

Evaluation Model of Internal Quality Assurance System in Universities

Elbadiansyah¹, Masyni²

¹ IKIP PGRI Kalimantan Timur, Indonesia; mr.elbadiansyah@yahoo.co.id

² IKIP PGRI Kalimantan Timur, Indonesia; masynimanda@gmail.com

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ABSTRACT

This study aims to determine: 1) implementation of internal quality management evaluation, 2) development of an evaluation model, 3) testing a new model of internal quality evaluation in the quality cycle, and 4) the effectiveness of the implementation of the internal quality management evaluation model that has been implemented at the university. Methods This research uses a qualitative approach with types. Data collection techniques are carried out through in-depth interviews, participant observation, photography and documentation. The data were analyzed using the model of Miles and Huberman interactive transformation consisting of data collection, data reduction, data display and conclusion. The validity of the data is done by testing the credibility, transferability, dependability, and confirmability. This study found that first, the internal quality management evaluation model used by three universities was PPEPP (Determination, Implementation, Evaluation, Control, Improvement). Second, creating an evaluation model based on AIS (Academic Information System) and the Higher Education Database (PD Dikti). And third, testing a new model of internal quality evaluation in the quality cycle, namely monitoring and evaluation, recording and inspection, and action.

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Corresponding Author:

Elbadiansyah

IKIP PGRI Kalimantan Timur, Indonesia; mr.elbadiansyah@yahoo.co.id

1. INTRODUCTION

Higher education is the spearhead to improving the civilization of society. This is because universities have tri dharma, namely teaching, research, and community service. Universities are required to transform as an adaptation to changing times. Universities play an important role in economic development, the development of democracy, the development and affirmation of national identity, and strengthening the position and reputation in the eyes of the international community (Matei & Iwinska, 2016). Furthermore, the World Bank reports that the importance of quality assurance and important impacts include the community's mobility, freedom to manage academic programs, and others (Bernhard, 2012). In addition, important impacts include transparency, effective learning, status improvement, and social integration of institutions, while indirect impacts only appear, namely, motivation, good relations among organizations and others (Fadhli, 2020; Haapakorpi, 2011). A good quality university is influenced by several factors, including curriculum (Anih, 2015), human resources (Indriyanti, 2018), students (Muhlisah, 2014), facilities and infrastructure (Dahlia, 2018) academic

atmosphere (Susanto, 2018), financing (Abidin, 2017), research and service (Noor, 2010), scientific publications (Salam et al., 2017), and governance (Singgih, 2008).

Higher education quality assurance is the process of planning, fulfilling, controlling, and developing higher education standards consistently and continuously so that the internal and external stakeholders of the university, namely students, lecturers, employees, the community, the business world, professional associations, the government can get satisfied with the performance and output of higher education (Sulaiman & Wibowo, 2016). This quality assurance activity manifests the accountability and transparency of higher education management. In accordance with Law Number 12 of 2012 concerning Higher Education, Higher Education Quality Assurance System (SPMPT) consists of an Internal Quality Assurance System (SPMI) and External Quality Assurance System (SPME). SPMI is developed by the university concerned, while SPME is carried out through accreditation.

The Internal Quality Assurance System (SPMI) in a university is an independent activity of the university concerned so that the process is designed, executed, and controlled by the university concerned without interference from the government. The government makes guidelines in the implementation of SPMI, which aims to inspire various aspects that are generally contained in SPMI in a university. This is done because each university has different specifications regarding history, vision and mission, organizational culture, organizational size, structure, resources, and leadership patterns. For universities to always meet the demands of the growing needs of stakeholders, SPMI must also always be adapted to these developments on an ongoing basis (continuous improvement) (Sulaiman & Wibowo, 2016).

Referring to the research results of Al-Fuqaha (2014). This paper endeavors to develop a customized and computerized matrix of Quality Function Development paradigm (QFD) applied in industry, to probe quality assurances and enhancement in Universities. Testing the new matrix proved that it is efficient and time-saving when compared with a detailed field study conducted at Philadelphia University, Jordan by the Jordan Accreditation Council. Challenges facing the application of the diverse, relevant methodologies are mainly the scarcity of communication technologies and lack of physical and financial resources. This paper supports the adapt in of the customized paradigm, to point out the following such as, Hybrid edutainment should be implemented; offices of quality management should be given a role in decision making in Universities; awareness program regarding the methods of quality assurances and enhancement should be organized, the culture of collaboration and interactivity among faculty members should be supported; and formation of regional networks of quality management should be advocated. Research equations with researchers on Integrated Quality Management are carried out to establish quality assurance standards. Quality assurance, while the differences between this research and this research are on education, curriculum and learning outcomes. Integration of research activities and community service into the learning process. The level of student satisfaction with services and educational processes.

Referring to the research results of Girnbayi (2004). A quality higher education system will produce quality skills and quality human capacity. TQM and CQI implementation in the university system will go a long way in expanding the skill capacity of academic staff and consequently that of students. Research similarities with researchers on the quality of higher education using the TQM approach. Meanwhile, the difference between research and researchers is implementing the internal quality assurance system.

2. METHODS

This study uses a qualitative approach is a research process that produces findings obtained from data collected through participatory observation techniques, in-depth interviews and documentation studies using case study methods. The case study method aims to explain and analyze the quality assurance model at universities in Indonesia. The research instrument is the researcher himself as the key instrument, while the informants or data sources are the Chancellor, Vice Chancellor I, II, III and Lecturers as supporting informants. Determination of informants (data sources) in this study,

researchers used the purposive sampling technique, which meant that the informants taken were not intended to represent the population, but to represent the information needed in this study.

The procedure for collecting data in qualitative research goes through the following stages: 1) the stage of reflection, 2) the stage of planning, 3) the stage of entry, 4) the stage of productive data collection (stage of data collection), 5) the stage of withdrawal (stage of withdrawal), and (6) the stage of writing (stage of writing research results).

Validity testing techniques in qualitative research can be done in several ways, namely: 1) credibility test (internal validity), 2) transferability test (external validity), 3) dependability test (reliability), and (4) confirmability (objectivity). Testing the credibility of the data trustworthiness of the data from qualitative research can be done by triangulation, namely 1) Triangulation of methods or techniques is carried out to test the credibility of the data by checking the data to the same source with different techniques, 2) Triangulation of data sources is triangulation that is used to test the credibility of the data by checking the data that has been obtained through several sources and 3) Triangulation of theory is used to compare the final results of the study with relevant research perspectives to avoid being able to individual researchers on the findings or conclusions. After data collection, both primary data and secondary data are carried out, which are related to the implementation of the internal quality assurance system model for universities in Indonesia. The data is processed and analyzed as follows: 1) Pre-field analysis, namely the analysis carried out on the data from the preliminary study or secondary data that will be used to determine the focus of the research, and 2) Analysis during the field (Miles and Huberman transformation), namely carried out during data collection, and after completion of data collection in a certain period. Activities in data analysis include data collection, data reduction, data display and conclusion drawing/verification.

