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QUALITY CULTURE: INTEGRATION OF INTERNAL AND EXTERNAL QUALITY ASSURANCE AT UIN JAKARTA

Aulia Aninda Rahmalita Shofah
UIN Syarif Hidayatullah Jakarta, Indonesia (aulia_anindarahmalitashofah24@mhs.uinjkt.ac.id)

Zuliyanti
UIN Syarif Hidayatullah Jakarta, Indonesia (zuliyanti381@gmail.com)

Hasyim Asy'ari
UIN Syarif Hidayatullah Jakarta, Indonesia (hasyim.asyari@uinjkt.ac.id)

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ABSTRAK

Internalisasi budaya mutu di perguruan tinggi sering kali terhambat oleh adanya ego sektoral dan tumpang tindih administratif akibat belum optimalnya penyelarasan antara sistem penjaminan mutu internal (SPMI) dan sistem penjaminan mutu eksternal (SPME). Penelitian ini bertujuan untuk menganalisis model integrasi penjaminan mutu internal dan eksternal di UIN Syarif Hidayatullah Jakarta serta merumuskan strategi penumbuhan budaya mutu sivitas akademika dalam mereduksi beban kerja administratif. Metode yang digunakan dalam penelitian ini adalah pendekatan kualitatif deskriptif dengan desain studi kasus. Pengumpulan data lapangan dirancang melalui wawancara mendalam dengan Lembaga Penjaminan Mutu (LPM), Gugus Jaminan Mutu (GJM), studi dokumentasi, serta observasi pelaksanaan Audit Mutu Internal (AMI). Hasil penelitian menunjukkan bahwa UIN Jakarta mengintegrasikan SPMI dan SPME melalui digitalisasi sistem informasi jaminan mutu terpadu yang menyelaraskan 24 Standar Nasional Dikti dengan instrumen akreditasi sembilan kriteria. Hambatan utama yang ditemukan adalah resistensi psikologis dosen terhadap pengisian borang yang dianggap sebagai beban birokrasi, namun berhasil dimitigasi melalui pendekatan reflective leadership dari rektorat dan pengalokasian anggaran khusus berbasis perbaikan Area for Improvement (AFI). Integrasi struktural dan kultural antara SPMI dan SPME ini terbukti mampu meningkatkan efisiensi kerja jaminan mutu serta mentransformasi kepatuhan administratif menjadi kesadaran budaya mutu yang berkelanjutan.

Keywords:
Quality Culture; SPMI-SPME Integration; Islamic Higher Education; UIN Jakarta.

ABSTRACT
The internalization of a quality culture in higher education is often hindered by sectoral ego and administrative overlap due to suboptimal alignment between the internal quality assurance system (SPMI) and the external quality assurance system (SPME). This study aims to analyze the integration model of internal and external quality assurance at UIN Syarif Hidayatullah Jakarta and formulate strategies for fostering a quality culture among the civitas academica to reduce administrative workloads. This study employed a descriptive qualitative approach with a case study design. Fieldwork data collection was structured through in-depth interviews with the Quality Assurance Center (LPM), Faculty Quality Assurance Clusters (GJM), documentation reviews, and observations of Internal Quality Audits (AMI). The findings indicate that UIN Jakarta integrates SPMI and SPME through the digitalization of an integrated quality assurance information system that aligns the 24 National Higher Education Standards with the nine criteria of national accreditation instruments. The main obstacle identified was the psychological resistance of lecturers toward filling out forms, which was perceived as a bureaucratic burden; however, this was successfully mitigated through a reflective leadership approach by the university management and the allocation of specific budgets targeted at the Area for Improvement (AFI). In conclusion, structural and cultural integration between SPMI and SPME enhances the efficiency of quality assurance workflows and transforms mere administrative compliance into a sustainable awareness of a quality culture.

