

Implementation of the Internal Quality Assurance System (SPMI) to Improve the Quality of Primary and Secondary Education

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ABSTRACT

The quality of education is a key indicator of the success of education delivery in producing competent and competitive graduates. One strategy implemented by the government to ensure the quality of education is through the Internal Quality Assurance System (SPMI). This article aims to examine the implementation of SPMI in improving the quality of education based on various studies published in the last five years. The method used is a literature study by analyzing journal articles, research results, and relevant scientific documents. The results of the study indicate that the implementation of SPMI contributes to improving the quality of learning, teacher competence, school management effectiveness, quality culture, and the achievement of National Education Standards (SNP). Supporting factors for SPMI implementation include principal leadership, school community participation, and commitment to continuous improvement. Meanwhile, challenges still faced include limited resources, low understanding of quality, and adaptation to technological developments. Therefore, optimization of SPMI needs to be carried out systematically and continuously to realize quality education.

INTRODUCTION

Educational quality is a crucial aspect that must be addressed and addressed to ensure high-quality products within educational institutions, generating positive inputs, outputs, and outcomes. A quality school's inputs reflect its readiness to effectively implement educational processes. Demonstrable outputs include the academic and non-academic achievements of students within an institution. A quality educational institution or school can be characterized by high-quality outcomes when students graduate with high academic qualifications, such as admission to top universities, entry into the workforce, and a good income.

Improving the quality of education is a top priority in human resource development in Indonesia. The demands of globalization, technological advancements, and the demands of the workforce require educational institutions to produce high-quality graduates. To achieve this goal, a system capable of ensuring the quality of education delivery on a sustainable basis is required.

To achieve quality education in schools, one of the things that is needed is a process. This is in accordance with the opinion of the Ministry of National Education (Depdiknas) that the quality of education encompasses various aspects within it, namely input, process, and/or output. Referring to this, community support is needed to realize the educational process. This is in accordance with Haningsih's opinion that to realize quality education requires support such as that carried out by educators, administrators, administration, counselors, and administration who have quality or are professionally capable in carrying out the process of educational activities. Therefore, in realizing quality education in schools, it can be carried out well thanks to the assistance and encouragement from human resources.

The Education Quality Assurance System is an effort made to be able to know and control the implementation of Education in order to realize quality Education in a school. This is in accordance with the Minister of Education and Culture Regulation Number 28 of 2016 concerning the Quality Assurance System for Primary and Secondary Education, that in quality assurance in the field of Education, supervision is needed to see and ensure properly that the Education process carried out in the school can run in accordance with the goals to be achieved. In achieving the success of Education quality according to the Minister of Education and Culture Regulation Article 91 Number 19 of 2005 concerning National Education Standards (SNP), that Education units both those carried out in formal Education units and non-formal Education units are required to carry out Education quality assurance, this is done so that the Education undertaken can meet the 8 National Education Standards.

LITERATURE REVIEW

The Internal Quality Assurance System (SPMI) is a quality assurance mechanism implemented independently by educational units with the goal of meeting or exceeding National Education Standards (SNP). SPMI is implemented through a continuous cycle of establishing, implementing, evaluating,

controlling, and improving educational standards. SPMI implementation focuses not only on meeting standards but also on building a culture of quality that serves as a foundation for continuous improvement in educational quality.

The Quality Assurance System in primary and secondary education consists of the Internal Quality Assurance System (SPMI) and the External Quality Assurance System (SPME). SPMI is a quality assurance system carried out by educational units or schools, its implementation is carried out by all components within the school, its implementation is carried out to achieve the National Education Standards (SNP), as a standard for fulfilling quality education in a school.

Various studies over the past five years have shown that the implementation of SPMI can improve the effectiveness of school management, the quality of educational services, and student learning outcomes. Therefore, studying SPMI implementation is crucial to understanding its contribution to improving educational quality.

METHODOLOGY

This article uses a literature review method. Data were obtained from various national journals and scientific articles published between 2021 and 2026. The literature was selected based on its relevance to the theme of SPMI implementation and improving education quality. Analysis was conducted through identification, categorization, and synthesis of research findings to obtain a comprehensive picture of SPMI implementation in improving the quality of primary and secondary education.

