



Internal Quality Assurance System (SPMI) As An Ecosystem To Form A Sustainable Quality Culture at SDI Mohammad Hatta Malang

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Abstract

The quality of education in Indonesia is still relatively low compared to other countries, which causes various problems in improving the quality of national education. As an effort to overcome this, the government has developed an Internal Quality Assurance System (SPMI) which is implemented at the level of educational institutions as the main mechanism for quality assurance. The SPMI ecosystem approach aims to form a sustainable quality culture through an independent and continuous cycle in educational units, thereby encouraging consistent quality improvement. This study aims to examine the process of implementing SPMI at SDI Muhammad Hatta, Malang City, with a descriptive qualitative method using primary and secondary data analyzed through triangulation techniques. The results of the study show that the implementation of SPMI follows the stages of the PDCA cycle (Plan, Do, Check, Act) with the support of supporting actors such as school principals, involvement of school residents, and parental support, although there are obstacles in infrastructure facilities, especially the lack of teachers' understanding of technology-based learning media. The positive impact includes changing the mindset of school residents, improving service quality, continuous innovation, and family gathering activities that strengthen the ecosystem relationship between teachers and guardians. This finding confirms that SPMI as an ecosystem that forms a sustainable quality culture contributes significantly to improving the quality of education at SDI Muhammad Hatta and can be a model for other institutions in developing an internal quality assurance system effectively and sustainably.

Keywords:

Internal Quality Assurance System; School Ecosystem; Quality Culture

A. INTRODUCTION

The quality of education is closely related to the success or failure of achieving national education goals (Anwar, 2018) This is affirmed in the Law on the National Education System No. 20 of 2003 Article 35 Paragraph (2), stating that educational standards are used as a reference for the development of various components of education to ensure the quality of national education (Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional, 2003). However, reality shows that the quality of education in Indonesia is in the low category compared to other countries. Based on survey data conducted by the Programme for International Student Assessment (PISA) in 2020 in Paris, Indonesia is in the 71st position out of 76 countries. This achievement indicates that the quality of education in Indonesia still requires more optimal attention and improvement (Siswopranoto, 2022) This low achievement is inseparable from various fundamental problems, such as the low quality of the learning process, the limited competence of educators, the lack of facilities, and the weak education quality evaluation system (Friska Ayu Nur Rabani et al., 2024)

In response to the problem of low quality of education in Indonesia, the government has developed a quality assurance system through the Regulation of the Minister of Education and Culture Number 28 of 2016 concerning the Quality Assurance System of Primary and Secondary Education Article 1 paragraph (2) of the regulation conveys that Education Quality Assurance is a systematic, integrated, and sustainable mechanism to ensure that the entire process of implementing education has been in accordance with the set quality standards (Nugroho & Miyono, 2024)

One of the main implementations of the quality assurance mechanism is the implementation of the Internal Quality Assurance System (SPMI) at the educational institution level. SPMI involves a series of policies and procedures implemented by educational institutions to ensure that the quality of education provided meets or even exceeds the National Education Standards (SNP). Through this approach, the quality of education can be maintained consistently and continue to improve (Ranisa et al., 2025) SPMI functions as an early detection tool, so it can function as a tool for improvement in the implementation of education and prevent things from getting worse when implemented correctly (Sahroni, 2023)

In addition, SPMI acts as a holistic ecosystem that integrates school elements consisting of principals, educators, school committees, parents, and community development (Suljatomiko, 2022) The SPMI ecosystem approach forms a culture of sustainable quality in educational institutions. The education unit conducts a cycle in the quality assurance system independently and continuously until a quality culture is built in the education unit. Thus, a quality culture will encourage educational units to improve the quality of education continuously so that it leads to consistent quality improvement from time to time gradually until the standards that have been set are met or may exceed the standards (MY, 2019)

Seeing the importance of SPMI's role as an ecosystem in forming a sustainable quality culture, this study aims to analyze the implementation of the Internal Quality Assurance System (SPMI) at SDI Muhammad Hatta Malang as an effort to consistently improve the quality of education.