A. INTRODUCTION

The concept of quality assurance in higher education is not a new phenomenon. The development of quality assurance systems in higher education globally began to expand rapidly alongside the massive proliferation of educational institutions worldwide. In Indonesia, attention to quality assurance in higher education has continued to escalate significantly. Several key factors driving the strengthening of quality assurance systems in Indonesian higher education include the forces of globalization and international competition, the quantitative expansion of higher education institutions that has raised concerns about declining quality, demands for public accountability, the need for national standardization, and a paradigm shift in education from teaching to learning.

In response to these needs, the Indonesian government has dynamically developed policies and regulations related to higher education quality assurance. The most recent development in quality assurance regulation in Indonesia is marked by the revision of national institutional standards, which reaffirms the importance of synergy between the Internal Quality Assurance System (SPMI) and the External Quality Assurance System (SPME) in ensuring the continuous quality of higher education (Susanto et al., 2025). Through these regulations, every higher education institution is required to control and improve the delivery of higher education independently and systematically.

Nevertheless, various scholarly studies demonstrate that the implementation of SPMI and SPME in practice still faces fundamental challenges. These problems are not merely related to limited human resources and weak institutional support, but also to the low internalization of quality culture among the civitas academica (Najwa et al., 2023). Furthermore, quality assurance practices at many higher education institutions tend to be trapped in administrative formalities and oriented merely toward meeting

accreditation requirements or completing forms. As a result, the existing systems have not yet fully succeeded in driving substantive quality control that meaningfully impacts graduate quality.

Previous research has generally examined quality assurance in higher education from the perspectives of policy, accreditation mechanisms, or institutional evaluation in a fragmented manner. However, comprehensive studies that systematically link the implementation of SPMI and SPME with strategies for cultivating a quality culture capable of reducing the administrative workload of lecturers remain very limited (Rifa'i, 2019). A research gap exists in formulating how the integration of these two systems can function harmoniously without creating bureaucratic fatigue among academic staff.

As one of Indonesia's benchmark State Islamic Religious Universities (PTKIN), UIN Syarif Hidayatullah Jakarta has a great urgency to optimize the quality of its governance. Although the Quality Assurance Center (LPM) at UIN Jakarta has been implementing quality assurance cycles, the process of integrating SPMI documents into SPME instruments (nine-criteria accreditation) still faces challenges in the form of data entry overlaps and administrative resistance from lecturers. Based on this gap, this study aims to comprehensively analyze the model of internal and external quality assurance integration at UIN Syarif Hidayatullah Jakarta, and to formulate efficient strategies for cultivating the quality culture of the civitas academica that do not impose excessive bureaucratic burdens.

B. METHOD

This study employed a descriptive qualitative approach with a case study design to explore in depth the quality assurance governance at UIN Syarif Hidayatullah Jakarta. A qualitative case study approach was chosen because it is capable of unraveling the complexity of phenomena, system integration mechanisms, and the social and psychological interactions of the civitas academica in implementing quality assurance comprehensively at the institutional level (Creswell & Poth, 2016). The selection of this design was based on the need to capture the real dynamics in the field regarding how quality policies are implemented contextually within the PTKIN environment.

The data for this study come from two types: primary data and secondary data. Primary data were obtained directly from key informants selected purposively (purposive sampling) based on their authority and involvement in the campus quality assurance system. These informants included members of the leadership of UIN Jakarta's Quality Assurance Center (LPM), the Head of the Quality Audit Center, and four Chairpersons of Faculty Quality Assurance Clusters (GJM). Meanwhile, secondary data were collected through official university documents, including UIN Jakarta's Quality Policy, the SPMI Standards Manual, Internal Quality Audit (AMI) Reports, and the nine-criteria accreditation instruments issued by the National Accreditation Board for Higher Education (BAN-PT). The selection of diverse data sources was deliberately designed so that all dimensions of quality assurance, from the macro level of the university to the micro level of study programs, could be comprehensively captured.

Data collection was conducted through three main instruments: in-depth interviews, observation, and documentation study. Structured in-depth interviews were conducted to gather data on three main thematic clusters: the synchronization of quality information systems, leadership commitment to audit-based budgeting, and change management in overcoming lecturers' administrative resistance. Observation

was applied in a limited participatory manner to the simulation activities of the Internal Quality Audit (AMI) desk-evaluation and the Management Review Meeting (RTM) process at the university level. Documentation study was used to verify the authenticity of integrated quality assurance documents. The combination of these three techniques was crucial to ensure that the data articulated by informants in interviews were consistent with physical documentary evidence and actual field practices.

