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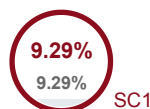
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13	https://pdfs.semanticscholar.org/3257/411f5deb4c8c5a13bd5a564b16877ff372ab.pdf	9 (1)	0.15 %
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The Urgency **of the Internal Quality Assurance System in Improving the Quality of Education in** Madrasas Imam Taufik1), Istikomah,2)

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Abstract. Education is a foundational element in equipping individuals with the skills and knowledge to navigate the complexities of the modern era. Madrasahs, as Islamic educational institutions, bear the responsibility of integrating general education with religious education in order to produce graduates who excel academically and possess strong moral character. Nevertheless, a considered number of madrasahs have not yet attended the National Education Standards (SNP) due to a combination of factors, including limited facilities, suboptimal learning quality, and a dearth of understanding and preparedness among human resources (HR) in **implementing the Internal Quality Assurance System** (IQAS). **The objective of this study is to analyze the necessity of** IQAS in enhancing the quality of education in madrasahs and to examine the quality concepts that are utilized. The Systematic Literature Review (SLR) method was employed to collect, analyze, and synthesize data from relevant scientific articles published between 2020 and 2024. The data was collected through a range of platforms, including Google Scholar, Scopus, Lens.org, and ScienceDirect. To ensure the relevance and quality of the sources, strict inclusion criteria were applied. The findings indicate that SPMI is a crucial element in enabling madrasahs to achieve and exceed the SNP. The implementation of SPMI facilitates a systematic evaluation and continuous improvement of the curriculum, teaching methods, and teacher and employee performance. The success of IQAS is contingent upon visionary leadership and effective strategic planning, which can facilitate the establishment of a sustainable culture of quality. Moreover, IQAS contributes to the enhancement of teacher professionalism through the implementation of continuous training programs, which can subsequently lead to an improvement in student learning outcomes. The adoption of quality concepts such as Total Quality Management (TQM), the European Foundation for Quality Management (EFQM) model, and the Baldrige framework enables IQAS to provide a comprehensive approach to the management of educational quality. In summary, IQAS enhances the quality of education in madrasahs while also equipping students with the skills to navigate future challenges.

Keywords - Internal Quality Assurance System (IQAS); Education Quality; Madrasah

Abstract. Education has a fundamental role in preparing individuals to face the challenges of the modern era. Madrasahs as Islamic educational institutions are responsible for integrating general education with religious education, in order to produce graduates who excel academically and have strong morals. However, many madrasahs have not reached the National Education Standard (SNP) due to limited facilities, quality of learning, and lack of understanding and readiness of human resources (HR) **in implementing the Internal Quality Assurance System** (SPMI). This research aims **to analyze the urgency of SPMI in improving the quality of** education in madrasahs and explore the quality concepts used. Through the Systematic Literature Review (SLR) method, this research collects, analyzes and synthesizes data from relevant scientific articles published between 2020 and 2024. Data was collected through platforms such as Google Scholar, Scopus, Lens.org, and Science Direct with strict inclusion criteria to ensure relevance and source quality Research results show that SPMI is important to help madrasahs achieve and exceed SNPs. The implementation of SPMI allows systematic evaluation and continuous improvement of curricula, teaching methods, and teacher and employee performance. Visionary leadership and effective strategic planning are key factors in the success of SPMI, and can create a sustainable quality culture. In addition, SPMI plays a role in increasing teacher professionalism through continuous training programs, which can ultimately improve student learning outcomes. By adopting quality concepts such **as Total Quality Management (TQM)**, the Model **European Foundation for Quality Management (EFQM)**, and the Baldrige framework, SPMI provides a comprehensive approach to educational quality management. Overall, SPMI not only improves the quality of education in madrasahs but also prepares students to face future challenges.

Keywords - Internal Quality Assurance System; Quality of Education; Madrasahs

Education plays a crucial role in shaping individuals who are ready to face the challenges of the times. Educational institutions have a big responsibility to do this, including Islamic educational institutions. Madrasas, as educational institutions under the auspices of the Ministry of Religion,

has a big responsibility in integrating general education with religious education [1]. This integration aims to produce graduates who not only excel in academic knowledge but also have strong moral and spiritual skills. The curriculum at madrasas is designed to create a balance between science and Islamic values that is in line with current developments [2]. This is important because, in an era of increasingly rapidly changing globalization, education in madrasas must be able to adapt and continue to improve its quality in order to compete with other educational institutions..