B. METHODS

This study uses a descriptive qualitative research method. The qualitative method is a research procedure that produces data in the form of written or spoken words from related sources, which provides an in-depth picture of the phenomenon being studied (Waruwu, 2023) This study uses a case study approach to understand in depth how the implementation of the Internal Quality Assurance System (SPMI) as an ecosystem in forming a sustainable quality culture at SDI Muhammad Hatta Malang.

The research was carried out at SDI Muhammad Hatta, Malang City. The data source consists of primary data and secondary data. Primary data was obtained through direct observation of activities in schools and interviews with resource persons such as principals, teachers, and school committees. Secondary data is obtained from documentation that includes official school documents, reports, literature, and regulations relevant to the quality assurance system.

In the data collection process, this study applies triangulation techniques to ensure the validity and accuracy of information. The technique includes in-depth interviews, direct observation in the school environment, and the review of official documents related to the implementation of accreditation. In-depth interviews were conducted to gain an understanding of the perceptions, experiences, and views of informants related to the implementation of accreditation and its effect on the quality of education. Observation is used to directly observe various activities, habits, and dynamics in schools that are related to accreditation standards. Meanwhile, a documentation study was conducted by browsing through various documents, such as accreditation reports, school work plans, and performance evaluation records as empirical evidence supporting the research findings (Pada et al., 2025) After the data is declared valid, the data is processed and presented descriptively to describe how SPMI plays a role as an ecosystem that forms a sustainable quality culture, which ends with the drawing of conclusions based on the

results of the analysis.

C. RESULT & DISCUSSION

According to the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 28 of 2016 Article 1 Paragraph (4) explains that the Internal Quality Assurance System for Primary and Secondary Education, hereinafter abbreviated as SPMI-Dikdasmen is a unit of elements consisting of related policies and processes to carry out education quality assurance carried out by each basic education unit and secondary education unit to ensure the realization of quality education that is meet or exceed the National Education Standards (Peraturan Menteri Pendidikan dan Kebudayaan RI, 2016). SMPI aims to foster a culture of quality in the academic environment and education stakeholders through the implementation of continuous evaluation of the learning process, research and community service (Adeng Hudaya et al., 2025). SDI Muhammad Hatta is one of the elementary schools that has an SPMI team consisting of 4 teachers and focuses on ensuring the academic quality of students. Based on the results of interviews with the principal and the academic quality assurance team at this school, it was carried out in a structured and administrative manner.

The Process of Implementing the Quality Assurance System (SPMI) as an Ecosystem for the Formation of a Sustainable Quality Culture at SDI Muhammad Hatta Malang.

The process of implementing the Internal Quality Assurance System (SPMI) at SDI Muhammad Hatta Malang is carried out in a structured manner through the implementation of the Plan-Do-Check-Act (PDCA) cycle which is the basis for schools in building a sustainable quality culture in schools.

a. Plan

The preparation of an integrated vision of the foundation's goals with three main components, namely smart, faith and devotion, as well as environmental culture which is part of strategic planning. This is the main basis for the determination of quality standards and the direction of school policies in an effort to improve the quality of education. In building the quality of education, school strategies are realized through the role of the entire school ecosystem, including teachers, principals and education staff in carrying out their daily activities at school, especially the learning process which must always be guided by these three components.

b. Do

The principal, curriculum waka, and quality assurance team collaborate in compiling a lesson study learning program. This program is a learning program that is carried out inside and outside the classroom and focuses on improving the quality of the teaching and learning process. Lesson Study activities include discussions about the learning system in the classroom, the supervision process, observation of teachers and students in the classroom and how assessment standards are made. In its implementation, the classroom teacher as a teacher, the principal and the leader of Academic Quality Assurance as assessors or teacher observers, and accompanied by 4 teachers in other fields who are not currently teaching as student observers.

c. Check

SDI Mohammad Hatta carries out two types of evaluations, namely semester evaluation and annual evaluation. The semester evaluation is carried out after the program runs for one semester and discusses the teaching results report from the educators who teach during the period. In this case, the evaluation is carried out by evaluators consisting of the principal, waka of each field and a quality assurance team using coaching techniques. This technique is used to ask about whether or not it is good to do it in class. After that, educators are given the opportunity to identify solutions to existing problems. The role of the evaluator in this process is motivating, suggestive and recommended.

