

Government Policy in Strengthening Education Quality Assurance in Islamic Education Institutions

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Abstract

This article discusses government policies to strengthen education quality assurance in Islamic educational institutions. This is library research, with documentary data collection methods analysis using content or content analysis. The results showed that the education quality policy refers to eight SNP: Content Standards, Process Standards, Graduate Competency Standards, Educator and Education Personnel Standards, Management Standards, Facilities and Infrastructure Standards, Financing Standards, and Assessment Standards. Of the eight National Education Standards, each has its policy. To measure the implementation of quality standardization nationally, which includes 8 (eight) national standards of education, measuring the achievement of reference standards and evaluating the quality of education is carried out on educational units/programs through 1). Education Unit/Program Self Evaluation (EDS); 2). Monitoring of Education Units/Programs by Local Government (MSPD); 3). Accreditation; 4). Certification; 5). National Examination; and 6). Database and Information Data Collection. The conclusion of the quality assurance system policy is divided into SPMI and SPME. The internal campus carries out SPMI, while SPME is external if the school is BAN SM and the college is BAN-PT and LAM.

Keywords

Quality Assurance Policies; Islamic Educational Institutions

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1. INTRODUCTION

Guaranteeing the quality of education is very important. Efforts to improve the quality of education are essential to answer the various challenges of globalization, especially those facing advancing science and technology and the massive movement of experts (Firmanto et al., 2023; Mazidah et al., 2023; Susilowati et al., 2023). That is why it is necessary to guarantee and control the quality of Islamic education (Komsiyah, 2022; Kosim et al., 2023; Nugroho et al., 2020). The problem of education quality is one of the national problems faced by the education system, and various efforts and programs have been developed to improve the quality of education (Fadlan et al., 2023; Islam et al., 2022). Because the problem of the quality of education is significant, although programs to enhance the quality of education during Indonesia's independence have always been carried out continuously, the quality of



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education achieved is still not optimal or not satisfactory (Arsul et al., 2021; Haddar et al., 2023). An example of several cases covered in detik.com, namely the operating licenses of 23 universities, were revoked on May 25, 2023, according to the revocation showing poor quality in the process (detik.com, May 26, 2023).

In Indonesia, policies for guaranteeing the quality of Islamic education are regulated by the Ministry of Religion and various related institutions responsible for ensuring the quality of education in madrasas, Islamic boarding schools, and other Islamic educational institutions (Amini, 2022; Helda & Syahrani, 2022). Compared with Malaysia, Islamic education quality assurance policies have several similarities and differences. In Malaysia, Islamic education is regulated by the Malaysian Ministry of Education and Jabatan Progress Islam Malaysia (JAKIM). They have a standardized curriculum and strict accreditation for religious schools. Apart from that, Malaysia also implements an education system that is more integrated with general education so that students in religious schools also receive science, mathematics, and English education equivalent to public schools (Haryanto, 2015). Meanwhile, in Middle Eastern countries such as Saudi Arabia, quality assurance policies are more regulated by religious institutions and the government, with a strong focus on teaching Arabic and classical Islamic studies. These differences reflect each country's different cultural contexts and educational needs, but the main goal remains the same: ensuring that the Islamic education provided is high quality and relevant to the needs of the times (Abdi et al., 2018; Komariah & Nihayah, 2023; Kosim et al., 2023).

Since the introduction of Law No. 20 of 2003, which outlines the national education system, education has been carried out through a national education system to improve Indonesia's standard of living and human dignity (Agung S. & Ratna Kumala, 2022; Anwar et al., 2019; Helda & Syahrani, 2022). A national standard for the caliber of education is one of the consequences of the passage of this law. The existence of National Education Standards (Government Regulation No. 19 of 2005 about National Education Standards) for various types and levels of educational units is one effort to establish national standards. The Minister of National Education released Minister of National Education Regulation No. 63 of 2009, addressing improving the quality of national education on September 25, 2009, on behalf of the government (Masuri et al., 2021; Sabaruddin et al., 2022; Sumaryanti & Purwanto, 2023).