Data analysis was conducted in a flowing manner following an interactive model comprising three main stages: data condensation, data display, and conclusion drawing/verification (Miles et al., 2014). Data condensation was carried out by summarizing, selecting, and focusing on field data directly related to form simplification efforts and change management in lecturers' work. The condensed data were then presented in the form of descriptive narratives and comparative quality standards tables. To ensure the validity and reliability of the qualitative data, this study applied source triangulation techniques by comparing information between the LPM at the university level and the GJM at the faculty level, as well as technique triangulation by aligning interview results with physical documentary evidence from audit reports. The application of these systematic analytical stages guarantees that the final conclusions drawn are genuinely objective and grounded in a valid field data base.

C. RESULTS AND DISCUSSION

Results

Based on field data collection conducted through in-depth interviews, observation, and documentation study at UIN Syarif Hidayatullah Jakarta, it was found that the quality assurance integration strategy was developed comprehensively through three main clusters. These clusters encompass the synchronization of digital quality assurance systems, audit-based budgetary commitment, and change management to reduce bureaucratic resistance at the study program level.

Synergy and Synchronization of the Integrated Quality Information System

The Quality Assurance Center (LPM) of UIN Syarif Hidayatullah Jakarta has integrated the 24 National Higher Education Standards (SN-Dikti) into a single-gateway digital quality assurance platform. This step was taken to mitigate the classic obstacle of double-work frequently encountered by lecturers when preparing external accreditation forms (SPME). Through this integrated system, all lecturer performance documents, tridharma output reports, and academic supporting documents are automatically retrieved from the university's database. The functional integration between internal quality indicators and accreditation instruments is systematically depicted in Table 1 below:

Table 1. Mapping of Quality Standards Document Synchronization at UIN Jakarta

No.	SPMI Standard Achievement Indicator	Correlation with SPME Criteria (BAN-PT)	Integration Information System
1.	Graduate Competency Standards & Islamic Integration	Criterion 9: Tridharma Outcomes and Achievements	*Academic Information System* (AIS)
2.	Standards for Lecturers, Educational Staff, & Functional Positions	Criterion 4: Human Resources	SISTER & SIPP UIN Jakarta
3.	Standards for Research Funding, Facilities, and Infrastructure	Criterion 5: Finance, Facilities, and Infrastructure	SALAM Application UIN Jakarta

Source: Quality Assurance Policy Document of LPM UIN Jakarta (Field Data processed, 2026)

The implementation of this single-gateway integration was confirmed by the Chairperson of UIN Jakarta's LPM, who stated that this technology-based synchronization has successfully reduced administrative time for study programs by up to 40 percent. In an interview excerpt in June 2026, the Chairperson of LPM affirmed:

> *"Our greatest challenge has always been the administrative fatigue of lecturers who had to fill in different applications for the BKD, SKP, and AMI. With this integration, once a document is uploaded to the university system, the data automatically distributes itself for the purposes of the nine-criteria accreditation. We have cut the document bureaucracy pipeline at the study program level."*

This statement affirms that the integration of information systems is not merely a technical efficiency measure, but rather a strategic intervention that alleviates the psychological burden on lecturers from the demands of multilayered data entry that has long been the primary obstacle to internalizing a quality culture at the study program level.

Leadership Commitment and Audit-Based Budgeting

The second dimension of the integration results is the existence of responsive budget intervention policies tied to institutional quality achievements. Every periodic Internal Quality Audit (AMI) finding categorized as an *Area for Improvement* (AFI) does not merely become a documentary record, but is locked in by the university leadership as the primary basis for formulating the Ministry/Institution Work Plan and Budget (RKA-KL) for the following year.