Meanwhile, the annual evaluation called the Working Meeting (Raker) is a meeting of leaders and teachers to discuss the annual program and SOPs (standard operating

procedures). This meeting began with each field coordinator delivering the results of the evaluation of their work program covering the program implemented, not yet implemented, implemented but not completed, as well as what obstacles were implemented when the program was implemented.

d. Act

From the results of the evaluation, SDI Mohammad Hatta carried out several follow-ups, including: 1) Upgrading, which is a form of training provided to educators to ensure that educators are able and understand what to do and understand related to changes in conditions in learning strategies and curriculum strategies. This upgrading is carried out at the end of each semester by raising a different topic each semester according to the problems that often arise during the teaching and learning process. 2) The school develops a framework for collaboration, trust, measurable, inspirational and leadership or abbreviated as KAMIL as a follow-up effort to the results of the quality assurance evaluation.

This explanation is in line with the Education Quality Assurance System Model put forward by W. Edwards Deming in Nurryna, et al (2023), namely the PDCA (Plan, Do, Check, Action) cycle. The implementation of a quality assurance system based on a structured and sustainable cycle can be one of the important references in improving the implementation of quality assurance systems in educational institutions. (Adolph, 2016)

According to Ningrum and Markarma (2025), each stage in the PDCA cycle is interrelated and dynamic and allows educators to reflect and improve learning methods and strategies in the classroom. In the implementation of Total Quality Management (TQM), the PDCA cycle plays a key role as the main tool to maintain and improve quality in a sustainable manner. This cycle has a repetitive and mutually continuous nature that allows each stage in management, including learning activities, to be continuously reviewed, evaluated and refined. (Ningrum & Markarma, 2025)

Supporting and Inhibiting Factors for the Implementation of the Quality Assurance System (SPMI) as an Ecosystem for the Formation of a Sustainable Quality Culture at SDI Muhammad Hatta Malang.

In the process of implementing Academic Quality Assurance, of course, there are no supporting and inhibiting factors. The following are the supporting and inhibiting factors for the implementation of academic Quality Assurance:

a. Supporting Factors

- 1) The principal as the driving force. The principal ensures that all ecosystems in schools can collaborate together by creating a conducive atmosphere for teachers and all school residents. This condition can be expected to trigger collaboration that has an impact on the learning process and of course is in line with the school's vision and mission. In addition, the principal is also responsible for coaching and strengthening educators and education staff so that they are able to carry out their duties optimally.
- 2) The Role of School Staff. School residents have a responsibility to maintain the quality of the school by implementing the main values instilled through the implementation of SPMI by maintaining and caring for the quality culture that has been formed. In this context, all school residents create a collaborative work environment that is quality-oriented, so that all school residents including educators, students, principals and education staff have full awareness and responsibility in improving the quality of education. Thus, SPMI does not only function as a formal program, but has become a vibrant and sustainable quality culture in the school environment.
- 3) Community/committee support. Guardians of students provide input and suggestions. In addition, there are several other supports such as transportation, documentation, consumption and so on.

The success of Academic Quality Assurance is greatly influenced by supporting factors, including the principal as the driving force, the active role of school residents and support from associations/committees are the main keys to the success of Academic Quality Assurance. School

Principal As the driving force with strong leadership and managerial commitment determines the direction of the implementation of the quality of education. This is in accordance with the opinion (Ranisa et al., 2025) that the factors that support success include visionary leadership, a healthy organizational culture, active stakeholder participation, and strong principles of accountability, transparency, and integrity in the school environment.

In addition, the involvement of all school residents and committees/associations is also actively involved in the implementation of Academic Quality Assurance. This collective participation is very important because SPMI is independent by optimally utilizing internal school resources (Arifudin, 2019). This engagement reflects the principle of a "whole-school approach" that aims to build a comprehensive and sustainable culture of quality in the school environment (Fransistya et al., 2022)

b. Inhibiting Factors

1) Inadequate learning facilities

This inadequate learning facility refers to the lack of teaching aids and technology-based devices. This condition causes learning to be less interesting and tends to be monotonous, resulting in a decrease in students' interest in learning.