Education quality assurance is mandatory for all institutions, including higher education institutions. In Indonesia, new universities appear every year. Of course, each new PT must meet the government's higher education standards. Higher Education Quality Assurance System based on Law No. 12 of 2012 concerning Higher Education. Regulation of the Minister of Research, Technology, and Higher Education of the Republic of Indonesia Number 62 of 2016 concerning the Higher Education Quality Assurance System, and Permendikbud No. 50 2014 concerning Higher Education Quality Assurance System. The regulation states that the higher education quality assurance system is a systemic activity that improves quality planned and sustainably (Ayçiçek, 2021; Díez et al., 2020; Herlambang et al., 2021; Javed & Alenezi, 2023; Nugraha et al., 2023).

Some studies have conclusions, including the following: Improving the quality of education is a top priority in all educational institutions. Similarly, Islamic educational institutions are in the process of becoming educational institutions with educational institutions that have the same quality as other educational institutions and even become high-quality educational institutions. To achieve this, efforts continue to be made by Islamic educational institutions. One of the efforts is to apply various theories and concepts of quality management so that the quality of education can be maintained and recognized as an educational institution that runs the process well, produces high-quality results—identified as an educational institution that runs the process well, and makes sound and good output. Experts such as Edward Deming and Joseph Juran have proposed several quality/quality improvement concepts. Experts such as Edward Deming and Joseph Juran relate to quality planning, control, and improvement. This study will discuss some of the ideas of quality and their relevance to Islamic educational institutions in responding to the challenges of global education (Umar & Ismail, 2018)

The quality assurance system has carried out its function effectively, and it can guarantee the quality of an Islamic education institution (Herianto Sidik Iriansyah et al., 2023). Other research states that government policies in education quality assurance can be grouped into two activities, namely the internal quality assurance system by making EDS reports and the external quality assurance system, which is divided into two forms of activities, namely monitoring schools by local governments, and by implementing school accreditation by BAN. Quality assurance activities in education units begin with quality mapping, fulfillment of national education standards, monitoring, reporting, and developing standards above SNP. Meanwhile, regulations related to education quality assurance policies are contained in Law No. 20/2003 on the National Education System, the highest parent, after the 1945 Constitution. From this law, several derivative regulations in the field of education were issued at a more technical and applicable level, namely Law No. 20/2003, Government Regulation No. 19/2005, and Government Regulation No. 17/2010, which are directly related to education quality assurance (Kurniasari, 2021).

Therefore, strengthening quality is very important to maintain the quality of higher education, namely, the suitability of higher education implementation with national and higher education standards. This article will discuss government policies to strengthen education quality assurance in Islamic institutions.

2. METHODS

The type of research that the author will conduct is library research, which refers to the focus and objectives of the research that has been stated, so this research requires a deep and detailed study of some of the opinions of thinkers in scientific works. The author will collect the data by collecting literature related to the research discussed. Primary sources are government regulations, policies, or laws about quality policy. At the same time, secondary sources are books not directly related to the theme, as for the analysis using content analysis. According to Berelson & Kerlinger, content analysis is a method of studying and analyzing communication systematically, objectively, and quantitative on visible messages (Wimmer & Dominick). According to Budd, content analysis is a systematic technique for analyzing the content of messages and processing messages or a tool for processing, observing, and interpreting messages (Kriyantono, 2010).

3. FINDINGS AND DISCUSSIONS

Education Quality Policy

The policy is etymologically derived from Greek, namely "Polis," which means City. According to Nicholas, "policy is a well-thought-out and careful decision by the top of decision-making and not repetitive and routine activities that are programmed or related to decision rules." The opinions of the experts above indicate that the term "policy" or "Policy" is used to designate the behavior of an actor (for example, an official, a group, or a government agency) or several actors in a particular field of activity. However, policy must still understand what is done, not what is proposed in action on a specific issue. (Rahmat Hidayat, Herwadi, 2019).

Henz Eulau and Kenneth Previt formulate policy as a fixed decision characterized by continuous and repeated behavior of those who make and implement policies that have been created (Tangkilisan, 2003). Policies are all actions that the government wants to do or do, formulated in a policy to achieve the goals of government programs. Every State policy cannot be separated from the purpose of the State's existence. With all its functions, the State can make or not make policies. Public policy will include formulation, implementation, and evaluation of policies as feedback to re-formulate appropriate policies. (Rahmat Hidayat, Herwadi, 2019).