3. FINDINGS AND DISCUSSION

3.1. Evaluation Model of Internal Quality Assurance System at the University of 17 August 1945 Samarinda

Based on the previous stages of the Internal Quality Assurance System (SPMI), it can be stated that the implementation of monitoring and evaluation is not ideal as indicated by the Higher Education. The faculty carry out monitoring and evaluation without involving elements of the Quality Assurance Group (GJM) and the Quality Control Group (GKM). This means that the Faculty carries out monitoring and evaluation without the help of GJM and GKM or Study Programs. In this case the dilemma arises that faculty self-examined and recognized that this situation was less objective. For this reason, it is necessary to improve the implementation of the SPMI supervision stages. The active role of GJM at the faculty level should be maximized. Because ideally it is through GJM that the development of GKM as a quality controller at the study program level will be carried out. GKM will help study programs to optimize quality assurance at the lowest level. Monitoring and evaluation is designed and carried out by GKM together with GJM for Faculties and Study Programs.

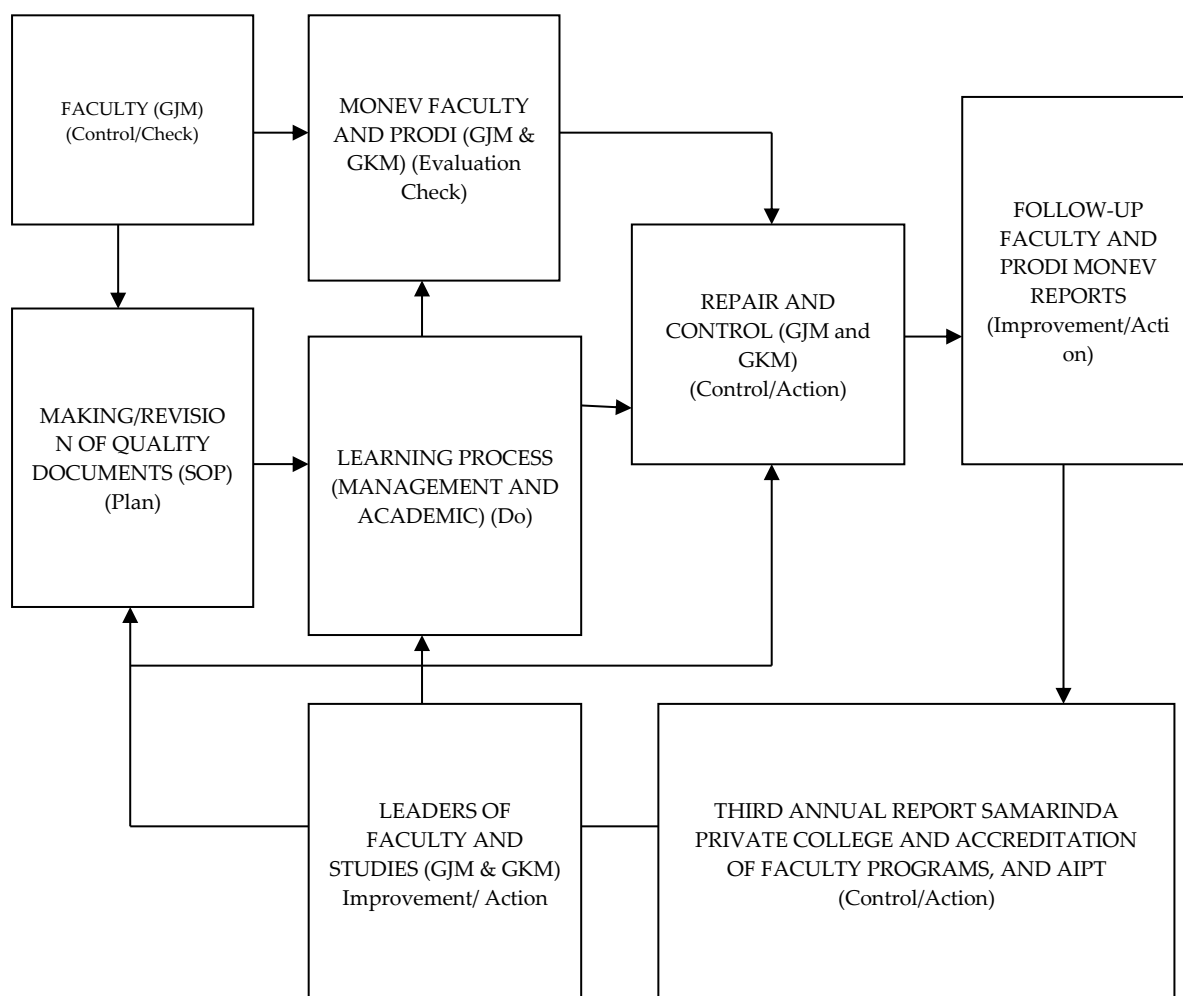


Figure 1. SPMI Evaluation Model

Based on the results of interviews and observations that have been triangulated, the SPMI evaluation model of Universities in Indonesia has been implemented SPMI using the PPEPP Model (Determination, Implementation, Evaluation, Control and Improvement). To run the Internal Quality Assurance System in Higher Education, the following steps are implemented, namely 1) Develop a quality assurance organization, 2) Develop a system (quality policy, quality documents: guidelines, procedures and SOPs), 3) Run the system (Socialization and references are carried out), 4) Conducting Internal Audit, 5) Follow-up and continuous improvement, and 6) Control by external quality assurance. Implementation of the Standards in the SPMI (Standard Dikti) consists of a cycle that includes the Establishment, Implementation, Evaluation of implementation, Control of implementation, and Improvement (PPEPP) of Standards in the SPMI (Standard Dikti).

