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The implementation of the internal quality system: The case of a private university

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Abstract

This study explores the implementation of the Internal Quality Assurance System (SPMI) in the academic field at Universitas Muhammadiyah Metro, Lampung, through the PPEPP cycle: determination, implementation, evaluation, control, and improvement. Using a qualitative approach with a naturalistic phenomenological perspective, data were collected through interviews, observations, and document analysis over six months. The findings indicate that UM Metro has developed a systematic quality assurance mechanism supported by validated instruments, online internal audits, structured quality teams, and continuous improvement practices. The Quality Assurance Institute (LPM) plays a central role in coordinating quality control across university units, faculties, and study programs. The implementation of SPMI refers to the National Higher Education Standards (SNPT) and Al-Islam and Kemuhammadiyahan (AIK) standards, reflecting the institution's commitment to sustainable academic quality development.

Keywords

Academic standards, higher education, internal quality assurance system, PPEPP cycle, quality assurance

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Introduction

Quality assurance has become an essential component of higher education governance as universities are increasingly required to demonstrate accountability, relevance, and continuous improvement. Higher education institutions are expected not only to provide academic services but also to develop graduates with competencies aligned with social, professional, and global challenges. Therefore, establishing an effective quality assurance system is necessary to ensure that academic processes are implemented consistently and that institutional development is guided by measurable standards (Kayyali, 2023).

In Indonesia, the Higher Education Quality Assurance System (SPM Dikti) is implemented through two complementary mechanisms: the Internal Quality Assurance System (SPMI) and the External Quality Assurance System (SPME). SPMI emphasizes higher education institutions' internal commitment to establish, implement, evaluate, control, and continuously improve academic and non-academic standards. Through this mechanism, universities are encouraged to develop a sustainable quality culture rather than merely fulfilling accreditation requirements (Ministry of Education, Culture, Research, and Technology, 2020).

SPMI is implemented through the PPEPP cycle, consisting of determination, implementation, evaluation, control, and improvement stages. This cycle represents a continuous improvement approach in which institutional standards are developed based on national requirements and institutional characteristics, implemented through academic programs, evaluated through monitoring and internal audits, and improved based on evaluation results. The effectiveness of SPMI depends not only on the availability of quality documents but also on institutional commitment, leadership support, stakeholder involvement, and the development of a quality-oriented organizational culture (Mursidi et al., 2020).

Within this context, the Quality Assurance Institute (Lembaga Penjaminan Mutu/LPM) has a strategic role in coordinating quality assurance activities at universities. LPM functions as a quality management unit responsible for developing standards, coordinating internal audits, monitoring academic performance, and facilitating continuous improvement. Previous studies indicate that effective internal quality assurance requires strong governance structures, clear responsibilities among institutional units, and active participation from academic communities (Sofyani et al., 2023).

Universitas Muhammadiyah Metro (UM Metro), as one of the Muhammadiyah higher education institutions, implements SPMI by referring to National Higher Education Standards (SN Dikti) and Al-Islam and Kemuhammadiyahan (AIK) values. Integrating academic quality standards with institutional values is a distinctive characteristic of Muhammadiyah higher education institutions, where quality development is oriented not only toward academic excellence but also toward ethical and character-based education.

From an Islamic perspective, continuous improvement is also reflected in the principle of self-evaluation and preparation for future improvement. This concept aligns with the message in Surah Al-Hashr verse 18, which encourages individuals to reflect on their actions and prepare for future outcomes. In the context of higher education management, this principle can be interpreted as the importance of continuous evaluation, improvement, and responsibility in achieving institutional quality.

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Furthermore, the implementation of internal quality assurance should be understood as an organizational transformation process rather than merely a compliance mechanism. Universities with effective quality assurance systems are characterized by the integration of institutional policies, leadership commitment, academic participation, and evidence-based decision-making. Quality assurance becomes meaningful when it is embedded within daily academic practices and contributes to the development of a shared understanding of quality among institutional members. In this perspective, SPMI functions not only as a monitoring instrument but also as a strategic framework for strengthening institutional capacity and promoting continuous improvement. The development of a quality culture requires universities to establish an environment where evaluation results are actively used for institutional learning and future planning (Bendermacher et al., 2017).