RESEARCH RESULT AND DISCUSSION

Key factors in improving educational quality include learning activities, implementation of the latest methods, appropriate evaluation, affordable costs, and professional educational management. However, several obstacles remain that need to be addressed, including schools' lack of full understanding of SNP evaluation as a quality standard.

1. Quality assurance is still limited to monitoring in educational units.
2. Quality mapping has not been integrated between education providers.
3. Quality data has not been optimally utilized for quality improvement.
4. The implementation of School Self-Evaluation (SSE) is not well understood as an essential need.

The PMP-Dikdasma program still needs improvement after a decade and a half. Active involvement from various stakeholders in the education sector, both at the central level and at education offices, is necessary to ensure better quality education.

The Indonesian government has taken steps to improve education standards, particularly at the primary and secondary levels. This includes establishing clear standards to encourage collaboration between institutions and establishing a quality assurance system consisting of SMPI and SPME. This system covers all aspects of education and will be implemented voluntarily and

sustainably by the Education Office to build a culture of quality and improve school quality.

According to the Directorate General of Primary and Secondary Education of the Ministry of Education and Culture in 2016, the steps in the quality assurance cycle in educational units include:

1. Initial quality evaluation
2. Preparation for implementation of the plan
3. Implementation of quality application
4. Assessment and evaluation
5. Development of standards by SNP

Internal Quality Assurance System (SPMI) Concept

The SPMI at the elementary and secondary education levels is an independent system implemented by educational units to ensure compliance with, or even exceeding, the National Standards (SNP). All school elements, including the principal, teaching staff, administrative staff, and school committees, are actively involved in this system by maximizing the use of available resources at all stages of planning, implementation, and monitoring and evaluation of educational quality (Arifudin, 2019).

The SPMI is implemented through five main types of documents: (1) the SPMI policy, as a form of quality commitment; (2) the SPMI Manual, a technical guideline for system implementation; (3) the SPMI Standard, an internal operational standard; (4) the SPMI Form, a tool for recording quality implementation; and (5) supporting documents, containing supplementary administrative and technical data. Its implementation is overseen by an independent and representative internal quality assurance team (Zahrok, 2020).

SPMI is a system designed to ensure and continuously improve the quality of education. SPMI's implementation is carried out through a cycle known as PPEPP (Determination, Implementation, Evaluation, Control, and Improvement of Quality Standards). This cycle allows schools to make continuous improvements based on the results of periodic evaluations.

According to various studies, the success of SPMI is determined by the school's ability to conduct quality mapping, prepare quality fulfillment plans, implement improvement programs, and carry out systematic monitoring and evaluation.

Implementation of SPMI in Improving the Quality of Education

a. Improving the Quality of Learning

SPMI has proven effective in improving the quality of learning in universities and other educational institutions. By adopting continuous evaluation processes, adapting curricula, and improving teaching methods, SPMI helps improve students' understanding and skills.

SPMI encourages educational institutions to adapt their curricula to be more responsive to student needs and job market demands. Through evaluation and stakeholder feedback, educational institutions can identify areas where the curriculum needs updating or refinement. By adopting a

relevant and up-to-date curriculum, educational institutions can ensure that students receive an education that meets the demands of the times.

The implementation of SPMI has a positive impact on the quality of the learning process. Schools implementing SPMI consistently demonstrate improvements in lesson planning, student-centered learning implementation, and the use of more innovative learning methods and media. Furthermore, learning evaluations become more structured, improving student learning outcomes.

Thus, SPMI has proven effective in improving the quality of learning by involving continuous evaluation, curriculum adjustments, improved teaching methods, and identifying and addressing weaknesses in the learning process. Through this approach, educational institutions can continuously improve their learning standards and provide a better educational experience for students.

b. Improving Teacher Competence

Teacher performance significantly impacts the quality of education in schools. According to Mangkunegara (2001:67), performance is the quality and quantity of work achieved by an individual in carrying out their duties in accordance with their assigned responsibilities. The level of employee performance is closely related to the reward system implemented by the institution/organization where they work.