The progress of the times is increasingly rapid, demanding higher quality education. Madrasas need to improve quality to be able to improve the quality of their education, at least Madrasas must be able to achieve National Education Standards (SNP) in terms of planning, processes and evaluation. One of the indicators that education has reached national standards is achieving accreditation scores, there are still many madrasas that have not been able to achieve good accreditation scores due to several factors such as lack of facilities and infrastructure as well as minimal learning processes [3]. One way that can be done to improve the quality of education is by improving the institutional management process [4] In fact, according to data from the Ministry of Religion on its website <http://infopublik-emis.kemenag.go.id/>, in the 2023-2024 academic year, in the even semester there are 47,224 madrasah institutions ranging from Madrasah Ibtidaiyah to Madrasah Aliyah. This number is not entirely accredited, in fact there are only 11,047 madrasas that have been accredited A or 23.39% of the total number of existing madrasas. This shows that the quality of madrasas still needs to be improved in various ways. One way that can be done is by having an internal quality assurance system in each madrasa.

Quality assurance is all plans and actions carried out systematically so that they can provide trust in order to satisfy certain needs of quality [5] The main goal of quality assurance is the creation of customer satisfaction [6]. **Quality assurance** is divided into two types, namely internal and external quality assurance. This **internal quality assurance system has been** widely implemented in higher education environments but is still not widely implemented at the primary or secondary education levels. Quality in education takes the form of services that can provide satisfaction to educational customers [7]. This internal quality assurance system has the function of controlling the implementation of education by each education unit [8]. SPMI coverage includes the provision of education by utilizing all resources so that National Education Standards (SNP) can be achieved [9]. Several factors that must be present in quality assurance are quality control, quality assurance, and comprehensive quality management [10].

Basically, the internal quality assurance system is regulated in Minister of Education and Culture Regulation Number 28 of 2016. An **internal quality assurance system** is a series of processes, policies and practices prepared to ensure that **the quality of education is** in accordance with existing standards and can even exceed them [11]. SPMI covers all aspects of educational implementation by utilizing resources so that it can achieve national education standards [12]. This quality assurance has quite large benefits for internal and external educational institutions, the existence of quality assurance makes educational institutions have a quality culture and raises the spirit within the institution and can form a good image to the wider community [13].

Education is considered quality if there is a match between the inputs, processes and results achieved by educational institutions and the needs of stakeholders [14]. Achieving quality standards for education needs to be maintained consistently. The existence **of an internal quality assurance system that is consistently carried out** can make a significant contribution to students' academic achievement [15]. In the madrasa context, **the implementation of an internal quality assurance system** can use Madrasah Self-Evaluation (EDM) which is used as an initial instrument in quality mapping [16]. The existence of this EDM is one of the steps taken by the Ministry of Religion as the education organizing authority in madrasas to improve the quality and supervisory capacity as well as to develop, assist and evaluate madrasas [17].

Apart from using the Madrasah Self-Evaluation (EDM) application provided by the Ministry of Religion, internal quality assurance needs to be deepened by establishing an internal quality assurance team. It is the internal quality assurance team that sets up a quality assurance system in a more thorough and in-depth manner. The preparation of an internal quality assurance system can refer to various existing quality concepts. These concepts

like Total Quality Management (TQM), namely a management system that prioritizes quality as a strategy to attract customer interest, in this case educational customers are students [18]. The European Foundation for Quality Management (EFQM) model is a quality assurance model based on leadership which is an important element in encouraging and determining the process of organizational performance results [19], and Baldrige's framework theory, which is a theory that uses seven criteria in assessing quality management [20], as well as other quality theory concepts. These existing quality assurance concepts can be used as a strengthening basis for implementing madrasa internal quality assurance. Not many madrasas have implemented an internal quality assurance system in their institutions, one of the factors is that the madrasa organizers and managers are not yet **aware of the importance of** internal quality assurance.