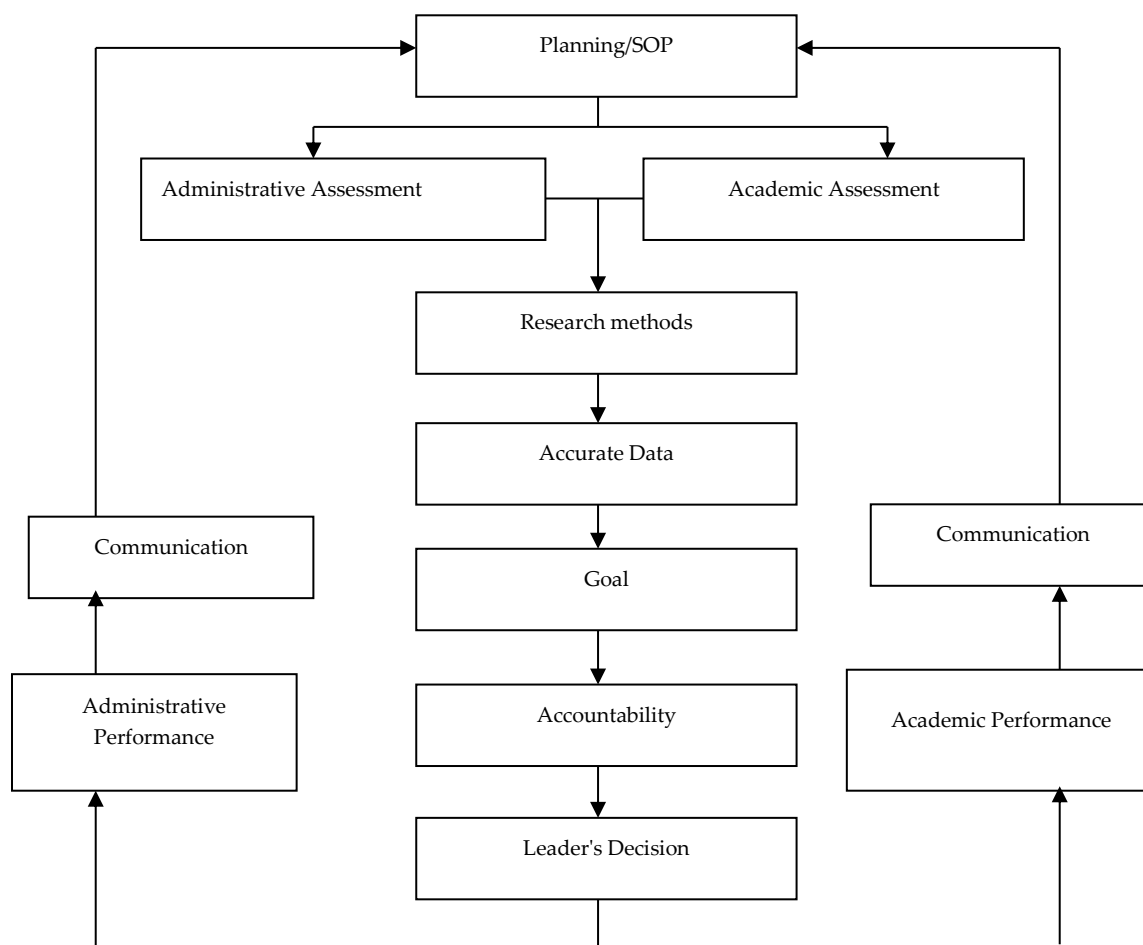


Figure 2. Quality Assurance Evaluation Model

Based on the data from interviews and documentation, it was obtained that the quality assurance evaluation model was carried out through a cycle of determination, implementation, evaluation, control and improvement. This is a step to building a comprehensive internal quality assurance system (SPMI).

The research results on the realization of the vision and implementation of the mission, as well as the contribution of community service to the development and empowerment of social, economic, and community welfare. In the quality guidelines (Quality Assurance), the implementation of the internal quality assurance system (SPMI) in higher education requires conditions to achieve its objectives: commitment, mental attitude, and organization. Equalization of vision and perception to the academic community, especially lecturers and education staff to always plan all work to support the achievement of goals. Planning for this work is very important as a framework for measuring work success to realize continuous quality improvement. The internal quality assurance system (SPMI) is expected to foster a supportive attitude from all components in higher education towards efforts to ensure good quality higher education.

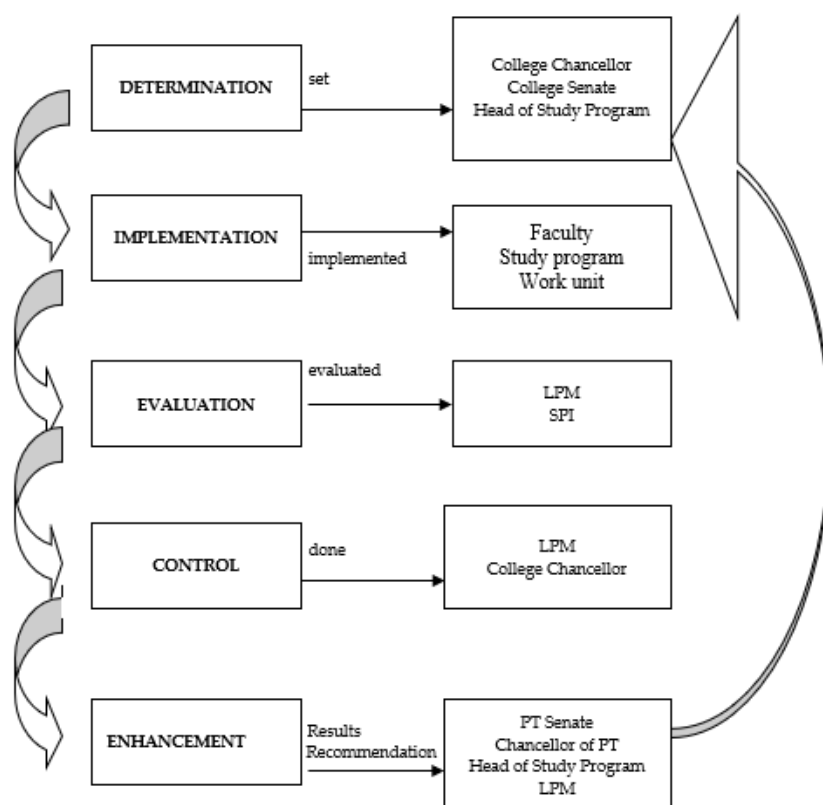


Figure 3. The findings of SPMI at the University of 17 Agustus 1945 Samarinda

Based on the research results that have been analyzed, it is obtained understanding, commitment and consistency in the development of study programs to achieve the vision and learning outcomes of graduates and targeted quality with planned, effective, and directed program steps. Control is carried out by the Chancellor and the Quality Assurance Institute. Meanwhile, the increase of the Chancellor, Vice-Chancellor I, II, III, and LPM, prepare programs/activities to determine the implementation of the internal quality assurance system for a certain period (4 years). Based on Law no. 12 of 2012 concerning Higher Education, Regulation of the Minister of Research, Technology and Higher Education No. 44 of 2015 concerning National Standards of Higher Education, Regulation of the Minister of Research, Technology and Higher Education No. 62 of 2016 concerning the University Standards Higher Education Quality Assurance System in 2015 the Internal Quality Assurance System (SPMI).

The results of research strengthen the research findings by Abdulazeez (2016), the similarities of this study and research by Abdulazeez both found the quality of educators based on quality management principles, the application of the student center learning (SCL) method. human: Adequate number of lecturers. Academic qualifications of lecturers. Understanding, commitment and consistency in the development of study programs to achieve the vision and learning outcomes of graduates and targeted quality with planned, effective, and directed program steps. Control is carried out by the Dean and the Quality Assurance Agency. Meanwhile, increasing the Dean, Deputy Dean and Assistant Dean, LPM, arranges programs/activities to determine the implementation of the internal quality assurance system for a certain period (4 years).