In addition, higher education quality assurance has shifted from a traditional control-oriented approach toward a more developmental approach that emphasizes improvement, innovation, and stakeholder engagement. This transformation requires quality assurance units to act as facilitators of institutional learning rather than only administrators of standards and documentation. The effectiveness of SPMI implementation therefore depends on the ability of universities to connect quality policies with actual academic processes, organizational behavior, and institutional goals. In private Islamic higher education institutions, this process becomes more complex because quality development must integrate national standards with institutional values and identity. This integration gives universities opportunities to develop distinctive quality models that combine academic excellence, ethical responsibility, and social contribution (Hou et al., 2022).

Although studies on higher education quality assurance have increased, research examining how SPMI is operationalized through the PPEPP cycle at the institutional level remains important, particularly in private Islamic universities. Understanding the implementation process, organizational roles, and improvement mechanisms can provide practical insights for developing sustainable quality cultures. Therefore, this study examines the implementation of the Internal Quality Assurance System at Universitas Muhammadiyah Metro, Lampung, focusing on the stages of determination, implementation, evaluation, control, and improvement.

Literature Review

Higher education quality assurance system (SPM Dikti)

Quality assurance has become a fundamental component of higher education management because universities are expected to provide accountable, relevant, and continuously improving educational services. In higher education, quality is not only about meeting institutional standards but also about universities' ability to fulfill academic, administrative, and stakeholder expectations consistently. Therefore, quality assurance functions as a systematic mechanism to ensure that educational processes and outcomes meet established requirements and support sustainable institutional development (Rohiat, 2020).

The Higher Education Quality Assurance System (SPM Dikti) in Indonesia is implemented through two interconnected mechanisms: the Internal Quality Assurance System (SPMI) and the External Quality Assurance System (SPME). SPMI reflects higher education institutions' internal commitment to developing and maintaining quality through continuous

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evaluation and improvement, while SPME is carried out through external assessment processes such as accreditation. Implementing SPMI aims to build a quality culture in which academic communities actively participate in maintaining and improving institutional performance, rather than merely fulfilling accreditation requirements (Ministry of Education, Culture, Research, and Technology, 2020).

The effectiveness of SPMI depends on several factors, including institutional leadership, organizational commitment, availability of quality standards, and the involvement of academic stakeholders. A well-developed quality assurance system requires universities to establish clear procedures, conduct regular monitoring and evaluation, and use evaluation results as the basis for continuous improvement. Thus, SPMI functions not only as a control mechanism but also as a strategic approach for strengthening institutional quality and competitiveness (Sofyani et al., 2023).

National higher education standards (SN Dikti)

National Higher Education Standards (SN Dikti) provide the main reference for universities in Indonesia to develop and implement quality standards. Based on Regulation of the Minister of Education and Culture Number 3 of 2020, SN Dikti includes three major components: National Education Standards, National Research Standards, and National Community Service Standards. These standards represent minimum requirements that higher education institutions must meet to ensure the quality of the Tri Dharma of Higher Education, consisting of education, research, and community service (Ministry of Education, Culture, Research, and Technology, 2020).

The implementation of SN Dikti aims to guarantee the quality of learning processes, support the development of science and technology, and strengthen the role of universities in improving national human resources. In addition, SN Dikti encourages higher education institutions to continuously improve performance beyond minimum standards by developing institutional standards aligned with their vision, mission, and characteristics.

In practice, SN Dikti serves as the foundation for universities in designing internal quality standards. Through SPMI, institutions translate national standards into operational policies, academic guidelines, quality manuals, and evaluation instruments. Therefore, the relationship between SN Dikti and SPMI is essential because national standards provide the minimum quality framework. At the same time, SPMI ensures that universities actively manage and improve their quality performance based on institutional needs.

PPEPP cycle and continuous quality improvement in higher education

Universities implement SPMI through the PPEPP cycle, which consists of determination, implementation, evaluation, control, and improvement. This cycle represents a continuous improvement approach that allows universities to manage quality systematically. The determination stage involves establishing institutional standards based on national regulations and university characteristics. The implementation stage ensures that established standards are applied in academic and non-academic activities. The evaluation stage measures the achievement of standards through monitoring, assessment, and internal audits. The control stage focuses on corrective actions, while the improvement stage ensures that quality standards

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continue to develop according to internal and external changes (Ministry of Education, Culture, Research, and Technology, 2020).