Quality is an essential part because quality shows a product's superiority over other products. Quality improvement is an effort of every product-producing institution, not only goods but also service products. (Fadli, 2017). Engkoswara and Komariah argue about the quality of something, which can be goods or services, and quality goods are valuable to someone. These goods are physically excellent, beautiful, elegant luxury, antilock, with no defects. Other measures can be worth goodness, beauty, truth, and ideality. (Komariah, 2010).

Quality is a combination of product properties, showing its ability to meet consumer needs directly or indirectly in stated or implied needs, present and future. Similarly, in education, attention to quality is the main agenda in the education process. While with products, human services, methods, and environments that meet or exceed expectations (Zulkarmain, 2021).

"Quality is at the top of most agendas," argues Edward Sallis in Total Quality Management in Education, and "improving quality is probably the most important task facing any institution." Despite its importance, many people regard quality as an ambiguous concept. It is difficult to describe and often challenging to quantify." Quality is crucial to any organization's agenda, and enhancing quality is likely the institution's most critical responsibility. Despite its importance, many people regard quality as an ambiguous concept. It is tough to describe and often impossible to quantify (Sallis, 2012).

According to Depdiknas (the Department of National Education), the quality paradigm in education involves input, process, and outcome. Everything that must be provided for the process to take place is educational input. In this situation, something is needed in the form of resources and software, as well as expectations, to serve as a guide for the process's continuation. Human resources (principals, instructors, counselors, and students) and other resources (equipment, supplies, expenses, materials, and so on) are examples of resource inputs. Organizational structures, laws and regulations, job descriptions, plans, and programs are examples of device inputs. Expectations for input are a vision, mission, goals, and objectives to be met. For the process to take place, input is required.

The process is high quality when input coordination, integration, and guidance are carried out harmoniously to produce a pleasant learning environment that encourages motivation and interest in learning and empowering students. Based on the preceding, it is possible to conclude that educational quality is a combination of human resources, learning tools, learning support, and school management that demonstrates the ability and satisfaction of meeting the needs and exceeding the expectations of school residents, community members, and stakeholders, both explicit and implicit. Every educational institution is expected to provide quality education to attain national principles as a general guideline for implementing quality education.

Government Policy on Education Quality Assurance System

Minister of National Education Regulation No. 63 of 2009 on Education Quality Assurance System (EQAS) is an effort to improve education quality in Indonesia. SPMP describes quality assurance as a systemic and integrated activity carried out by education units/programs, education unit/program organizers, local governments, the government, and the community to enhance intelligence in the nation's life through education (Permendikbud, 2009).

The ultimate goal of education quality assurance is the high intelligence of human life and the nation, as envisioned in the Preamble to the Republic of Indonesia's 1945 Constitution, and this is achieved through the implementation of SPMP. The SPMP is expected to: a) Establish a quality culture in formal, non-formal, and informal education; b) Divide precise and proportional duties and responsibilities in quality assurance of formal and non-formal education among education units or programs, organizers of education units or programs, district or City governments, provincial governments, and the government; and c) Establish national quality references in quality assurance of formal and non-formal education. d) Create a nationwide map detailing formal and non-formal education quality by province, district, city, and educational units or programs. e) Create a dependable,

integrated, and connected information system for the quality of formal and non-formal education that connects education units or programs, education unit or program organizers, district or City governments, provincial governments, and the Central Government.

To measure the implementation of national quality standardization, which includes 8 (eight) national education standards, measuring accomplishment of reference standards, and evaluating educational quality, educational units and programs are assessed using Education Unit/Program self-evaluation (EDS), Monitoring of Education Units/Programs by Local Government (MSPD), Accreditation, Certification, National Examination, and Data Collection for the data and Information Base (Padati) (Rahmat Hidayat, Herwadi, 2019).