Based on the description above, researchers conducted a literature review regarding the urgency of the internal quality assurance system in improving the quality of education in madrasas using the **SLR (Systematic Literature Review) method**. **This research aims to analyze the importance of internal quality assurance** systems for Madrasas and the quality concepts used in their implementation. Thus, the first research question in this research is, Why is **an internal quality assurance system important to** improve **the quality of education in Madrasas?**. Second, what is the quality concept used in **implementing the internal quality assurance system?**

2. Method

This article was prepared **using the Systematic Literature Review (SLR) method**. The **SLR method** is defined as a research method that uses systematic review by presenting the results of a combination of data analysis results obtained from various studies that have been conducted previously based on topic suitability [21]. This method can also be interpreted as a process for identifying and examining findings with the aim of collecting and analyzing existing data from previous research [22]. The data taken in this research has several special criteria, the first criterion is that the articles analyzed are articles published in the period 2020 to 2024. This criterion aims to protect against discrepancies in topics and their relevance to current developments in issues. The second criterion that must be possessed is that the document being analyzed must be in the form of a complete article, not a document obtained from books or proceedings.

The Systematic Literature Review (SLR) method is carried out in several stages. The first stage that researchers carried out was collecting data or Identified search which was carried out using the Publish or Perish application with the database coming from Google Scholar and Scopus. At this stage the researcher searches for data using the keywords "Internal Quality Assurance System OR SPMI in Madrasas and Internal quality assurance in Madrasah". Based on searches using these keywords, raw data was obtained from 1000 articles based on Google Scholar searches and as many as 200 articles based on Scopus searches. Apart from using the Publish or Perish application, data collection also uses Lens.org and Science Direct. The use of these two websites aims to add data to be analyzed. Searching using Science Direct with the same keywords as in the Publish or Perish application obtained additional data for 7 articles. And a search using Lens.org obtained 14 articles of data. Articles obtained from Science Direct and Lens.org are

Open Access type articles.

The second stage that researchers carry out is to carry out an extension or Extended Search, namely filtering the suitability of the article based on the title. Then proceed with the third stage, namely feasibility or Eligibility by analyzing based on the abstract of the article document, in this process articles that are not relevant to the research objectives will be eliminated. The fourth stage is inclusion or content inclusion as well as extraction based on inclusion and exclusion criteria, resulting in a collection of articles that are most relevant to this research. After the four stages above were carried out, the last step the researchers took was profiling and categorizing analysis.

Based on these steps, this research follows **the Preferred Reporting Items for Systematic reviews and Meta-Analyses (PRISMA)** strategy. This strategy can be interpreted as evidence-based analysis of existing data and in accordance with the topic of this research. The aim of PRISMA is to help researchers analyze databases comprehensively [23].

Figure 1. PRISMA Flowchart

Table 1. Inclusion and Exclusion criteria

Criteria	Type	Exclusion	Inclusion	Criteria
Janis Publication	Journal articles	??		
Proceedings	??			
Book	??			
Report	??			
Access	Free access	??		
Limited access	??			
Publication Period	2020-2024	??		
Worldwide Publication Venue	??			
Qualitative Research Methods	??			
Quantitative	??			
R&D	??			

In the first stage, 1,221 articles were obtained when searches were carried out on several scientific article search platforms based on titles and keywords. At this stage, the suitability of the title was then filtered with the aim of this research so that 336 articles were obtained. The articles selected in the screening process are those with a title related to the internal quality assurance system, other than that the title is not used. After the first stage was carried out, screening continued in the second stage, at this stage the 336 articles were filtered based on their abstracts which had research results in accordance with the objectives of this research, thus separating the 93 articles. In the third stage, 93 articles were filtered, provided that only articles indexed by SINTA 1 and 2 and Scopus were taken, thus separating 8 articles which later became the main data in this research.

3. Results and Discussion

An internal quality assurance system (SPMI) is essential to ensure that madrasas meet established educational standards. With SPMI, madrasas can systematically evaluate and improve the quality of the education they offer. So that all elements in the education unit can run according to established standards, as well as to create a culture of quality and meet eight national education standards. This includes improving curricula, teaching methods, as well as evaluating the performance of teachers and students. Thus, SPMI helps madrasas achieve and even exceed National Education Standards (SNP).

The existence of an internal quality assurance system can provide a framework that allows madrasas to maintain consistency and sustainability in implementing educational quality. The ongoing evaluation process ensures that every aspect of the educational process is always reviewed and improved as needed. This is important to ensure that the education provided is not only of high quality but is also relevant to the times and the needs of society. Ultimately **it will have a positive effect on improving the quality of education** in general, the quality of school leadership performance, the quality of teacher performance, the quality of TU staff performance, and the quality of learning [24].

One important aspect of SPMI is increasing teacher professionalism. Through ongoing training and development programs, SPMI helps teachers develop their skills and knowledge. The existence of human resource training and development has a positive relationship with work productivity [25]. This statement is in line with what was conveyed by Matthijs Krooi et al, who stated that SPMI (**Internal Quality Assurance System**) is important for **improving the quality of education** because it can help in improvement, professional development of teaching staff, and accountability. **This is in line with the** need to have a skilled workforce in facing society's expectations regarding the quality of education [26].

