



Implementation of Internal Quality Assurance System (SPMI) in Higher Education Studies in Indonesia: Challenges and Strategies for Improving Accreditation

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ABSTRACT

This article discusses the implementation of Internal Quality Assurance System (IQAS) in Indonesian higher education institutions, focusing on challenges and strategies to improve accreditation. Using a literature review and policy analysis approach, it is found that the main obstacles to IQAS implementation include resource constraints, resistance to change, and gaps between policy and implementation. On the other hand, strategies based on strengthening human resources, adopting technology, and harmonizing national and international regulations have the potential to support the effectiveness of IQAS. This article also examines the relevance of the European Higher Education Area (EHEA) principles in the Indonesian context to improve the global competitiveness of higher education institutions.

INTRODUCTION

Higher education in Indonesia has an important role in producing the next generation who are competent and globally competitive. However, the main challenge faced by higher education institutions is maintaining the quality of education consistently. The Internal Quality Assurance System (SPMI) was introduced as an effort to answer this challenge by setting higher education standards in accordance with the National Higher Education Standards (SN-Dikti).

Despite having a clear regulatory framework through Permendikbudristek 53/2023, the implementation of SPMI often encounters obstacles, such as budget constraints, lack of HR training, and organizational cultural resistance to change. In addition, universities often face a gap between national and international standards, which hinders global competitiveness. This article aims to:

1. Identifying the main challenges of implementing SPMI in Indonesia.
2. Developing effective strategies to improve accreditation through SPMI.
3. Exploring the relevance of EHEA principles in the context of higher education in Indonesia.

LITERATURE REVIEW

Definition and Concept of Higher Education Quality

Quality in higher education refers to the success of institutions in meeting stakeholder needs and achieving established educational standards. Harvey and Green (1993) define quality in five main perspectives: excellence, consistency, fitness for purpose, added value, and transformation. SPMI is a PPEPP cycle-based approach (Determination, Implementation, Evaluation, Control, and Improvement) designed to ensure quality on an ongoing basis. In Indonesia, the SPMI concept is regulated by Permendikbudristek 53/2023 which emphasizes data-based quality management and stakeholder participation.

Challenges of SPMI Implementation

1. Resource Constraints: Universities in the regions often experience limitations in human resources and facilities to support the implementation of SPMI.
2. Resistance to Change: Lack of understanding of the importance of quality assurance often creates resistance among lecturers and staff.
3. Policy Mismatch: National quality policies often do not match the local needs of universities, especially in remote areas.

Relevance of the EHEA Principles

The European Higher Education Area (EHEA) offers a framework to ensure internationally harmonised higher education standards. Principles such as the European Credit Transfer and Accumulation System (ECTS) and the European Quality Assurance Standards and Guidelines (ESG) can be adapted to enhance global recognition of Indonesian higher education.

METHODOLOGY

This study uses a literature analysis method with data sources from national regulations, research reports, and case studies of universities in Indonesia. The analysis was carried out in three stages:

1. Challenge Identification: Collecting data from policy documents and university case studies.
2. Implementation Strategy: Proposing strategies based on best practices from international literature and policies.
3. EHEA Adaptation: Evaluating the potential for adopting EHEA principles in the Indonesian context.

RESULT AND DISCUSSION

Implementation of SPMI in Indonesia

The results of the study show that the implementation of SPMI is not evenly distributed across universities. State universities tend to have a more established system than private universities. The main factors for the success of SPMI implementation include:

- Strong leadership support.
- Provision of regular training for HR.
- Integration of technology in quality management.

Implementation Challenges

The biggest challenges include:

- Human Resources: Lack of training for quality assurance teams.
- Infrastructure: Suboptimal data management systems.
- Organizational Culture: Low commitment to quality in some institutions.

Strategies to Improve Accreditation

- Strengthening Human Resources: Organizing regular training for lecturers and staff.
- Utilizing Technology: Using Quality Management Information System (SIM-Mutu) for real-time evaluation.
- International Collaboration: Adopting best practices from global universities through strategic partnerships.

Adaptation of EHEA Principles

The EHEA principles can be adapted to improve the international competitiveness of Indonesian universities. For example:

- ECTS: Facilitates cross-border credit recognition.
- ESG Standards: Helps create a transparent quality assurance framework.

CONCLUSIONS AND RECOMMENDATIONS

The implementation of SPMI in Indonesian universities requires more attention to overcome challenges, such as limited resources and low quality culture. Strategies based on strengthening human resources, utilizing technology, and international collaboration can help improve the effectiveness of

SPMI. EHEA principles, such as ECTS and ESG, can be a guide to creating a more integrated and competitive higher education system at the global level.

FURTHER RESEARCH

This research still has limitations so further research is still needed on this topic.

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