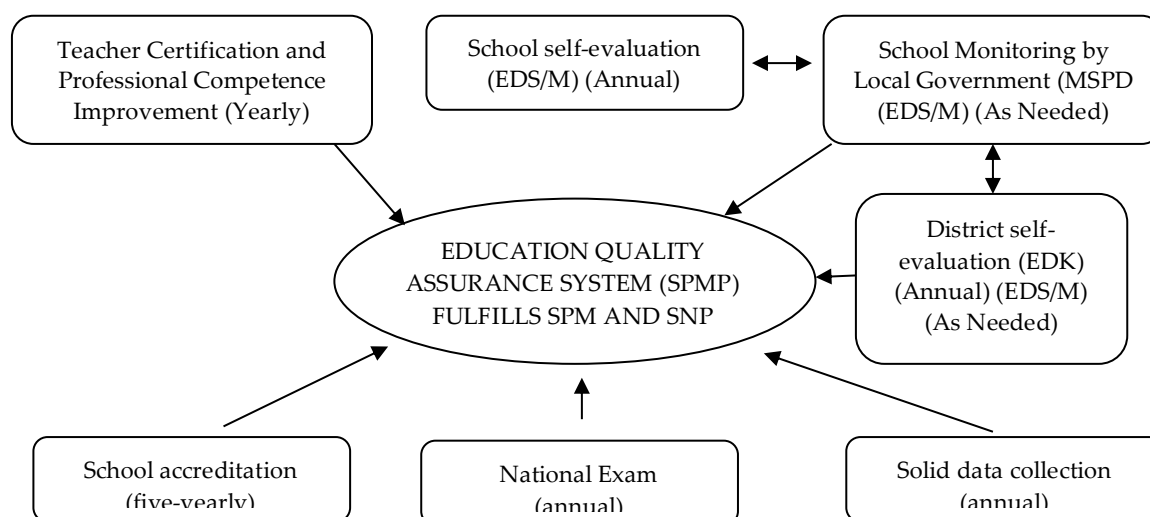


Figure 1. Implementation of Quality Standardization

a. Education Unit/Program Self Evaluation (EDS)

Education Unit/Program Self Evaluation (EDS) is one of the activities to measure the achievement of quality reference standards in education units and programs. The tool used to calculate the achievement of quality standards in education units or programs is the Education Unit or Program Self Evaluation Instrument. Each education unit/program collects data by filling out the self-evaluation instrument. Performance measurement through self-evaluation of education units and programs is done yearly. The measurement results are then analyzed, resulting in education units or programs with categories:

- 1) Level 1 means that the quality of education in the education unit/program has not met the Minimum Service Standards.
- 2) Level 2 means the quality of the education unit/program meets the Minimum Service Standards.
- 3) Level 3 means that the quality of the education unit/program meets the National Education Standards.
- 4) Level 4 means that the quality of education in the education unit/program exceeds the National Education Standards.

Furthermore, the analysis produces recommendations in the form of a program to improve the achievement of the reference quality standards of the education unit or program concerned as the basis for the preparation of the Education Unit or Program Development Plan (RPS) with a budget line in the Draft Unit or Program Education Unit Budget (RAPBS). A program to improve the achievement of the reference quality standard is proposed to the district or City. Furthermore, Regency City was designed in the Regency style. City Strategic Plan (Sabar Budi Raharjo, 2019).

b. Monitoring of Education Units/Programs by Local Government (MSPD)

Local Government Monitoring of Education Units and Programs (MSPD) measures districts and cities' performance in meeting education quality reference requirements. The MSPD report is the tool used to measure performance audits at the district or city level. The report's data is derived from the self-evaluation of education units and programs. Supervisors of education units and programs collect district statistics that align with the education units and programs under their supervision. The analysis of the measurement findings revealed that the following education quality reference standards were met at the district or city level:

- 1) Level 1 means the district's education quality does not meet the Minimum Service Standards.
- 2) Level 2 means the district's education quality meets the Minimum Service Standards.
- 3) Level 3 means the district's education quality meets the National Education Standards.
- 4) Level 4 means the district's education quality has exceeded the National Education Standards.

The results of the analysis obtained recommendations for improving the achievement of quality reference standards as follows:

- 1) Improvement in the accomplishment of quality reference standards for the district concerned is included in the district Renstra material
- 2) Proposals for assistance and facilitation are sent to the provincial government (provincial education office or regional office of the Ministry of Religious Affairs) and the government (Ministry of Education or Ministry of Religious Affairs). (Rahmat Hidayat, Herwadi, 2019).

c. Accreditation

Accreditation is a never-ending cycle of self-evaluation, reflection, and progress. School accreditation is a form of public accountability carried out objectively, relatively, transparently, and comprehensively by the government and independent institutions authorized to determine the feasibility of educational programs and units in formal and non-formal education channels at every level and type of education based on predetermined criteria.