The PPEPP approach reflects the principles of continuous improvement commonly applied in quality management systems. Through this cycle, quality assurance becomes an ongoing process rather than a one-time activity. Universities can identify weaknesses, develop corrective strategies, and strengthen institutional performance based on evidence obtained from evaluation activities. Therefore, successful SPMI implementation requires not only formal quality documents but also commitment from institutional leaders, quality assurance units, lecturers, and other stakeholders (Mursidi et al., 2020).

In private Islamic higher education institutions, quality assurance implementation may also integrate institutional values and identity. For Muhammadiyah universities, academic quality development is combined with Al-Islam and Kemuhammadiyahan (AIK) values, creating a distinctive approach that emphasizes academic excellence, ethical responsibility, and character development. This integration shows that quality assurance is not limited to administrative compliance but also contributes to developing institutions with strong academic and moral foundations.

Research Methodology

Research design

This study employed an interpretive paradigm with a descriptive qualitative approach to examine the implementation of the Internal Quality Assurance System (SPMI) at Universitas Muhammadiyah Metro (UM Metro), Lampung. A qualitative approach was selected because the study aimed to understand institutional practices, processes, and experiences related to implementing quality assurance in a higher education context. The study was conducted at Universitas Muhammadiyah Metro, a Muhammadiyah Aisyiyah Higher Education Institution (PTMA) located in Metro City, Lampung Province, Indonesia. Data collection was conducted over six months, from 20 October 2021 to 20 March 2022. The research focused on understanding how SPMI was implemented through the stages of determination, implementation, evaluation, control, and improvement (PPEPP).

In qualitative research, the researcher acts as the primary instrument, responsible for collecting, interpreting, and analyzing data. Therefore, researcher preparedness and understanding of the research context are essential to ensure the credibility of the findings (Cypress, 2017). The quality of qualitative research is strongly influenced by the appropriateness of data collection procedures and researchers' ability to obtain meaningful information from participants.

Data collection techniques

Data were collected through in-depth interviews, observation, and document analysis. Using multiple data sources was intended to provide a comprehensive understanding of SPMI implementation and strengthen the credibility of the findings through data triangulation.

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In-depth interviews

In-depth interviews were the primary data collection technique used in this study. Interviews explored participants' experiences, perceptions, and understanding of SPMI implementation at UM Metro. Through interviews, researchers obtained detailed information about quality assurance policies, institutional mechanisms, evaluation processes, and improvement strategies. In qualitative research, interviews construct meaning through interaction between researchers and participants. This approach allows researchers to explore complex institutional phenomena that cannot be fully understood through quantitative measurement alone (Skarbek, 2020).

During the interview process, researchers considered several factors that could influence data quality, including participant availability, communication conditions, environmental distractions, and participants' willingness to provide information. Appropriate interview management was applied to ensure that the information obtained remained relevant to the research objectives.

Data analysis

Data analysis was conducted continuously throughout the research process. Data obtained from interviews, observations, and documentation were organized, categorized, interpreted, and examined to identify patterns related to SPMI implementation.

The analysis followed the interactive model proposed by Miles, Huberman, and Saldaña (2014), which consists of three main activities: data condensation, data display, and conclusion drawing/verification. Data condensation involved selecting and organizing relevant information from the collected data. Data display involved arranging findings systematically to identify relationships and patterns. The final stage involved drawing conclusions and verifying findings based on the evidence obtained. This analytical process enabled the researchers to identify important themes related to the implementation of quality standards, evaluation mechanisms, internal audits, and continuous improvement practices at UM Metro.

Findings

Implementation of the Internal Quality Assurance System (SPMI)

The findings reveal that the implementation of the Internal Quality Assurance System (SPMI) at Universitas Muhammadiyah Metro (UM Metro) is organized through a structured quality assurance mechanism based on the PPEPP cycle: determination, implementation, evaluation, control, and improvement. The implementation involves the Quality Assurance Institute (LPM), faculty-level quality teams, study program quality teams, internal auditors, and academic units responsible for achieving established quality standards.