The implementation of SPMI can increase accountability and transparency in madrasa management. With a structured system for quality assurance, all stakeholders, including students, parents, teachers and the community, can monitor and assess madrasa performance and can provide input to correct deficiencies and develop aspects that are already good [27]. This accountability is important to build the trust and credibility of madrasas in the eyes of the community [28]. SPMI allows madrasas to collect and analyze data systematically. This data is used to evaluate performance, identify areas for improvement, and formulate appropriate policies. Data-based decision making ensures that the policies and strategies implemented are truly effective and relevant to educational needs [29].

The existence of SPMI will enable madrasas to build and develop a quality culture. This quality culture includes the commitment of all madrasa members, from leaders to teaching staff and students, to always try to provide the best and be able to form an organizational environment that has a system of values, traditions and rules that can support the achievement of continuous quality improvement [30] In this way, SPMI will be able to guarantee the implementation of quality education in achieving predetermined organizational targets [31]. This culture also encourages innovation and creativity in the educational process, as well as creating a learning environment that is conducive to student development. One of the main goals of SPMI is to ensure the satisfaction of all parties involved in education, including students, parents, teachers and the community so that the aspirations of the community can be captured and able to attract the interest of educational consumers even better [32].

Implementing the Internal Quality Assurance System (SPMI) in madrasas not only follows the established rules, but must also adopt quality concepts that have been proven effective in improving the quality of education. Some quality concepts that can be used in implementing SPMI include Total Quality Management (TQM), **the European Foundation for Quality Management (EFQM) Model, and the** Baldrige framework. These concepts provide a comprehensive and systematic approach to educational quality management, which is highly relevant for application in madrasas.

Total Quality Management (TQM) is one of the most recognized concepts and is often applied in various organizations, including educational institutions.

TQM is a systematic approach that emphasizes quality as the main strategy in organizational management. According to research by Susilo et al. in the journal "EDUKASI ISLAMI," the application of TQM in madrasas helps maintain and improve the quality of education through the involvement of all madrasa members [33]. This approach includes several key principles, namely customer focus (in an educational context, customers are students and parents), total involvement of all members of the organization, and continuous improvement. In the madrasa context, TQM can be applied by involving all teachers, staff and students in efforts to improve the quality of education [34]. Continuous training and development programmes for teachers are a form of TQM implementation. Teachers who continue to develop their skills will be able to provide more effective and innovative learning. In addition, TQM also encourages systematic evaluation of teacher and student performance, which is used as a basis for continuous improvement [35]. Implementing Total Quality Management (TQM) in managing educational facilities can help achieve educational goals by focusing on user satisfaction and continuous improvement [36].

The European Foundation for Quality Management (EFQM) model is a quality assurance model that emphasizes strong leadership and focuses on processes to achieve optimal results. Research by Krooi et al. (2024) in the journal "Studies in Education Evaluation" shows that EFQM assists educational institutions in designing effective strategies and policies to improve the quality of education. This model uses nine main criteria to assess organizational performance, namely leadership, policy and strategy, people management, resources, processes, customer satisfaction, employee satisfaction, impact on society, and performance outcomes [37]

A review of articles related to this topic was then traced using Elicit.com. Through this search, six variables were obtained related to the **internal quality assurance system in** improving the quality of education at Madrasas. These six variables include government policies and regulations, educational institution resources, human resource development, curriculum improvement, visionary leadership and accountability of educational institutions. The results of mapping articles based on the variables obtained are explained in table 2.

Table 2. **Internal Quality Assurance System in** Improving the Quality of Education in Madrasas

Indicator	Article	Review
Government policies and regulations of educational institutions	[26]	
Resources of educational institutions	[33]	
HR development	[13]	
Improvement of curricula	[29]	
Visionary leadership	[10]	
Accountability	[31]	
	[27]	
	[24]	

From the table above, there are five articles that touch on regulations and government policies, especially regarding the internal quality assurance system. It can be seen that articles 2, 3, 6, 7, and 8 discuss that the internal quality assurance system is something that is important for every educational institution to do. This indicates that SPMI has a significant impact on improving the quality of education. There are still many educational institutions, especially schools and madrasas, that have not implemented SPMI, although quality assurance is very important for the development of educational institutions.

