapeshift	S3	-	0	0	0	0	0	-
67	22001	Civil Engineering	Active	S3	Well	5	5	1	6	13	1: 2.60

(https://pddikti.kemdikbud.go.id/data_pt/OTQyNzMzMDUtODM0Qi00ODZFLUE3OTYtNzhDRThDOEZBRjJE

Researchers on this occasion have conducted interviews with the Head of the Quality Assurance Agency (Head of BPM) Dr. Rina Mulyati, S.Psi., M.Si, by asking "How is the Islamic University of Indonesia Yogyakarta in overseeing the SPMI implementation activities so that they run thoroughly and produce maximum quality audits?" (Interview with Rina Mulyati, 28 March 2022). In this case, the Head of BPM UII Yogyakarta explained that BPM UII Yogyakarta always carried out continuous monitoring aimed at overseeing the implementation of SPMI which was carried out according to the plan. Where in order to come to the conclusion that reality may serve as the basis for management measures to manage the continuity of the institution, self-evaluation is a systematic attempt to gather and evaluate trustworthy and legitimate data (facts and information).

Internal Quality Audit (AMI) is an impartial and unbiased assurance review and advice on academic procedures or operational activities. The internal quality audit's findings are used to formulate the remedy, and management review meetings are held at the levels of the study program, faculty/graduate school, and university afterward. The results of the correction formulation lead to quality improvement through setting new standards/plans at the next stage, especially in improving quality as a result of the implementation of SPMI at UII Yogyakarta in a comprehensive and holistic manner.

The implementation of SPMI at the Study Program level at the Postgraduate School of UII Yogyakarta has certainly been supported by human resources (HR) who have expertise and competence in the field of quality assurance. BPM UII Yogyakarta currently has 59 Internal Quality Audit (AMI) auditors from 2009 to 2022 who are active and registered as auditors from each study program, faculty to postgraduate. This is of course in the implementation of SPMI at UII Yogyakarta, it has been supported by adequate financing through a predetermined budget. Performance of BPM UII Yogyakarta is supported by very adequate facilities and infrastructure, by occupying the BPM UII Yogyakarta Office building.

The obstacles to implementing SPMI at UII Yogyakarta are not very visible and can be overcome. Because BPM UII always holds new auditor training programs. Training programs for new auditors and refreshing old auditors are carried out intensively every year. Besides that, the leadership of the University, from the Chancellor to his subordinate staff, always builds enthusiasm, both at the level of faculty leaders, study programs and the auditors themselves.

Generally speaking, BPM UII Yogyakarta develops programs that are conscious of the significance of quality assurance., whether carried out regularly, holding meetings in activity forums, especially for refreshing and improving the quality of auditors, as well as interacting with internal quality assurance activists of universities in SPMI-Dikti forum, and BAN-PT.

Regarding the implementation of the Internal Quality Assurance System (SPMI), what needs to be done is of course an evaluation system is needed to assess the effectiveness of the internal quality assurance implementation. BPM UII Yogyakarta annually conducts an evaluation by asking for input from auditors, starting from the leadership of the Graduate School and the head of the audited Study Program, and the leadership of the University.

Of course, this review is conducted in the form of a workshop where feedback or adjustments to the Internal Quality Audit's execution are discussed (AMI). As a result, the evaluation of SPMI implementation also considers how the supporting variables, such as financial factors, human resources, and supporting facilities and infrastructure, may contribute in the best way in addition to addressing how effective SPMI implementation is.

Externally, the results of the SPMI implementation are used in connection with preparations for facing external accreditation, in this case the National Accreditation Board (BAN-PT). BPM UII Yogyakarta has also assisted universities in preparing accreditation forms for 9 standard study programs and institutions of the National Accreditation Board for Higher Education (BAN-PT). Utilization of the results of the SPMI implementation at UII Yogyakarta will of course be used for preparation for accreditation.

Academic Documents and Quality Documents serve as the foundation for SPMI implementation at UII Yogyakarta. Academic Policy documents, Academic Standards documents, and Academic Regulations are the main types of academic documents at the university and graduate school levels. The Study Program Specifications, Curriculum, Curriculum Map, and Semester Learning Program are academic documents at the study program level. and Activity Plans (KPS).

The Quality Document consists of a Quality Manual at the university or graduate school level, Work Instructions and Quality Procedures. Work Instructions and Quality Procedures are prepared and implemented in each work unit. In ensuring the quality of research and community service, in this case BPM UII Yogyakarta always provides assistance to ensure that there are more journals at UII Yogyakarta. Research quality assurance is also related to the quality of the laboratories owned by UII Yogyakarta, and the SPMI design which is operationally called the SPMI UII Yogyakarta Cycle was developed in line with the quality control management model.UII Yogyakarta Quality Assurance System is a combination of Quality Assurance with Quality Management.

The internal implementation of SPMI is used to gradually improve the quality of education. The findings in the SPMI Implementation will be used as input to improve standards and improve for the better. Utilization of the results of SPMI implementation, apart from being used in educational planning, is also used to foster a better spirit to work.

CONCLUSION

Implementation of the Internal Quality Assurance System at UII Yogyakarta is carried out through a continuous process stage Determination, implementation, evaluation, control, and improvement of the educational process, followed by self-evaluation and internal quality audit. The quality assurance cycle, which starts with benchmarking to establish new standards.

The SPMI Study Program at UII Yogyakarta is carried out by the Quality Assurance Cluster System organization (SGPM) in coordination with the Quality Assurance Agency of the Islamic University of Indonesia (BPM-UII) whose responsibility it is to develop and implement a thorough and complete quality assurance system. The SPMI cycle consists of nine steps or stages, namely: Setting standards, putting them into action, keeping track of them, evaluating them yourself, doing internal quality checks, making corrections, and enhancing the quality for stakeholder satisfaction.

Utilization of the results of the implementation of SPMI at UII Yogyakarta internally to improve the performance of study programs, foster a spirit of working better, raise awareness to build a quality culture. Externally, it is used in relation to preparation for accreditation by BAN-PT. The development of SPMI implementation at UII Yogyakarta refers to the Quality Management System that supports the implementation of BAN-PT standards as the minimum standard for managing study programs and universities.

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