SPMI policy determination

The determination of academic quality standards at UM Metro is developed based on national regulations, Muhammadiyah higher education policies, and institutional strategic documents. According to interviews with the Head of LPM, the process begins with a

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designated team preparing standard drafts. Relevant stakeholders review and validate these drafts before submitting them for approval through a Rector's Decree (SK Rektor).

The determination process refers to the National Higher Education Standards (SN Dikti), institutional development plans, the Strategic Plan (RENSTRA), and Muhammadiyah higher education guidelines. In addition, specific institutional standards, including Al-Islam and Kemuhammadiyahan (AIK) standards, are developed by considering institutional capacity and human resource conditions. The development of standards also involves internal and external stakeholders according to their respective areas of responsibility. These stakeholders include university leaders, faculty representatives, lecturers, students, graduate users, and student organizations. Stakeholder involvement indicates that SPMI determination at UM Metro is not only regulatory-based but also considers institutional needs and user expectations.

Based on document analysis of UM Metro's SPMI policy, the quality assurance system was established as part of the university's commitment to continuous quality improvement. UM Metro established the Quality Assurance Institute (LPM) in 2007 and developed its quality assurance system in 2010. The system was later revised in 2016 to address previous weaknesses and adapt to changes in higher education quality requirements.

Implementation of academic standards

UM Metro implements SPMI through quality manuals, academic guidelines, and operational standards. The standards are translated into practical implementation procedures using institutional guidelines and ABCD standards (Attitude, Behavior, Competence, and Degree). After quality standards are established, socialization activities are conducted across university levels, including the rectorate, faculties, departments, study programs, and lecturers. This process aims to ensure that academic units understand their responsibilities in implementing quality standards. Semester-based internal audit activities support the implementation of academic standards. In odd semesters, performance audits focus on educational activities, while in even semesters, audits cover the Catur Dharma areas, including education, research, community service, and Al-Islam and Kemuhammadiyahan. Audit activities are supported by official implementation reports and conducted by auditors according to the relevant institutional level

Evaluation mechanism of academic standards

The evaluation of academic standards at UM Metro is conducted through monitoring and evaluation (monev) activities and internal audits. The evaluation process begins with developing measurement instruments based on established standards. These instruments are prepared by an appointed development team and validated through expert review, LPM leadership evaluation, university leadership review, and focus group discussions (FGDs) involving auditors. After validation, the instruments are used to measure the achievement of academic standards. UM Metro has implemented an online internal audit system in which lecturers upload academic activity documents, which are then reviewed by auditors assigned by LPM. The evaluation results are analyzed and reported to university leadership. When performance gaps are identified, follow-up actions are determined according to the responsible unit. For example, academic writing training may be provided when evaluation results indicate the need for improvement in lecturer performance.

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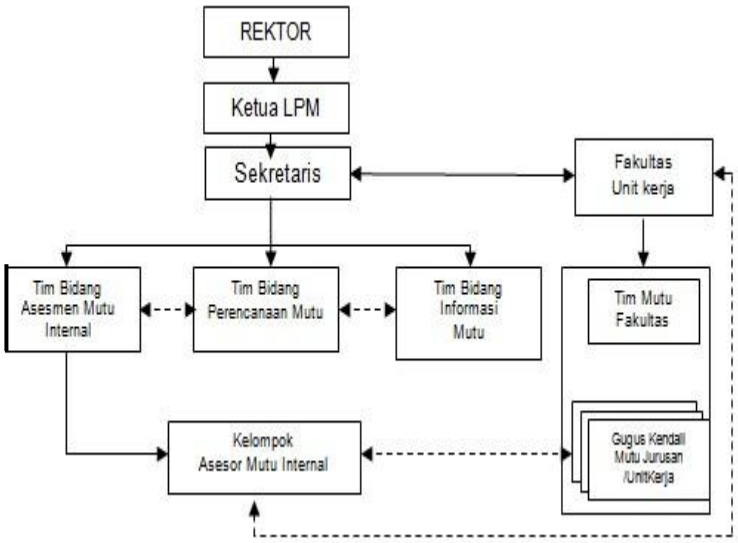
SPMI organizational structure and quality control mechanism

Figure 1. *Coordination structure of SPMI at Universitas Muhammadiyah Metro*



The implementation of SPMI at UM Metro is supported by a hierarchical quality assurance structure involving university, faculty, department, and study program levels.