According to Article 60 of Law No. 20 of 2003, schools must be accredited because a) accreditation is performed to determine the feasibility of educational programs and units in formal and non-formal education channels at all levels and types of education; b) accreditation of educational programs and units is performed by independent institutions that are authorized as a form of public accountability; and c) accreditation is performed based on open criteria. It was then underlined further with PP No. 19 of 2003, which stipulates that school accreditation, teacher certification, and education evaluation are required to promote educational quality. Ali briefly described the objective of school accreditation: 1) Determine a school's eligibility for arranging educational services; 2) Get an overview of school performance (Ali, 2000).

d. Certification

In this, educator certification is a measurement taken to determine the achievement of reference quality standards related to educator standards. Certification is the process of providing certificates to educators. Educator certificates are formal evidence of the recognition given to educators as professionals. Measurement of certification, by the criteria, results in educators in passed and non-passed categories. Educators who pass mean that they have met the national standards of education. While the category does not pass, meaning that the educator has not met the national standards of education, The data obtained from the certification measurement results reflects the competencies and qualifications of educators (Siahaan, 2014).

e. Data Collection Data and Information Base

Solid data collection is collected annually on education units and programs. Measurements are taken to capture quantitative data on staff, students, facilities, educators, and other resources related to quality reference standards. Districts or cities collect Padati data and send it to the Ministry of Education's PSP or the Ministry of Religious Affairs' EMIS.

Internal and External Quality Assurance Systems in Schools

a. Internal Quality Assurance System in Schools

The Education Quality Assurance System in schools is a collection of factors that includes organizations, regulations, and integrated processes that govern all activities aimed at improving the quality of primary and secondary education in a systematic, organized, and long-term manner. The primary and secondary education quality assurance system seeks to ensure that standards are met in primary and secondary education units in a comprehensive, holistic, and long-term manner so that a quality culture emerges and develops autonomously in education units.

There are two types of quality assurance systems: internal quality assurance systems and external quality assurance systems. The internal quality assurance system operates within the education unit and is carried out by all components. The internal quality assurance system for primary and secondary education is a collection of elements that includes organizations, policies, and processes for assuring the quality of education carried out by primary and secondary education units to ensure the realization of quality education that meets or exceeds the National Education Standards. Dikdasmen (Dikdasmen, 2016b)

This internal quality assurance method is applied in elementary and secondary schools using the cycle depicted in Figure 2. The cycle comprises quality mapping, Fulfillment Plan Preparation, Fulfillment Plan Implementation, Plan Implementation evaluation and audit, and Quality Standard Determination. SPMI is determined by the education unit, outlined in the education unit's management rules, and communicated to the education unit's stakeholders.

SPMI Dikdasmen is a collection of policies and processes linked to education quality assurance implemented by each primary and secondary education unit to ensure quality education that meets or exceeds SNP. SPMI Dikdasmen is a component of the education unit that is carried out by all components of the education unit. SPMI Dikdasmen handles all aspects of education implementation by leveraging various resources to achieve the SNP established by the education unit and specified in the management rules for the education unit.

SPMI Dikdasmen is described in five documents: (1) SPMI policy documents, (2) SPMI manual materials, (3) SPMI standard documents, (4) SPMI form documents, and (5) supporting documents. To ensure that SPMI Dikdasmen runs smoothly in educational units, a quality assurance element in the form of an independent school quality assurance team outside of school management is required, which must include aspects of management, educators, and other education workers. SPMI Dikdasmen is implemented through five stages. First, quality mapping is done through School Self Evaluation (EDS) activities based on SNP (Raharjo et al., 2019).

Second, the quality improvement plan is created by developing a school development plan and an action plan based on the quality map, government policies (curriculum and SNP), and the school development strategic plan (Maryati, 2019). Third, quality improvement goals should be implemented by fulfilling education quality and SNP successes in education unit management and the learning process. Fourth, monitoring and evaluation are carried out to ensure that the quality improvement plan is followed and is outlined in the report on the implementation of SNP fulfillment and the implementation of the quality fulfillment plan by the education unit. Monitoring and evaluation also generate recommendations for remedial action, ensuring sustained quality improvement. Fifth, new

standards and quality improvement strategies are established, with the establishment of new higher quality standards to build a quality culture in educational units. By preparing quality improvement strategies based on monitoring and evaluation results from previous achievements (Zamili et al., 2020).