Based on the evaluation results, the Chancellor will issue guidance recommendations or corrective action plans to improve and improve quality according to predetermined standards. The SPMI Manual is a guide that describes the overall internal quality assurance system implemented at the University of 17 Agustus 1945 Samarinda as a self-evaluation to meet, control and develop/improve standards and guidelines or as a guide for internal stakeholders who must implement a quality assurance mechanism.

3.2. Evaluation Model of Internal Quality Assurance System at Widyagama Mahakam University Samarinda

Evaluation of the implementation of higher education standards (Dikti) is carried out by conducting an Internal Quality Audit (AMI), namely checking on the fulfillment of Dikti standards, a) the implementation of the Higher Education Standards exceeding the established Higher Education Standards; b) Implementation of the Higher Education Standards achieves the established Higher Education Standards; c) Implementation of the Higher Education Standards has not yet reached the established Higher Education Standards; and d) Implementation of the Higher Education Standards deviates from the established Higher Education Standards

The stages of setting SPMI standards can be described as follows:

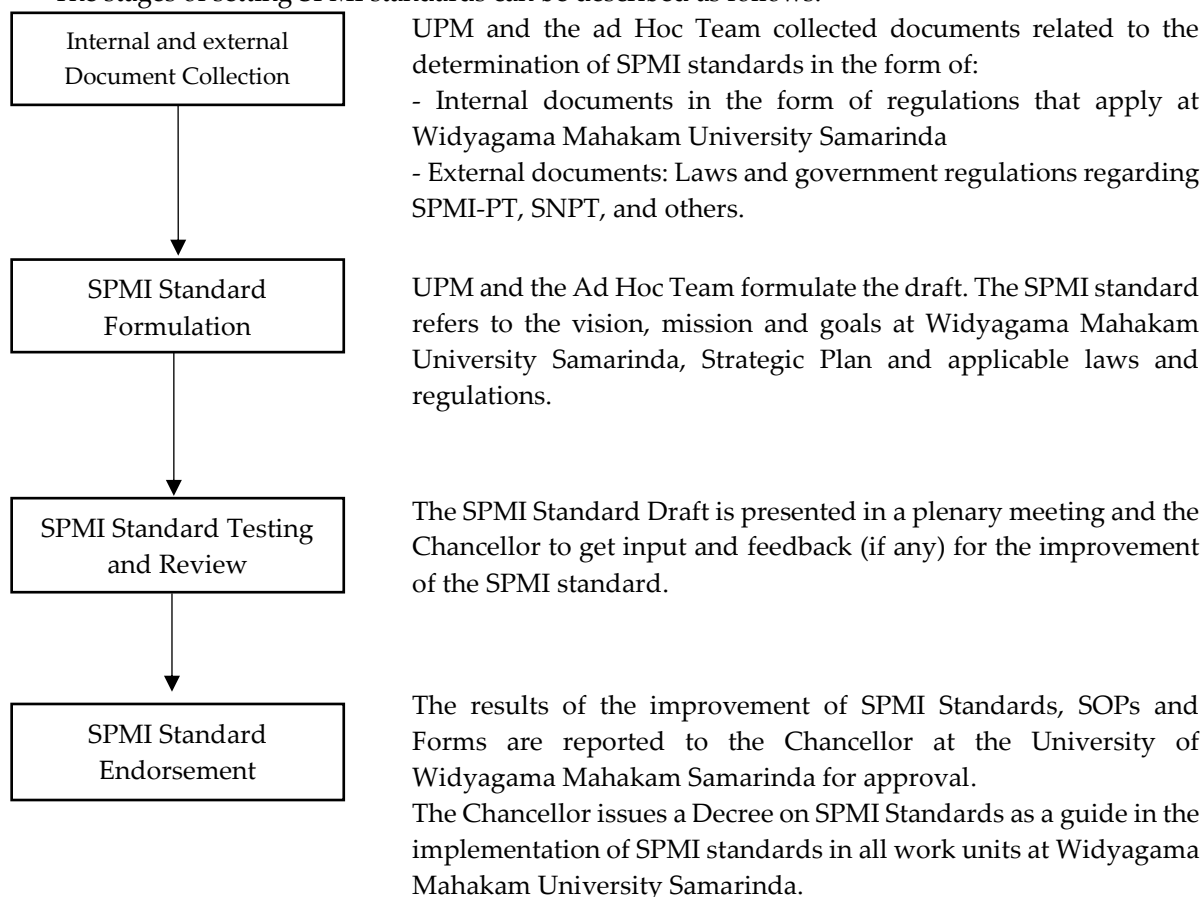
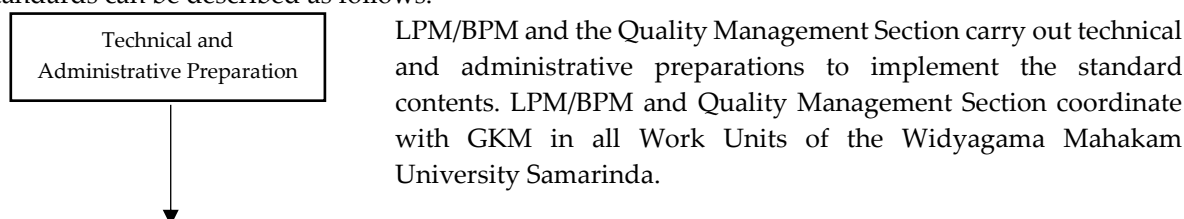


Figure 4. SPMI Standard Setting Stages

Based on the determination of the SPMI Standards, all the contents of the SPMI Standards must be implemented/fulfilled by being implemented in educational activities at the Widyagama Mahakam University by referring to the Implementation of the SPMI Standards. The implementation/fulfillment of the SPMI Standards is required when the SPMI standards are implemented in educational activities by all work units in higher education at all levels. The stages of implementation/fulfillment of the SPMI Standards can be described as follows:



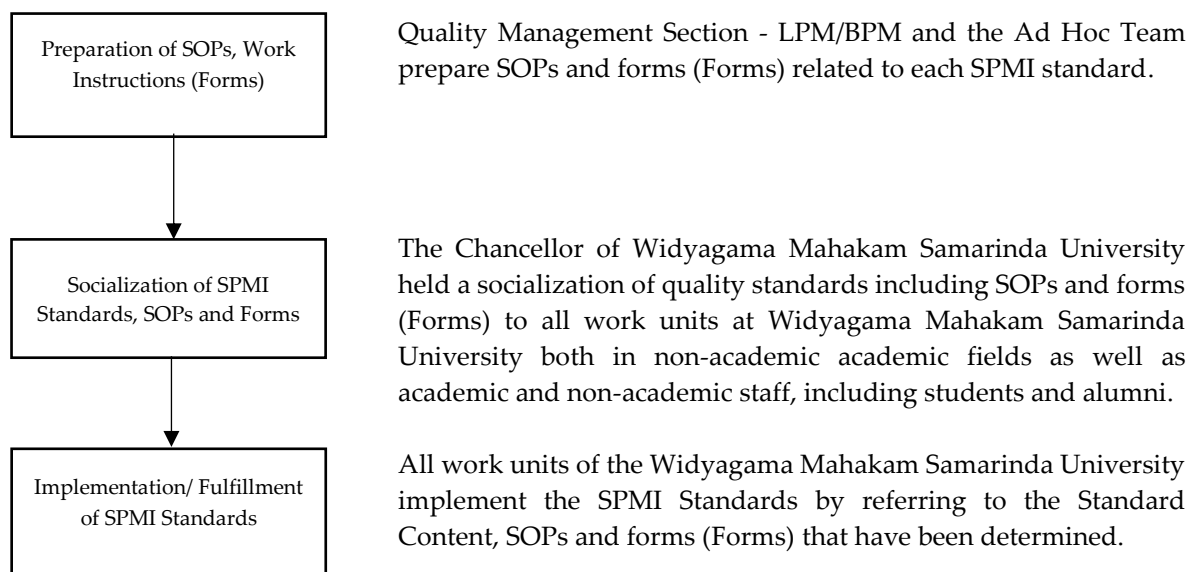
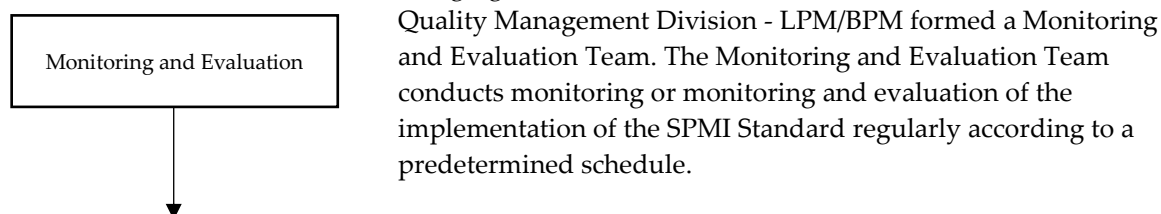


Figure 5. Stages of Implementation/Fulfillment of SPMI Standards

SPMI standard control measures, SPMI standard evaluation is carried out by means of monitoring and evaluation, through steps or procedures Conduct periodic monitoring of the implementation of standard content in all aspects of education implementation activities following the work program that has been determined. Recording or recording all findings in the form of deviations, omissions, errors, or the like from the implementation of education administration activities compared to the contents of the SPMI Standards. They are recording if incomplete documents are found, such as work procedures and forms (forms) of each standard that has been implemented. Perform data analysis on the results of the inspection of the implementation of the contents of the SPMI Standard. PTM/PTA SPMI Guidelines. Make a report on the results of the SPMI Standard evaluation to the Chancellor for follow-up.

The stages of controlling the SPMI Standard which are carried out by means of monitoring and evaluation are described in the following figure:



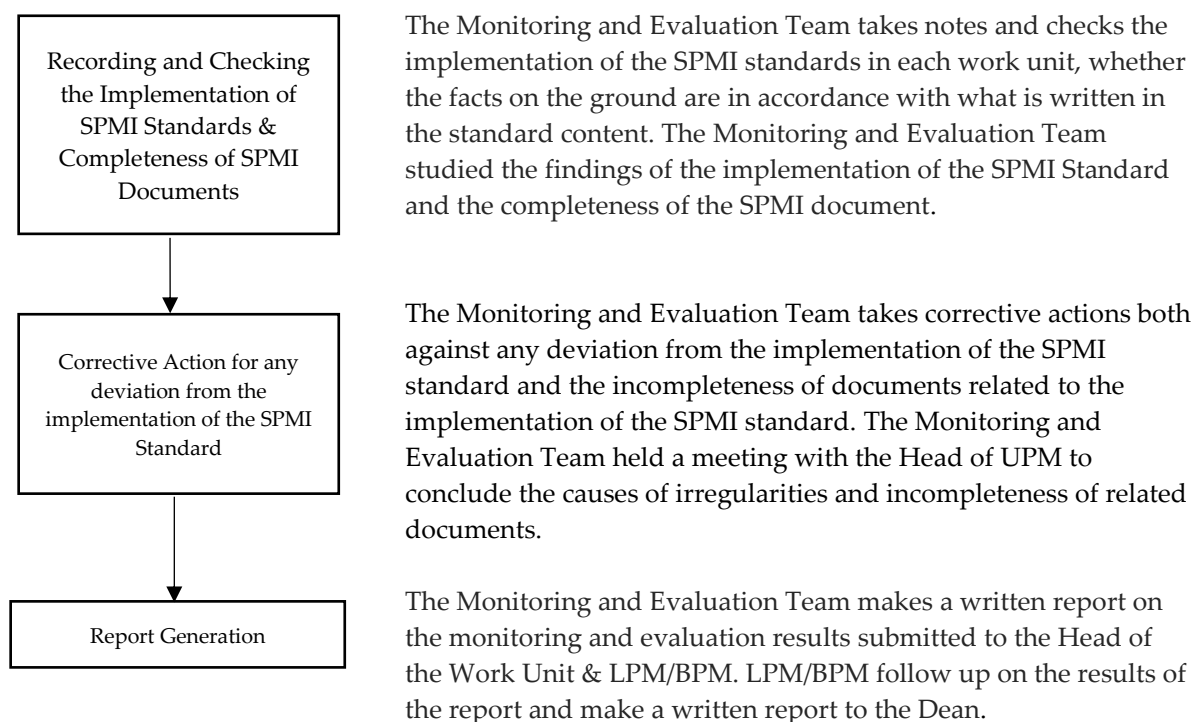
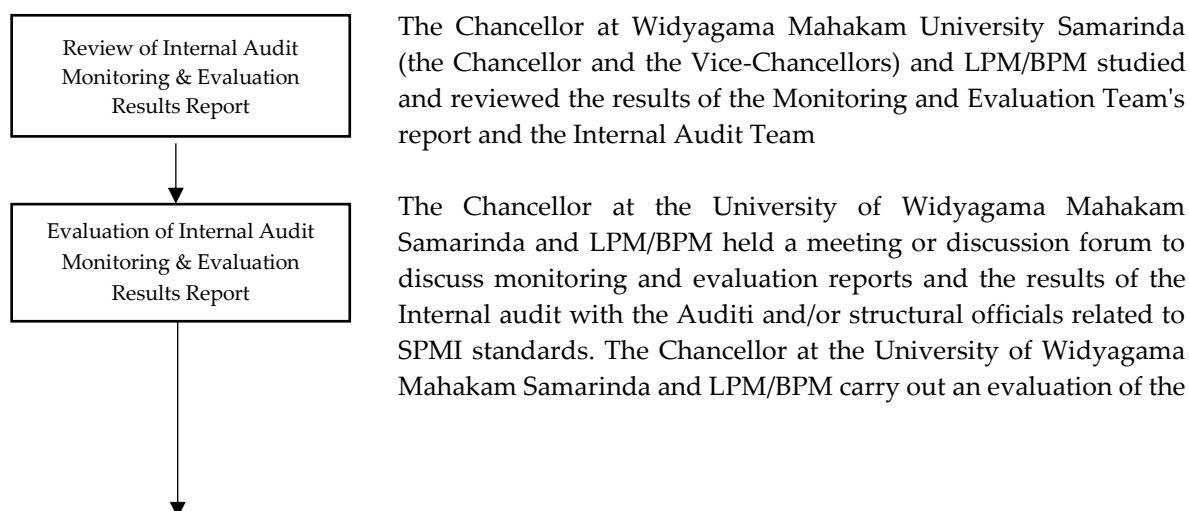