The Quality Assurance Institute (LPM) functions as the central quality control unit responsible for coordinating quality assurance activities. At the faculty and program levels, Faculty/Program Quality Assurance Teams (TPMF/P) support quality assurance, while Department Quality Assurance Teams (TPMJ) support quality implementation at the department and study program levels.

The organizational structure consists of several key roles:

1. **Quality Assurance Institute (LPM)**
   Responsible for coordinating quality planning, developing quality instruments, managing information systems, and supervising internal audits.
2. **Faculty and Study Program Quality Teams (TPMF/P and TPMJ)**
   Responsible for supporting quality implementation and monitoring within their respective units.
3. **University Leaders and Academic Units**
   The Rector, Deans, Heads of Departments, and Heads of Study Programs are responsible for developing SOPs, implementing programs, achieving quality targets, and conducting supervision.
4. **Internal Auditors**
   Auditors assess the conformity between institutional practices and established quality standards.
5. **Internal Audit Team**
   Acts as a partner of LPM in evaluating compliance with internal policies and external regulations.

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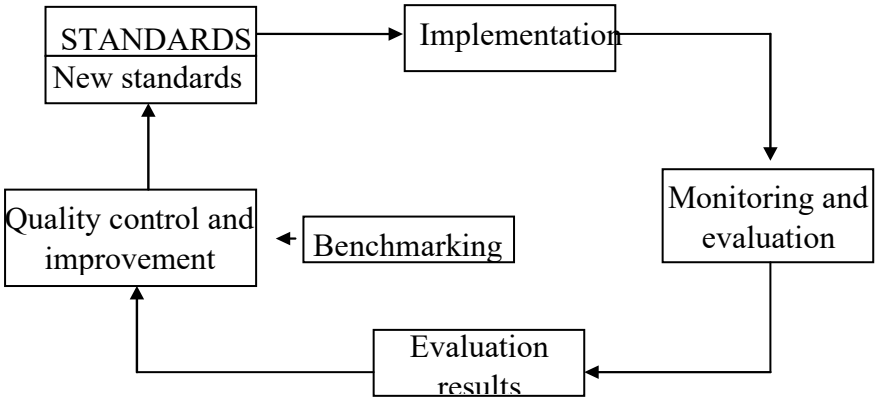
This structure demonstrates that quality assurance at UM Metro is implemented through shared responsibility rather than being limited to a single quality assurance unit.

SPMI quality cycle

Figure 2. *Quality assurance cycle of Universitas Muhammadiyah Metro*



The SPMI cycle at UM Metro operates as a continuous improvement mechanism. Each quality cycle consists of standard determination, implementation, monitoring and evaluation, control, and improvement activities. The cycle is conducted through annual and semester-based programs. The evaluation results become the basis for improving academic programs, institutional management, and quality standards. Continuous improvement is also adjusted according to developments in science and technology, stakeholder expectations, and changes in higher education regulations.

Improvement of academic standards

The improvement stage of SPMI is conducted based on evaluation findings and external factors, including stakeholder needs and regulatory changes. According to the Head of LPM, improvement activities begin after evaluation results are analyzed and improvement priorities are identified.

LPM collects the results of internal audits and monitoring evaluations and compiles them into SPMI reports by field. These reports become references for responsible units, including academic departments, finance units, human resource management, and institutional development teams, in preparing improvement programs.

Through this mechanism, SPMI functions not only as an evaluation system but also as a strategic tool for institutional development. The continuous improvement process enables UM Metro to align academic standards, governance practices, and institutional development with national higher education standards and Muhammadiyah values.

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Discussion

Implementation of SPMI through the PPEPP cycle

The findings indicate that Universitas Muhammadiyah Metro has implemented the Internal Quality Assurance System (SPMI) through a structured PPEPP cycle consisting of determination, implementation, evaluation, control, and improvement. The implementation shows that quality assurance at UM Metro is not merely an administrative requirement for accreditation but an institutional mechanism for maintaining and improving academic quality. This finding supports the perspective that effective internal quality assurance systems should function as continuous improvement processes that encourage universities to develop sustainable quality cultures (Neophytou & Koutselini, 2025).