Three metrics demonstrate SPMI Dikdasmen's success. First, output indicators, such as the education unit's ability to complete the entire quality assurance cycle and the presence of an education quality assurance organization within the education unit; second, outcome indicators, precisely if the learning process and management of the education unit followed standards, Third, there are effect indicators, such as the establishment of a quality culture in educational units and an increase in the quality of learning outcomes. Several factors determine the successful implementation of SPMI Dikdasmen: organizational culture, effective principal leadership, stakeholder participation, commitment and consistency of all stakeholders, accountability, transparency, and integrity.

b. Sistem External quality assurance system in schools

SPME Dikdasmen is a collection of connected organizations, policies, and processes that facilitate and assess the feasibility and level of quality attainment of primary and secondary education units through accreditation. SPME Dikdasmen is carried out by a team separate from the education unit. SPME Dikdasmen is planned, implemented, controlled, and developed by the authority of the national and municipal governments, BSNP, and BAN-S/M. The SPME Dikdasmen cycle is divided into three divisions based on the authority of the central, provincial, and district/city administrations.

The first cycle is the facilitation of quality improvement. Activities include mapping education quality at the education unit level, planning for quality improvement through the education development strategic plan, facilitating quality fulfillment in all education units, monitoring and evaluating the process of implementing quality fulfillment, and promoting continuous quality improvement through the education development strategic plan. The provincial government facilitates education through the provincial education office, which collaborates with the Directorate General of Basic and Secondary Education (Ditjen Dikdasmen), MoEC. District/city government facilitation is carried out by the district/city education office, with assistance from the district/city education quality assurance team, and in coordination and collaboration with the MoEC's Directorate General of Education and Culture.

Second, the development cycle of primary and secondary education quality standards is developed continuously by BSNPs through evaluating the fulfillment of SNP by education units, determining SNP, and preparing strategies for improving the quality of education units. Third, the education unit accreditation cycle is Continuously developed by BAN-S/M through evaluation of the quality of education units, external quality audits, and accreditation determination. In exercising their authority, BSNP and BAN-S/M utilize data and information from education quality mapping results in the Education Quality Information System (Andriansyah & Kamalia, 2021).

Internal and External Quality Assurance Systems in Higher Education

a. Sistem Internal Quality Assurance System in Higher Education

SPMI has an activity cycle that includes the following steps: 1. Determination of Higher Education Standards The determination of Higher Education Standards is a process that involves determining standards and measures. 2. Higher Education Standards Implementation is the activity of meeting standards or measures set by Higher Education. 3. Evaluation of Higher Education Standards Set by Higher Education is a comparison of the outcomes of efforts to fulfill standards or measures with specified standards or measures. 4. Control of Higher Education Standards Set by Higher Education assesses the causes of standards or measures not met to take remedial action; and 5. Improvement of Higher Education Standards Set by Higher Education is an activity that involves raising standards or measures above those that have already been established.

SPMI covers all education, research, and community service activities and the resources they use to achieve the National Higher Education Standards. SPMI is evaluated and developed on an ongoing basis by the universities concerned. SPMI is stipulated in the regulations of higher education leaders for PTN and the rules of the organizing legal entity for PTS after being approved by the senate at the higher education level (Macfarlane et al., 2024).

In Permenristek, it is briefly explained:

SPM DIKTI

PMI scene based on Permendikbud No. 50 of 2014 concerning SPM Dikti

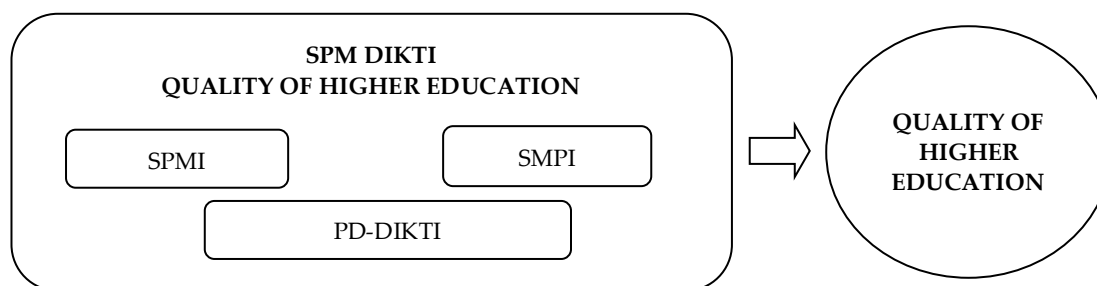


Figure 2. Internal Quality Assurance Cycle in Higher Education

Description

Higher Education Standards (Dikti Standards) which consist of the following

- 1) Higher Education Standards (Dikti Standards) SN Dikti
- 2) Higher education standards set by each university
- b. Sistem External Quality Assurance System in Higher Education