One of the challenges of implementing Academic Quality Assurance is inadequate learning facilities. The availability of limited or outdated teaching materials also creates obstacles in achieving optimal educational quality. Teachers who have deficiencies in teaching materials tend to have difficulties in presenting innovative and relevant learning. The low utilization of diverse learning resources can hinder the intellectual development of students. In addition, technology-based learning media lacks the opportunity for students to gain up-to-date and in-depth learning experiences. Effective technology integration requires not only hardware investment, but also training for teachers to make optimal use of technology. (Hasanah et al., 2024)

The Impact of the Implementation of the Quality Assurance System (SPMI) as an Ecosystem for the Formation of a Sustainable Quality Culture at SDI Muhammad Hatta Malang.

a. Increased quality and responsibility mindset

The school ecosystem realizes that quality culture is not the sole responsibility of the principal or the academic quality assurance team. However, a culture of quality is the responsibility of the entire ecosystem together. So, every individual to be able to do a good job.

b. Best service

The existence of Academic Quality Assurance, educational services become more systematic and standardized. Thus, producing excellent service to students and parents. These services include learning management, administration, and supporting activities. In the future, the school is committed to improving services with the best services aimed at education personnel. However, all teachers are involved because teachers also carry out their role in providing services to students.

c. Continuous innovation

Quality Assurance encourages innovation in the learning process and school management. For example, joyful learning, and outing classes that are carried out once a month at each level.

d. Strengthening the school ecosystem between teachers and guardians

One of the efforts to strengthen the school ecosystem between teachers and guardians is to hold family gatherings. The activity aims to strengthen the relationship and synergy between parents and teachers, so as to create a harmonious school ecosystem and support the optimal development of students.

e. School Predicate

SDI Mohammad Hatta received several school titles such as adiwiyata schools, favorite Islamic schools, superior schools with the A accreditation predicate. For example, he became the general champion of Islamic education at the Malang City level for five consecutive years from 2011 to 2016. (Hatta, n.d.)

The successful implementation of the school's internal quality assurance system will have a good impact on the school (Darmaji et al., 2020). The implementation of the Internal Quality Assurance System (SPMI) at SDI Mohammad Hatta has succeeded in bringing positive changes in the mindset and sense of responsibility of all school residents. This has an impact on improving the quality of educational services, encouraging various sustainable innovations, strengthening the relationship between teachers and parents of students, and increasing the school's predicate and achievement. This approach is in line with the theory of education quality management which adopts the concept of Total Quality Management (TQM). TQM is a philosophy and management system that emphasizes continuous improvement of educational processes, outcomes, and services in order to meet the expectations and satisfaction of customers such as stakeholders such as students, parents, and society at large (Suhendri, 2024).

D. CONCLUSION

The Internal Quality Assurance System (SPMI) as an ecosystem for forming a sustainable quality culture at SDI Mohammad Hatta Malang directly examines the objectives of the research by showing that the implementation of SPMI through the stages of the PDCA cycle, the support of key actors such as school principals, the involvement of school residents, and parents, despite being faced with obstacles such as teachers' lack of understanding of technology-based learning media, has succeeded in forming a comprehensive quality culture and Sustainable. This research advances the field of education quality assurance by emphasizing that the success of SPMI does not only depend on formal systems and procedures, but also on the active involvement of the entire school ecosystem in the quality management process, so that it can help schools improve the quality of education services and learning innovations in real terms.

The scientific justification of these findings lies in significant positive changes in the behavior and mindset of school residents, the growth of learning innovations such as outing classes and joyful learning, and the strengthening of synergy between teachers and parents through family gathering activities that create a conducive school ecosystem. The implications of the results of this study indicate that SPMI as a quality culture ecosystem is not only relevant for SDI Mohammad Hatta, but can be widely applied in other schools that want to improve the quality of education in a sustainable manner. The next research is suggested to examine the development of learning and training technology facilities for teachers to overcome obstacles and optimize the potential for sustainable innovation in the context of education quality assurance.

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