The determination stage at UM Metro shows that quality standards are developed through a combination of national regulations, institutional strategic plans, and Muhammadiyah higher education values. The involvement of university leaders, lecturers, students, graduate users, and other stakeholders indicates that quality standards are constructed through participatory processes rather than imposed solely through institutional regulations. This approach aligns with previous research emphasizing that stakeholder involvement is critical to strengthening higher education quality assurance because institutional quality is shaped by collective commitment and shared responsibility (Seyfried & Pohlenz, 2018).

Developing standards based on SN Dikti and AIK values also reflects the characteristics of Muhammadiyah higher education institutions. Unlike quality assurance systems that focus only on compliance with external standards, UM Metro integrates academic quality with institutional identity and ethical values. The findings show that quality development at UM Metro is directed not only toward academic performance but also toward developing institutional character. This approach strengthens the argument that quality assurance in higher education should include both technical quality dimensions and institutional values that shape organizational culture (Harvey & Williams, 2010).

Institutional role of LPM in developing quality culture

The findings demonstrate that the Quality Assurance Institute (LPM) plays a central role in coordinating SPMI implementation at UM Metro. LPM functions as the main quality management unit responsible for developing standards, preparing instruments, coordinating internal audits, and facilitating improvement programs. The involvement of Faculty Quality Assurance Teams (TPMF/P), Department Quality Assurance Teams (TPMJ), and academic units indicates that quality assurance is implemented through a distributed governance structure rather than centralized responsibility.

This finding supports the concept of quality culture in higher education, where quality improvement becomes a shared institutional practice involving leaders, academic staff, and administrative units. A strong quality culture requires universities to move beyond compliance-oriented activities toward internal awareness and commitment to continuous improvement (Cardoso et al., 2016). In this context, UM Metro demonstrates characteristics of a developing quality culture because quality responsibilities are distributed across institutional levels.

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However, this structure's effectiveness depends on consistent coordination among quality units. Previous studies have highlighted that quality assurance structures may become ineffective when they are dominated by documentation processes without sufficient engagement from academic communities (Pratasavitskaya & Stensaker, 2010). Therefore, continuously strengthening communication, training, and quality awareness among academic units remains essential to ensure that SPMI operates as a living institutional system.

Internal audit and evaluation as mechanisms for continuous improvement

The findings show that UM Metro's monitoring and evaluation activities and internal audits are supported by validated instruments and online audit mechanisms. UM Metro uses evaluation results to identify weaknesses and determine corrective actions, such as academic improvement programs for lecturers.

This practice reflects the principle of evidence-based quality improvement, where institutional decisions are made based on systematic evaluation data rather than individual perceptions. Internal audits are not only control mechanisms but also learning processes that help universities identify opportunities for improvement (Martin & Stella, 2007).

The implementation of online internal audits at UM Metro also indicates adaptation toward digital-based quality assurance management. Digitalizing quality assurance processes can improve the efficiency, transparency, and accessibility of institutional quality data. Nevertheless, technology alone cannot guarantee quality improvement; successful digital quality systems require effective management, trained users, and institutional commitment (Hashim et al., 2022).

Beyond its function as an assessment instrument, the internal audit process at UM Metro demonstrates the role of evaluation as an institutional learning mechanism. The results obtained from audits and monitoring activities provide important information for universities to identify gaps between established standards and actual academic practices. This process allows quality assurance units and academic departments to formulate improvement strategies based on evidence rather than assumptions. Therefore, internal audits contribute not only to accountability but also to strengthening reflective practices within the institution.

The findings also indicate that the effectiveness of evaluation depends on how universities utilize audit results after the assessment process. A quality assurance system becomes meaningful when evaluation findings are followed by concrete improvement actions involving relevant academic and administrative units. In this regard, UM Metro's approach reflects the principle of continuous improvement, where quality development is considered an ongoing cycle involving evaluation, reflection, and institutional response. This approach is consistent with the view that higher education quality assurance should move beyond compliance-based activities toward developmental practices that encourage organizational improvement (Cardoso et al., 2016).