The Higher Education Quality Assurance System (SPM Dikti) is a systemic activity that aims to improve the quality of higher education in a planned and sustained manner. The External Quality Assurance System, or SPME, is an accreditation-based evaluation activity to establish the feasibility and quality achievement of study programs and universities.

This external quality assurance, also known as SPME, is planned, reviewed, executed, controlled, and developed by BAN-PT and LAM in compliance with their respective authorities, according to Higher Education Standards. The purpose of SPME, or accreditation, is to determine the feasibility of study programs and universities based on criteria that refer to national higher education standards, ensure the quality of study programs and universities externally in academic and non-academic fields, and protect the interests of students and society.

The principles of the National Accreditation System consist of Honesty, The main foundations of truth, justice, objectivity, impartiality, and transparency; Trustworthiness, The principle of building and reflecting a commitment to accountability in the context of accountability to the community; Intelligence, The principle of developing a comprehensive, credible, accurate, effective, and efficient quality assurance system for higher education Harmony The principle of developing institutional independence that reflects accountability as well as interrelatedness, interconnection, and communication (Abdillah et al., 2019; Puspitasari, 2020).

SPME or accreditation aims to assess and determine the feasibility and quality of study programs and higher education institutions based on the National Higher Education Standards criteria. Higher education accreditation also aims to protect the community's and students' interests in obtaining quality higher education services. The functions of certification are to 1) Assessment of the quality assurance system implementation of study programs and higher education institutions in the fields of academic

and non-academic fields; 2) Public accountability in the implementation of Public accountability in the implementation of higher education; 3) Quality ranking of study programs and universities; 4) Input material for policy formulation for fostering and improving the quality of quality of study programs and universities; and 5) Learning for various stakeholders in the quality of higher education. Stakeholders of higher education quality. The results of SPME or accreditation as SPME or accreditation process outputs in the form of accredited status and rank of study program and higher education.

Based on the above principles, SPME or accreditation of study programs and universities is carried out based on the principles:

- 1) Independent: The SPME or accreditation process and its decision-making are conducted independently, free from the influence and interests of any party.
- 2) Accurate: The SPME or accreditation process and its decision-making are based on clear, correct, precise, accountable data and information.
- 3) Objective: The SPME or accreditation process and its decision-making are accessible from the influence of subjective interests and based on available factual data and information.
- 4) Transparent: The SPME or accreditation process and its decision-making are based on standards and mechanisms that are known and accessible to the assessors, the study programs, and the universities being assessed.
- 5) Accountable: The SPME or accreditation process and its decision-making can be held responsible to stakeholders. (Abdillah, Amril Mustofa, 2019)

The SPME or Accreditation mechanism begins with their respective authorities' preparation of instruments by LAM or BAN-PT. After the instrument is completed, LAM or BAN-PT conducts SPME or accreditation through the following stages:

Data and Information Evaluation Stage, which includes the following steps:

- 1) The university leader submits an application to LAM for study program accreditation and BAN-PT for university accreditation;
- 2) LAM and BAN-PT evaluate the adequacy of data and information on study programs and universities as referred to in letter A, which are stored in PD Dikti. The adequacy of the data and information is evaluated as referred to above by assessors, preferably domiciled in the L2 Dikti working area, by verifying the data and information submitted by each university. Under certain conditions, LAM and BAN-PT can conduct field assessments as needed.
- 3) The Accreditation Status and Accreditation Rating Determination Stage, which includes steps:
- 4) LAM and BAN-PT process and analyze data and information from accredited applicant universities to determine the accreditation status and rating of study programs and tertiary institutions.
- 5) LAM and BAN-PT announce the accreditation status, accreditation status, and accreditation rank of study programs and universities according to their respective authorities. Universities that object to the accreditation decision can submit objections to BAN-PT or LAM. Higher education leaders must apply for re-accreditation no later than six months before the validity period of the accreditation status and accreditation rating of the study program and higher education ends.
- 6) Monitoring Phase of Accreditation Status and Accredited Rating.
- 7) LAM and BAN-PT conduct monitoring of the status accreditation status and accredited rank of the study program and universities that have been determined based on data and information in PD Dikti and facts from field assessments;

- 8) The accreditation status and accreditation rating of study programs and universities can be revoked before the validity period ends if the study program and university are proven to no longer meet the requirements for accreditation status and accreditation rating. (Abdillah, Amril Mustofa, 2019).