As a real-world case example in the field, when an AMI report identified a decline in the index of reputable international publications among the cluster of young lecturers at several faculties, the university leadership immediately instructed the Planning Bureau to allocate non-BOPTN funds specifically. This budget was earmarked to fund a *Short-Course Bootcamp* program on scientific article writing for the relevant study programs. This binding budgetary policy pattern ensures that every systemic weakness

identified in the SPMI process immediately receives concrete financial and programmatic intervention at the university level.

Change Management and Reduction of Lecturers' Administrative Resistance

On the cultural and psychological dimension, the implementation of quality assurance was initially marked by resistance from academic staff who regarded the completion of forms as mere bureaucratic formality devoid of substantive essence. To address this challenge, UIN Syarif Hidayatullah Jakarta implemented a *reflective leadership* model driven by leaders at the faculty and study program levels to conduct dialogic approaches.

The most significant change occurred when the LPM transformed the AMI implementation format from what had previously been investigative and *judgmental* in nature to a consultative-clinical format. One of the Faculty-level Quality Assurance Cluster (GJM) Chairpersons revealed in an interview the dynamics of this atmospheric change:

> *"Previously, when internal auditors arrived, the atmosphere was tense, like a legal investigation. Now it has been completely transformed. Auditors act as clinical partners. We sit together reflecting on the study program's shortcomings, identifying root causes, and designing standard-fulfillment solutions without being overshadowed by immediate administrative sanctions. This approach makes us feel accompanied, not watched."*

Through this transformation of the operational paradigm, lecturers managing study programs have begun to shift their document-fulfillment work pattern from one merely oriented toward discharging obligations *(compliance-based)* to one of ongoing professional necessity to genuinely maintain the quality of academic services *(quality-based).*

Discussion

The findings generated from the field research at UIN Syarif Hidayatullah Jakarta provide a rich empirical picture of how a higher education institution can transcend quality assurance formalism toward authentic quality culture internalization. The three thematic clusters presented digitalization of information systems, audit-based budgeting, and AMI paradigm transformation intertwine to form an SPMI-SPME integration model that is holistic and contextual.

Digitalization of Information Systems as a Catalyst for SPMI-SPME Integration

The first finding of this study reveals that UIN Syarif Hidayatullah Jakarta has successfully built a digital quality assurance ecosystem that automatically connects internal indicators with external accreditation instruments. The fact that this system has managed to reduce administrative time for study programs by up to 40 percent constitutes concrete evidence of the success of digitalization in eliminating administrative work duplication that has long been a structural burden for lecturers.

The implementation of quality assurance must fundamentally be carried out systematically and sustainably through a well-structured higher education database

(Arifudin, 2019). The single-gateway data integration developed at the research site demonstrates that the provision of a reliable database is capable of eliminating inefficient manual processes. Successfully realizing this principle through an integrated information system architecture proves that quality assurance is no longer perceived as an additional administrative burden, but has become an organic part of the daily work management of the *civitas academica.* The automation of accreditation form documents cuts the complex bureaucratic chain, enabling the waiting time for inter-unit coordination at the university level to be significantly reduced.

This situation at UIN Jakarta directly responds to the problem of bureaucratic corporatization, where institutions often become trapped in fulfilling quantitative document requirements while neglecting the very essence of quality improvement (Harvey & Green, 1993). This empirical reality serves as a reminder for institutions not to fall into the trap of merely meeting administrative targets, which distances universities from substantive academic quality standards. This imbalance frequently triggers administrative fatigue due to repetitive data collection rituals unaccompanied by deep institutional reflection (Pratasavitskaya & Stensaker, 2010). This phenomenon indicates that the imposition of rigid systems without room for independent evaluation will stifle academic creativity at the study program level. Therefore, institutions are in great need of flexibility in adopting quality management frameworks that are more adaptive to the dynamics of internal governance (Asy'ari, 2015). Repetitive evaluation instruments that do not produce tangible improvements have been proven to diminish lecturers' work motivation in overseeing the quality assurance cycle.