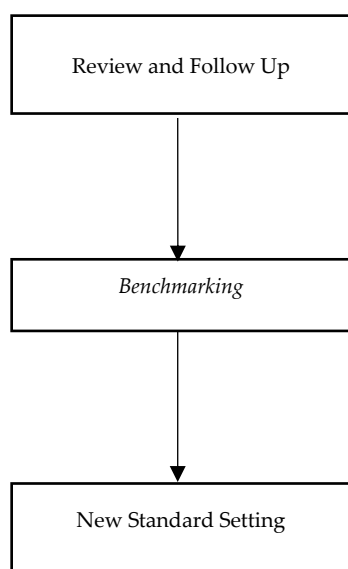
Figure 6. SPMI Standard Control/Evaluation Stages

Control of SPMI Standards aims to improve the performance of improving the implementation process and improving quality, as well as as a tool for the realization of a quality culture in the implementation of higher education continuously and sustainably. In general, the control of SPMI standards is a follow-up to evaluating the implementation/fulfillment of the standard content by all levels, starting from the academy, the Technical Implementation Unit and the Bureau. SPMI Standard Control is needed when the SPMI standards implemented require periodic and continuous monitoring/monitoring and supervision, checking or inspection and evaluation. SPMI control is carried out in parallel or simultaneously in an internal quality assurance cycle, at least once every 1 (one) year in the academic calendar year in all work units of the university, which is carried out either by monitoring and evaluation or by Internal Audit.

The stages of controlling the SPMI standard carried out by means of an Internal audit are described in the following figure:



results of the monitoring and evaluation reports and internal audits.



The Chancellor at Widyagama Mahakam University Samarinda and LPM/BPM carried out a review action to revise the standard content.

LPM/BPM (Quality Management Division) formulates new standards for quality improvement through procedures such as in setting SPMI standards.

LPM/BPM (Quality Management Division) formulate new standards for quality improvement. When standard compliance has been achieved, quality development/improvement is carried out by benchmarking to establish new standards through procedures such as in the SPMI standard setting.

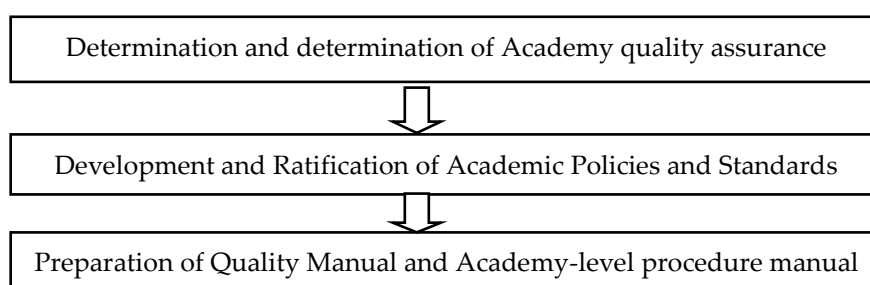
LPM/BPM (Quality Management Division) formulate new standards for quality improvement and if standard compliance has been achieved, perform Benchmarking for setting new standards through (procedures such as in SPMI standard setting).

Figure 7. SPMI Standard Development Stages

The results of research reinforce the findings of this study by Al-Fuqaha (2014), both finding that integrated quality management is implemented to establish quality assurance standards. The difference between this study and Al-Fuqaha's research is quality assurance based on indicators of educational aspects: curriculum and learning outcomes. Integration of research and service activities into the learning process. The level of student satisfaction with services and educational processes. The quality assurance process is not only an activity to ensure that the promised quality can be fulfilled but also includes continuous quality improvement efforts through activities, monitoring and evaluation (money), self-evaluation, audits, and benchmarking. The quality assurance cycle begins with the establishment of quality standards to be achieved within a certain period of time and then these standards are implemented with the maximum effort possible so that they can be met. To see the progress of the standard's implementation and ensure that the direction of implementation is in accordance with the plan, monitoring and evaluation need to be carried out.

3.3. Evaluation Model of Internal Quality Assurance System at IKIP PGRI East Kalimantan

The Higher Education SPMP framework in each tertiary institution was developed referring to a framework that has standard completeness of a system. Each university develops an ideal SPMP framework, although the stages of implementation can be adapted to the development of the situation of each university. Completeness of quality manuals, standard operating procedures and work instructions/filling forms are described in more detail in the following section as a reference for the IKIP PGRI East Kalimantan in developing higher education SPMP as shown below:



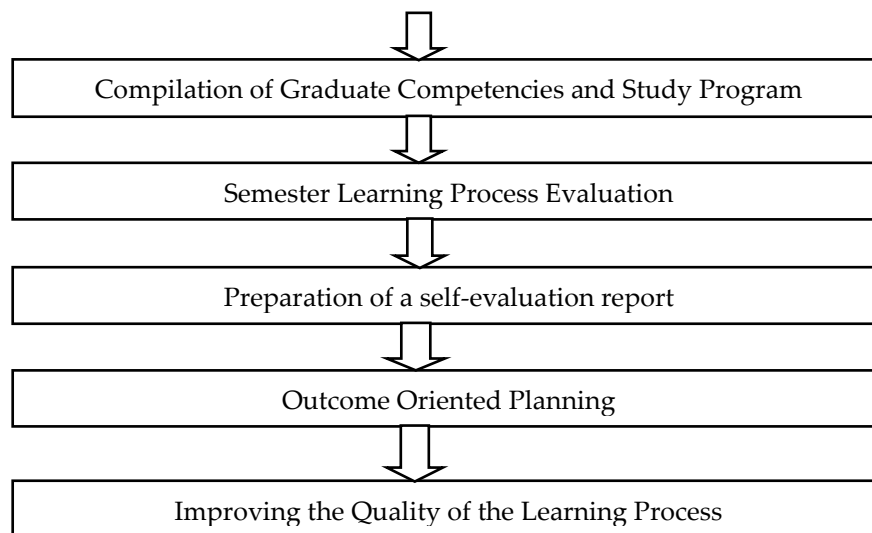
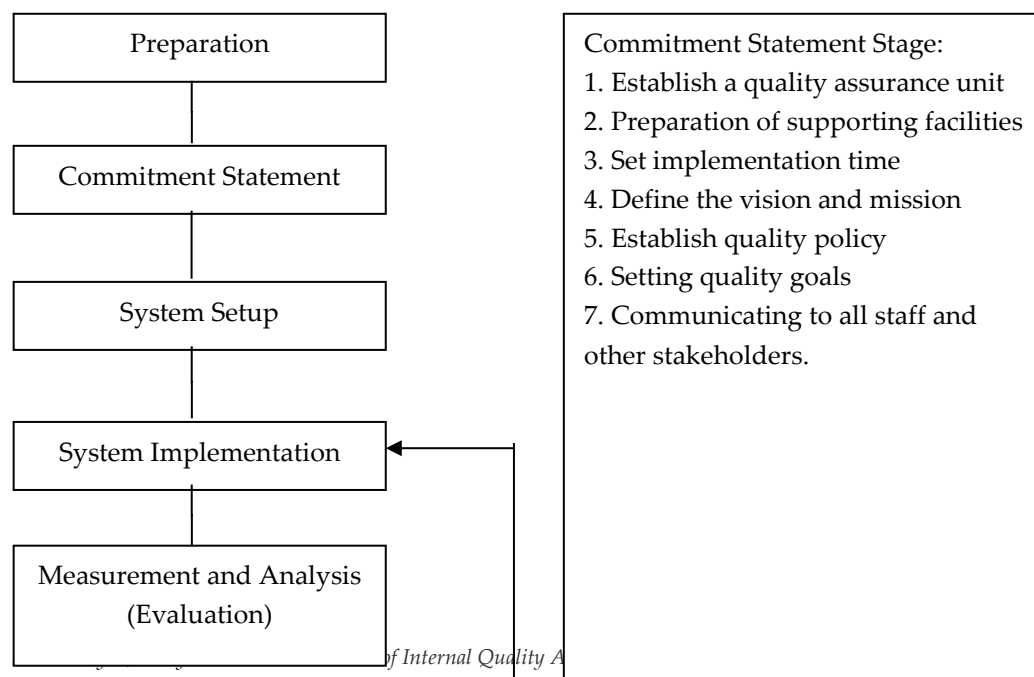


Figure 9. SPMI framework in IKIP PGRI East Kalimantan

Based on interviews and observations, SPMP can include the following steps: a) Initiation of system development activities (Initiator Team). b) Planning of resources needed in system development. c) Formation of a system development team. d) Understanding of the quality assurance program for the system development team and all staff managing higher education research activities. Benchmarking at universities/other more advanced institutions in the management of research quality.

The following is a general stage model in the implementation of a quality assurance system at IKIP PGRI East Kalimantan, namely:



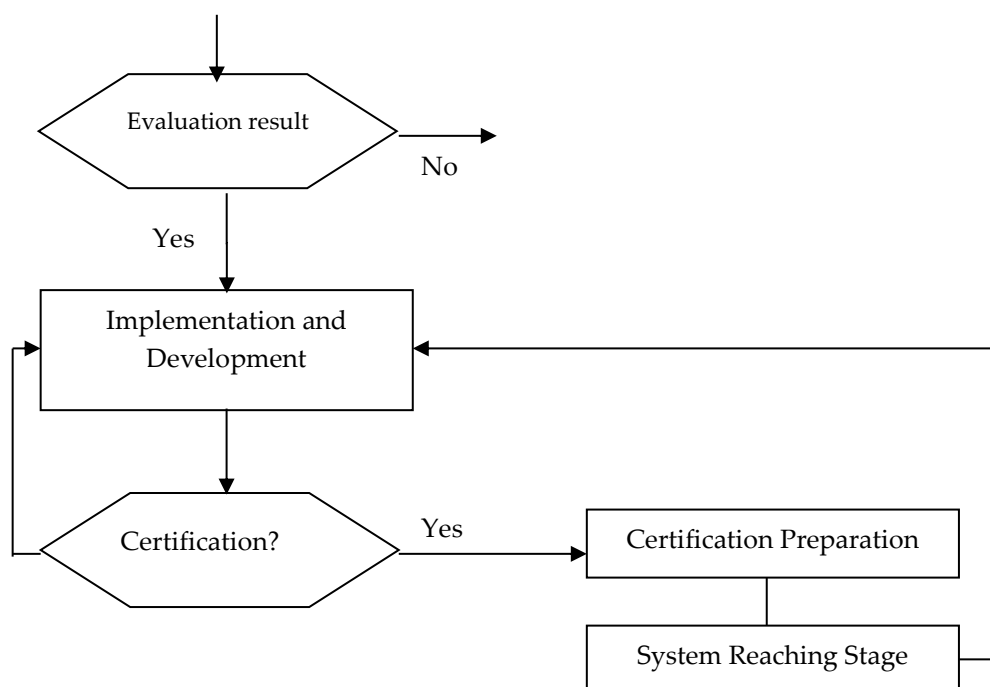


Figure 10. SPMI model in IKIP PGRI East Kalimantan

The findings of this study are reinforced by the findings of Bernhard (2012) who found an internal quality assurance system implemented by Study Programs, work units and study programs systematically and measurably so that there is a continuous improvement in the quality of academic implementation. SPMI has a quality assurance cycle carried out through 5 (five) main steps abbreviated as PPEPP, namely the stages in implementing the internal quality assurance system implementing the PPEPP cycle (Determination, Implementation, Evaluation, etc Control and Improvement). The internal quality assurance system for academic activities in each unit is evaluated in an internal quality assurance cycle that is carried out continuously.

3.4. Formulation of Internal Quality Assurance System Evaluation Model in Three Universities

The implementation of SPMI must be evaluated, controlled, and improved in the SPMI of the university. For example, in the statute there are provisions on higher education governance that must be a guideline for establishing, implementing, evaluating implementation, controlling implementation, and improving Management Standards in SPMI. According to Article 1 number 16 of Government Regulation Number 4 of 2014 concerning the Implementation of Higher Education and Management of Higher Education, the statute is the basic regulation of Higher Education Management which is used as the basis for the preparation of regulations and operational procedures in Higher Education. Basically the statute contains the following two groups of provisions: a) The group of provisions for the implementation of the Tridharma of Higher Education which is used as a standard in planning, developing, and implementing the activities of the Tridharma of Higher Education; b) The group of provisions on higher education governance that is used as a standard for higher education governance.

Based on Law no. 12 of 2012 concerning Higher Education; Regulation of the Minister of Research, Technology, and Higher Education No 44 of 2015 concerning National Standards for Higher Education; Regulation of the Minister of Research, Technology and Higher Education No. 62 of 2016 concerning the Internal Quality Assurance System in Higher Education. The five main steps, namely PPEPP, in the SPMI of a university are implementing the Higher Education standards in SPMI. According to Article

54 of the Higher Education Law, the standards that must be used in the SPMI of every tertiary institution are the Higher Education Standards which consist of the National Higher Education Standards set by the Minister, and the Higher Education Standards set by each university with reference to the higher education National Standards. The National Standard for higher education is a standard unit which includes the National Standard for Education plus the National Standard for Research, and the National Standard for Community Service. The following is the SPMI formulation model at the Three Private Universities in Samarinda.