The process until SPME is as follows:

SPM DIKTI

Institutionalization and Process SPM Dikti

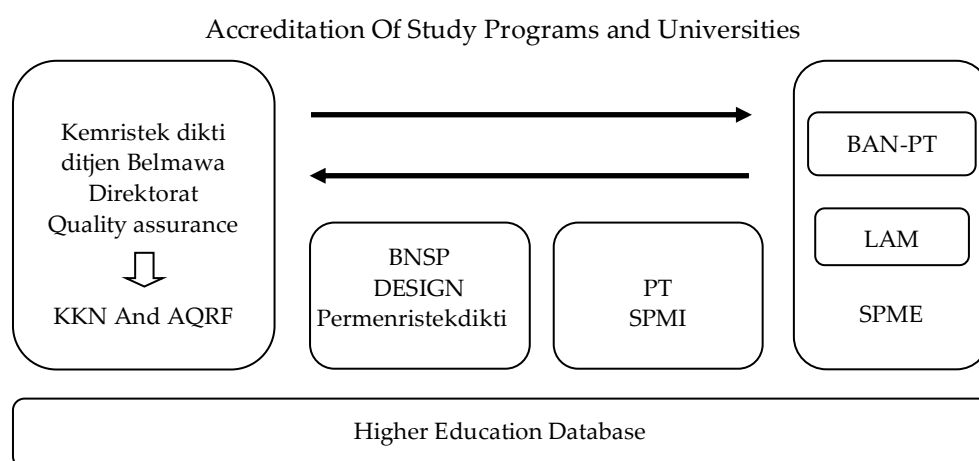


Figure 3. External Quality Assurance Cycle in Higher Education

Implementation of Islamic education quality assurance policies faces complex and diverse challenges. One of the main challenges is the lack of adequate finances and competent teaching staff. Many Islamic educational institutions still depend on donations, which are often unstable and insufficient to support quality improvement programs (Rochmat et al., 2023; Sodikin et al., 2024; Zamroni & Wakidi, 2023). Apart from that, the limited number of teaching staff with qualifications and competencies by quality assurance standards is also a significant obstacle.

Another challenge is resistance to change from various stakeholders. Implementing new policies is often met with resistance from the management of Islamic educational institutions and the community (Fadlan et al., 2023; Fandir, 2024). A lack of understanding or distrust of the policy's benefits could cause this. Apart from that, there are challenges in adapting the curriculum to the desired quality assurance standards, where there is often a clash between traditional values and the demands of educational modernization.

To overcome these challenges, several solutions can be implemented. First, the government and related institutions must increase funding to support quality assurance programs, including providing incentives for teaching staff to improve their qualifications. Second, intensive outreach and training regarding the importance of quality assurance must be carried out to all stakeholders to reduce resistance and increase policy acceptance. Finally, developing a flexible and adaptive curriculum that can accommodate traditional values while meeting modern quality standards is necessary to ensure the successful implementation of Islamic education quality assurance policies.

4. CONCLUSION

SNP is a national standard of education implemented by the relevant government: Content Standards, Process Standards, Graduate Competency Standards, Educator and Education Personnel

Standards, Management Standards, Facilities and Infrastructure Standards, Financing Standards, and Assessment Standards. The eight Standards have policies to measure the implementation of quality standardization nationally, including 8 (eight) national standards of education, measuring the achievement of reference standards, and evaluating the quality of education carried out on educational units/programs through 1). Education Unit/Program Self Evaluation (EDS); 2). Monitoring of Education Units/Programs by Local Government (MSPD); 3). Accreditation; 4). Certification; 5). National Examination; and 6). Database and Information Data Collection. The quality assurance system is divided into two, namely SPMI and SPME. The internal campus carries out SPMI, while SPME is external if the school is BAN SM and the college is BAN-PT and LAM.

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