Furthermore, the use of digital audit mechanisms provides opportunities for improving the management of quality information. The availability of digital records enables universities to monitor performance trends, maintain documentation consistency, and support faster decision-making processes. However, sustainable digital quality assurance requires more than technological infrastructure; it requires institutional readiness, adequate training, and a shared understanding among academic communities regarding the purpose of quality improvement.

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Thus, the experience of UM Metro suggests that digital transformation should be accompanied by organizational change to maximize the contribution of quality assurance systems.

SPMI as a continuous improvement strategy in higher education

The findings indicate that the PPEPP cycle at UM Metro operates as a continuous improvement mechanism in which evaluation results become the foundation for improving academic programs, institutional management, and quality standards. This finding confirms that quality assurance should be understood as a cyclical process rather than a one-time activity.

The improvement stage demonstrates that UM Metro uses audit and monitoring results to develop institutional responses involving academic departments, finance units, human resource management, and other relevant units. This practice aligns with the principles of Total Quality Management (TQM), where organizations continuously evaluate processes and implement improvements based on identified performance gaps (Jasti et al., 2022).

From this perspective, the SPMI implementation at UM Metro illustrates how Indonesian higher education institutions can integrate regulatory requirements with institutional development strategies. The combination of SN Dikti standards, Muhammadiyah values, and continuous improvement practices provides a distinctive quality-assurance model that balances accountability, academic excellence, and institutional identity.

The implementation of SPMI at UM Metro also demonstrates that quality improvement requires a long-term institutional commitment rather than temporary responses to accreditation demands. Through the PPEPP cycle, evaluation results are transformed into improvement plans that encourage academic units to reflect on their performance and develop appropriate strategies. This process supports the development of a quality culture in which members of the institution understand that maintaining quality is a shared responsibility.

Furthermore, the integration of national standards with Muhammadiyah institutional values provides an important perspective on quality management in private Islamic higher education institutions. Quality assurance is not only concerned with achieving measurable academic indicators but also with strengthening institutional character, ethical responsibility, and social contribution. Therefore, SPMI at UM Metro represents an approach that combines regulatory compliance, organizational learning, and value-based institutional development. This finding supports the view that sustainable quality assurance requires a balance between structured management systems and the active involvement of the academic community (Bendermacher et al., 2017).

Theoretical and practical implications

Theoretically, this study contributes to the understanding of how internal quality assurance systems are operationalized within private Islamic higher education institutions. The findings strengthen the argument that successful SPMI implementation requires not only formal standards and procedures but also organizational commitment, leadership support, stakeholder participation, and quality-oriented culture.

Practically, the findings provide implications for other higher education institutions seeking to strengthen their internal quality assurance systems. The UM Metro experience

shows that effective SPMI implementation requires integrating institutional structures, quality assurance units, internal evaluation mechanisms, and continuous improvement strategies.

Conclusion

This study concludes that Universitas Muhammadiyah Metro has implemented the Internal Quality Assurance System (SPMI) systematically through the PPEPP cycle, consisting of determination, implementation, evaluation, control, and improvement. The Quality Assurance Institute (LPM), faculty and study program quality teams, internal auditors, and academic units support the quality assurance process and collectively contribute to achieving institutional quality standards. The findings demonstrate that SPMI implementation at UM Metro is based on National Higher Education Standards (SN Dikti), institutional policies, and Al-Islam and Kemuhammadiyahan (AIK) values. The university has developed quality standards through stakeholder involvement, implemented academic standards through structured guidelines and internal audits, and used evaluation results as the basis for corrective actions and continuous improvement.

This study highlights that effective internal quality assurance requires more than formal regulations and documentation. It depends on institutional commitment, collaborative governance, stakeholder participation, and the development of a sustainable quality culture. UM Metro's experience provides practical insights for other higher education institutions, particularly private Islamic universities, seeking to strengthen their internal quality assurance systems. Future research may expand this study by examining the relationship between SPMI implementation and measurable institutional outcomes, such as academic performance, graduate quality, research productivity, and stakeholder satisfaction.

Disclosure Statement

No potential conflict of interest was reported by the authors.

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