Good teacher competence will improve the quality of education in schools, as mandated by the Ministry of Education and Culture in the Internal Quality Assurance System (SPMI). The Primary and Secondary Education Quality Assurance System is a unified element consisting of an integrated organization, policies, and processes that regulate all activities to improve the quality of Primary and Secondary Education in a systematic, planned, and sustainable manner.

To improve the implementation of SPMI in schools, the outcome of which is improved teacher performance, academic supervision is also implemented. Academic supervision is a series of activities to help teachers develop their ability to manage the learning process to achieve learning objectives. However, academic supervision cannot be separated from the assessment of teacher performance in managing learning. Thus, through academic supervision, teachers will be better able to facilitate learning for their students.

SPMI encourages schools to undertake teacher professional development through training, academic supervision, and other competency-building activities. Research shows that improving teacher quality is one tangible impact of SPMI implementation, as teachers become more aware of the quality standards they must achieve.

c. Strengthening School Management

The implementation of SPMI helps schools build more effective and accountable governance. The processes of planning, implementing,

monitoring, and evaluating school programs become more systematic. This allows for decision-making based on data and the school's actual needs (IJC)

The Internal Quality Assurance System (IQAS) approach has become a strategic choice for many educational institutions in their efforts to improve quality. IQAS is a systematically designed framework to ensure that certain quality standards are achieved and maintained across all aspects of an institution's academic and administrative activities. By implementing IQAS, educational institutions can identify the quality standards required for learning, research, and administrative management.

d. Establishing a Quality Culture

One of the primary goals of SPMI is to build a culture of quality within the educational environment. This culture of quality is reflected in the commitment of all school members to continuous improvement and enhancement. Recent research shows that schools that successfully implement a culture of quality have a high level of participation from principals, teachers, education staff, students, and parents.

An organizational culture that supports SPMI plays a key role in the success of SPMI implementation. Institutions that create an environment open to change and innovation tend to be more successful in implementing SPMI. A culture that supports SPMI creates space for collaboration, effective communication, and the active involvement of all organizational members in the quality assurance process. Thus, an organizational culture that supports SPMI provides a strong foundation for improving the quality of learning in educational institutions.

Supporting Factors for SPMI Implementation

Based on the results of the literature review, there are several factors that support the successful implementation of SPMI, namely:

1. Visionary and quality-oriented leadership of the principal.
2. Active involvement of all school residents.
3. Availability of effective evaluation and monitoring systems.
4. Commitment to continuous improvement.
5. Utilization of technology in managing the quality of education.

Challenges of SPMI Implementation

Despite its numerous benefits, the implementation of SPMI still faces various challenges. Several studies have found limited human resources, a lack of understanding of the concept of quality, budget constraints, and difficulties adapting to policy changes and technological developments. Furthermore, not all schools are able to optimally integrate quality evaluation results into their school development programs.

CONCLUSIONS AND RECOMMENDATIONS

The Internal Quality Assurance System (IQAS) is a crucial tool for improving the quality of education. A literature review over the past five years has shown that IQAS implementation has been proven to improve learning quality, teacher competency, school management effectiveness, and foster a sustainable quality culture. The success of IQAS implementation is influenced by the leadership of the principal, the participation of all school members, and a commitment to continuous quality improvement. However, challenges such as limited resources and adapting to technological developments still require attention. Therefore, strengthening human resource capacity and utilizing technology should be a focus in future IQAS development.

ADVANCED RESEARCH

Recent studies indicate that the Internal Quality Assurance System (IQAS) serves as a strategic framework for enhancing educational quality through continuous evaluation, evidence-based decision-making, and systematic quality improvement. Research over the last five years demonstrates that effective IQAS implementation contributes significantly to improved learning outcomes, teacher professionalism, organizational effectiveness, and the establishment of a sustainable quality culture within educational institutions. Furthermore, the effectiveness of IQAS is strongly influenced by transformational leadership, stakeholder engagement, and institutional commitment to continuous improvement. Nevertheless, challenges related to resource constraints, digital transformation, and implementation consistency remain critical issues, highlighting the need for future research on technology-integrated quality assurance models and capacity-building strategies to strengthen IQAS sustainability and impact.

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