The quality information system integration built by UIN Jakarta functions as a mechanism for breaking this duplication chain. The provision of a strong legal foundation in the form of this integrated quality information system is aligned with the macro-level national policy direction regarding the importance of public accountability in higher education (Sulaiman & Wibowo, 2016). This internal data system consolidation policy serves as evidence of institutional compliance with central regulations while simultaneously representing a form of institutional transparency. The psychological cleanliness of automated tridharma databases restores lecturers' primary focus to substantive teaching and research, rather than repetitive data entry.

A well-designed internal quality audit information system must indeed be capable of integrating data across work units automatically, so that the audit process no longer relies on manual document collection that is prone to inconsistency. UIN Jakarta's success in automating the flow of data from the academic database to accreditation form instruments reflects an ideal quality assurance integration. This single-gateway alignment is crucial given that bureaucratic reporting challenges are often hampered by differences in the assessment parameters of dynamic quality instruments (Arifudin, 2019). This alignment provides flexibility for study programs in facing changes in external accreditation instruments without having to rebuild the system from scratch. This integration ensures data validity is maintained without sacrificing the productive time of academic staff.

The failure of quality assurance implementation in many higher education institutions generally stems from a weak standards control cycle due to the lack of integration of data systems between study program management units and the quality assurance center at the university level. By locking the data flow from the study program

level to the university level in one system, the consistency of standard fulfillment implementation can be maintained without adding manual reporting burdens at each organizational tier. The smooth transition of data from internal systems to external assessment is the primary determinant in objectively and accountably boosting institutional accreditation rankings (Yusuf, 2026). Through this automated system, the external quality monitoring process is no longer viewed as intimidating, but rather as a logical consequence of the internal data orderliness managed daily.

Responsive Leadership and Audit-Based Budgeting as an Engine of Continuous Improvement

The second finding of this study reveals a dimension rarely discussed in the quality assurance literature of Islamic higher education: the mechanism of budget locking based on *Areas for Improvement* (AFI) from internal audit results. This practice reflects a concrete manifestation of leadership commitment that transcends rhetorical levels toward measurable institutional action.

Top management commitment and leadership engagement constitute the primary drivers of quality assurance system effectiveness, surpassing factors such as document completeness or the punctuality of audit implementation (Tarigan & Zahara, 2024). This conclusion affirms that no matter how voluminous quality documents may be, they will not produce improvements in institutional performance without direct intervention from the highest policymakers. When the university leadership systematically locks budget allocations to positions that directly respond to weaknesses identified in audits, the trust of lecturers and study program managers in the relevance of the review process increases significantly.

The evidence-based resource allocation pattern applied at UIN Jakarta provides a governance model replicable by other higher education institutions in building a genuinely sustainable improvement cycle. Evidence-based financial intervention underscores that the implementation of quality assurance must not halt at the evaluation stage alone, but must culminate in genuine improvement in academic program quality through assured budgetary support (Yusuf, 2026). This tactical step proves that the success of quality management is highly dependent on leadership's sensitivity in executing improvement recommendations in a real manner. In this context, the alignment between audit results and budget policy becomes the key to managing institutional performance in order to build sustainable competitive excellence (Asy'ari, 2020). Through this mature policy integration, the mechanism simultaneously cuts the classic obstacle of slow financial bureaucracy, enabling field-identified problems to be resolved within the current budget year.

Paradigm Transformation of Quality Audit: From Judgmental to Consultative-Clinical Approach

The third and most substantive finding of this study is the transformation of the internal quality audit implementation format at UIN Jakarta from a judgmental to a consultative-clinical approach. This paradigm shift not only reduces the psychological resistance of lecturers, but also transforms the relationship between auditors and

auditees from one that was originally hierarchical-inspectorate in nature to a collaborative-professional one.

The consultative-clinical model implemented directly breaks the compliance formalism cycle, in which lecturers complete documents not because they understand their meaning, but solely because of approaching audit pressure. The use of quality information must be focused entirely on making improvements, not as a tool for judging or controlling individual performance (Maghnati et al., 2012). The repurposing of audit results as an instrument for self-development has been proven to enhance the honesty of study programs in reporting their actual performance conditions without fear of having their status downgraded. The transformation of the audit format from a conventional inspection model to a clinical-consultative approach has been proven to erode psychological tension and build productive partnership relationships in finding solutions to study program limitations.