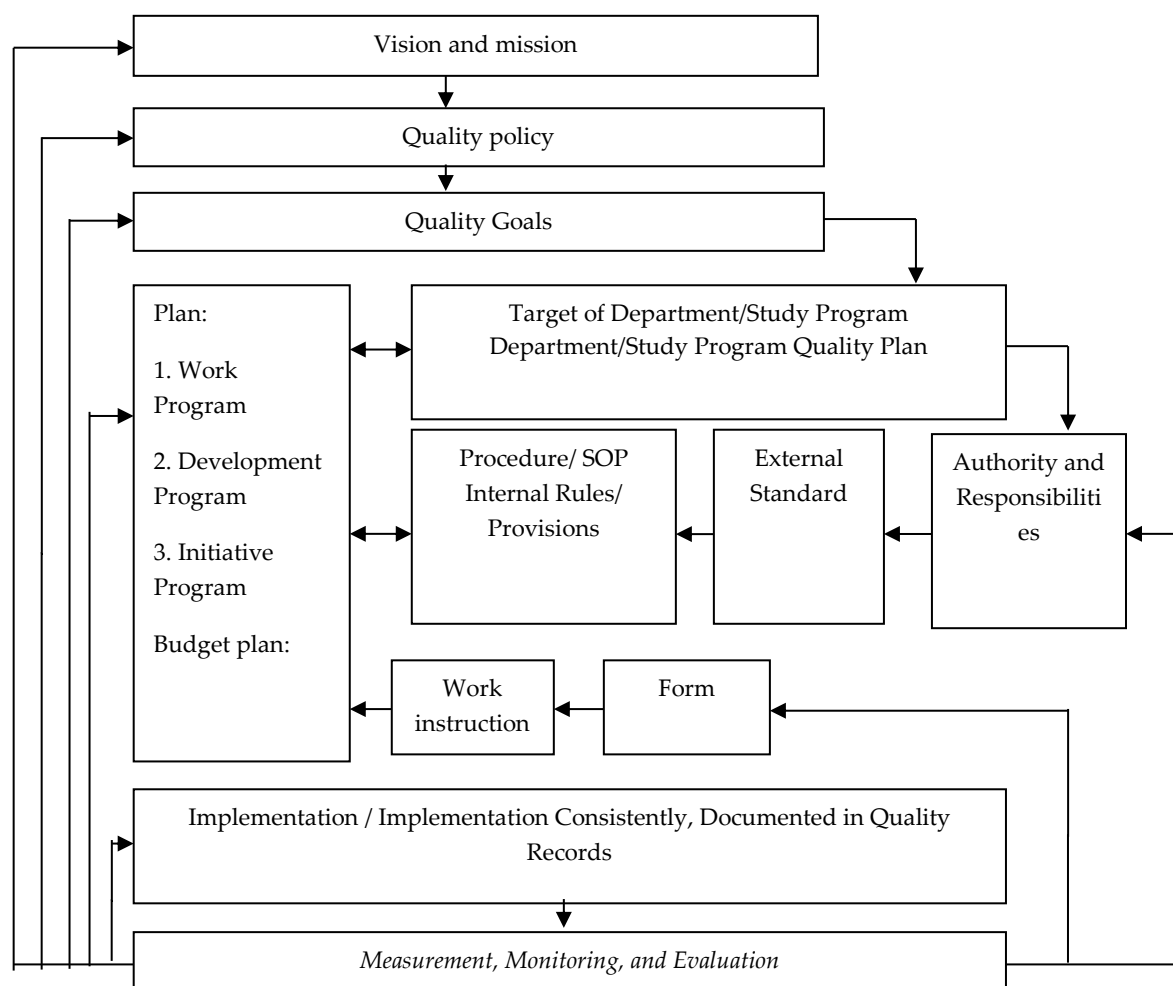


Figure 11. Formulation of the SPMI Model in Three Private Universities in Samarinda

The SPMI document contains 5 (five) steps in implementing SPMI, namely PPEPP. According to Article 8 paragraph (4) letter b Permenristekdikti No. 62 of 2016, SPMI Documents consist of SPMI Policy Documents, SPMI Manual Documents, Standard Documents in SPMI (Standard Dikti), and Form Documents used in SPMI.

SPMI which refers to the Dikti standards, is as follows: The SPMI Policy Document contains an outline of how universities understand, design, and implement SPMI in implementing higher education. A quality culture is realized at the university. The Higher Education SPMI Policy Document contains at least: 1) Higher Education Vision and Mission; 2) Background and Objectives of Higher Education SPMI; 3) Outline of Higher Education SPMI Policies include: (a) Higher Education SPMI Principles and Principles; (b) Objectives and Strategies of Higher Education SPMI; (c) Scope of Higher Education SPMI (academic and non-academic fields or fields of education, research, and community service); (d) Management of Higher Education SPMI, namely PPEPP; (e) Organization of Higher Education SPMI (unit/institution or integrated in management); and (f) Number and name of SPMI Standards (Standard Dikti) for Higher Education.

4. CONCLUSION

This study concludes that first, the evaluation model of universities' internal quality assurance system in Indonesia. The quality assurance control model can be divided into two, namely (1) the Internal Quality Evaluation (EMI) model, which is the implementation of ongoing quality assurance supervision within the scope of monitoring and evaluation; (2) Internal Quality Audit (AMI) model, which is the application of quality assurance control at the end of a quality cycle. This model is derived from a clear understanding of the implementation of the SPMI stages. Implementation of internal quality management evaluation carried out at the University of 17 August 1945 Samarinda, Widyagama Mahakam University Samarinda, IKIP PGRI East Kalimantan, namely PPEPP; (Stipulations are determined by the Chancellor of the University/College, Senate, Academic. Academic Study Programs/Work Units carry out implementation. Evaluation is evaluated by the Quality Assurance Institute and Internal Control System. Control is carried out by the Quality Assurance Institute and the Chancellor and Dean. Improved results of recommendations from the Academic Senate and the Chancellor as well as Dean. Second, making an evaluation model at the University of 17 August 1945 Samarinda, Widyagama Mahakam University Samarinda, IKIP PGRI East Kalimantan, as follows; based on AIS (Academic Information System) and PD DIKTI. And third, testing a new model of internal quality evaluation in the quality cycle At the University of 17 August 1945 Samarinda, Widyagama Mahakam University Samarinda, IKIP PGRI East Kalimantan, in general the steps for controlling SPMI standards were carried out by means of monitoring and evaluation, namely monitoring and evaluation, recording and checking the implementation and completeness of documents, corrective actions against depositors imagination, and report generation.

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