Several articles related to this discussion show that educational institution resources have a meaningful role in implementing SPMI. There are five articles that discuss this matter, namely in articles 2, 3, 4, 7 and 8. The large number of articles explaining HR in quality assurance shows that the importance of HR development in implementing SPMI. Resource management based on the principles of efficiency and sustainability will support the implementation of quality development programs more optimally. By utilizing educational technology as a form of resource innovation, madrasas can create learning processes that are more interactive and in line with student needs in the digital era. Therefore, strengthening physical, human and technological resources is one of the main keys to the successful implementation of SPMI.

HR development is key to the successful implementation of SPMI in madrasas. Continuing training of teaching and educational personnel serves to enhance their competence in implementing quality educational strategies. These HR development variables are discussed in the article which is research data, there are seven articles including articles 1-7. This shows that HR development is important in SPMI. In addition, strengthening the learning culture and developing staff professionalism are important elements in creating synergy between members of madrasa organizations.

A relevant and adaptive curriculum is very necessary in supporting the quality of education in madrasas. The curriculum improvement process must take into account student needs, technological developments, and global demands. Indicators that discuss curriculum improvement are found in 5 articles in the research data, articles that discuss curriculum improvement are found in articles 2, 3, 4, 6 and 7. SPMI provides a framework for regularly evaluating and revising the curriculum, so as to ensure that the material taught always complies with national and international educational standards. The participation of teachers, students and society in curriculum preparation also helps create more inclusive and applicable education.

Visionary leadership plays a strategic role in SPMI implementation. Madrasa leaders who have a clear vision are able to direct all members of the organization to achieve higher education goals. This visionary leadership indicator is discussed in 6 articles including articles 1, 2, 3, 5, 6 and 7. Inspirational leadership encourages innovation and creativity in madrasa management. In addition, strong leadership can also create a conducive work climate, encourage collaboration and build trust between all education stakeholders.

Accountability of educational institutions is a crucial aspect in implementing SPMI. This institution's accountability variable is found in 4 articles, including articles 1, 6, 7 and 8. With transparent accountability, madrasas can be accountable for the results of their work to the community and government. This process includes performance reporting, evaluation of student learning outcomes, as well as delivery of strategic policies carried out by madrasas. Good accountability **not only increases public trust in** madrasas, but also encourages a culture of sustainable quality **in the management of education.**

VII. **Conclusion Based on the results of the literature review that has been carried out,** this research confirms the importance of **the Internal Quality Assurance System (SPMI) in** improving the quality of education in madrasas. SPMI provides a framework that allows madrasas **to systematically evaluate and improve the quality of the education** offered. Through improving curricula, teaching methods, and evaluating the performance of teachers and employees, SPMI helps madrasas achieve and even exceed National Education Standards (SNP). Visionary leadership is the main key in implementing SPMI. Madrasah leaders must have a clear vision and be able to direct all staff to achieve that vision. Effective strategic

planning, both short - and long-term, is essential in ensuring that specific and measurable quality objectives are achieved. With strong leadership, all elements in the madrasa can run according to established standards and create a sustainable quality culture. SPMI also plays a role in increasing teacher professionalism through ongoing training and development programs. Professional and competent teachers will be able to provide more effective learning and have a positive impact on student learning outcomes. The implementation of SPMI increases accountability and transparency in madrasa management, building trust and credibility in the eyes of the community. In addition, SPMI allows madrasas to collect and analyze data systematically. This data can be used to evaluate performance, identify areas for improvement, and formulate appropriate policies. Data-driven decision-making ensures that the policies and strategies implemented are truly effective and relevant to educational needs.

In developing a quality culture, SPMI encourages innovation and creativity in the educational process, as well as creating a learning environment that is conducive to student development. One of the main goals of SPMI is to ensure the satisfaction of all parties involved in education, including students, parents, teachers and the community. This satisfaction is important to build a positive reputation and increase participation and support from the community. The use of quality concepts such as Total Quality Management (TQM), the Model European Foundation for Quality Management (EFQM), and the Baldrige framework, provides a comprehensive and systematic approach to educational quality management. These concepts can be used as a basis for implementing SPMI in madrasas. Thus, the implementation of SPMI in madrasas not only improves the quality of education but also prepares students to better face future challenges. Despite the challenges in implementation, appropriate strategies can overcome those obstacles and ensure that SPMI can implemented effectively to achieve higher education goals.

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