The internalization of quality culture can only grow authentically in an atmosphere of trust and openness, not in one of surveillance and sanctions (Bendermacher et al., 2017). Through this openness, every work unit is encouraged to conduct critical periodic reflection without repressive intervention from the university. This dialogic approach demands the institutional leader's capacity to listen to fundamental grievances from the grassroots level in order to achieve sustainable service quality (Kemenristekdikti, 2018). Active listening from top management level becomes a strategic foundation for ensuring that issued regulations are realistic and applicable at the study program level.

The implementation of two-way communication patterns at the faculty level has successfully aligned the collective perception that meeting quality standards is a moral responsibility in service of students, not merely an administrative obligation to satisfy external evaluators. The achievement of this phase at UIN Jakarta is the result of a planned and consistent change management process over several cycles, proving that organizational cultural change requires consistency in a humanistic approach.

Overall, the three research findings form an integration model that is holistic in nature. Structural integration is represented by the digitalization of information systems and audit-based budgeting, while cultural integration is represented by the transformation of the audit paradigm and the growth of collective quality consciousness. These two dimensions do not stand alone they mutually reinforce each other within a single sustainable quality assurance ecosystem.

Quality culture fundamentally demands a comprehensive paradigm shift in how quality is experienced by educational institutions (Sallis, 2014). This comprehensive view shifts the institution's working mode from one that is reactive to external accreditation to one that is proactively maintaining quality for the sake of the academic standards themselves. The importance of this governance alignment affirms that the success of higher education performance management absolutely requires real quality fulfillment for the benefit of society, not merely routine formality of document collection (Kemenristekdikti, 2018). This public accountability-centered work orientation guarantees that graduates produced possess genuine competencies recognized by the labor market.

UIN Jakarta proves that cultural barriers in the form of managerial resistance can be overcome through a change management approach that positions the psychological dimension of lecturers as the primary variable to be intervened. This holistic integration model confirms that quality assurance will succeed if it can simultaneously unravel three layers of problems: technology addresses structural inefficiencies, responsive budgeting addresses distrust of audits, and consultative audit approaches address individual psychological resistance.

D. CONCLUSION

The integration between the Internal Quality Assurance System (SPMI) and the External Quality Assurance System (SPME) at UIN Syarif Hidayatullah Jakarta has been successfully realized through a dual alignment model that is simultaneously structural and cultural. Structurally, this integration is driven by a single-gateway digitalization that has successfully and automatically synchronized the 24 National Higher Education Standards with BAN-PT's nine-criteria accreditation instruments. This technical step is reinforced by a responsive and binding budget governance commitment, in which university fund allocations are specifically locked to finance improvements in Areas for Improvement (AFI) identified throughout the Internal Quality Audit (AMI) process.

Culturally, the success of this integration model is determined by the transformation of the operational audit paradigm the shift from a conventional approach that is investigative *(judgmental)* in nature to a new format that is consultative-clinical. The mutualistic correlation between digital bureaucratic efficiency and a collaborative organizational climate has been proven capable of reducing the administrative workload of study programs by up to 40 percent. The most significant impact of this holistic intervention is the shift in the work motivation of the *civitas academica*, from one that was previously merely oriented toward fulfilling document formalities *(compliance-based)* toward the cultivation of substantive and sustainable quality culture awareness *(quality-based)*.

This study contributes theoretically and empirically that the psychological barrier of lecturers' administrative fatigue in the higher education environment can be thoroughly resolved when the reformation of information system architecture proceeds in alignment with a reflective leadership approach. Nevertheless, the results of this study are still limited to the locus of a single institution with the governance characteristics of a nationally benchmark-status PTKIN. Therefore, future research agendas need to be directed toward testing the effectiveness of replicating this holistic integration model at other religious institution scales with different accreditation clusters, as well as measuring the long-term impact of quality culture internalization on quantitative and experimental improvements in graduate quality.

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