

Achieving the Tridharma of Private Islamic Higher Education in Jambi Province Through an Internal Quality Assurance System

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Abstract: The research aims to find out about the internal quality guarantee system in tri dharma achievement at the private institute Islamic University of Jambi Province. The study was carried out at the Institut Agama Islam (IAI) YASNI Bungo, IAI Nusantara Batanghari, and IAI Muhammad Azim Jambi. This type of study is known as qualitative case study research. In this study, data was gathered through participant observation, in-depth interviews, and documentation. Data analysis is accomplished by gathering data, reducing data, presenting data, and verifying/ drawing conclusions. The results of the research are that the implementation of an internal quality assurance system at private Islamic Universities in Jambi Province is carried out by LPM leaders. to fulfill the tri dharma of private Islamic higher education in Jambi Province, the internal quality assurance system faces the following challenges: a) inadequate staff and lecturer human resources; b) unfulfilled standards for facilities and infrastructure; and c) a lack of innovation among students. In the meantime, the approach is to a) form partnerships with relevant stakeholders; b) look for support and availability for the acquisition of infrastructure and facilities; and c) enhance seminar instruction to advance students' abilities.

Keywords: Internal Quality Assurance System, Quality Assurance Institution, Tridharma of Higher Education

A. Introduction

The Directorate General of Higher Education established the Quality Assurance strategic position in the Higher Education Long Term Strategy (HELTS) from 2003 to 2010. So, with the coordination of the Academic Directorate of Quality Assurance, each university has made progress. Higher education quality assurance, as is well known, consists of internal quality assurance (internal quality assurance) or SPMI and external quality assurance (external quality assurance) or SMPE. The Directorate General of Higher Education completed an academic paper on the integration of the two types of quality assurance at the end of 2006. With the help of a data bank

containing information about higher education institutions known as the Higher Education Data Base (PDPT), this integration creates a comprehensive system known as the Higher Education Quality Assurance System (SPM-PT).

As stated in article 50 paragraph (6) National Education System Law Juncto Article 91 PP. No. 19 of 2005 concerning National Education Standards, SPM-PT is a systemic activity for ensuring the quality of higher education in tertiary institutions by tertiary institutions (internally driven) and has the function of providing supervision of the implementation of higher education by tertiary institutions with sustainable (continuous improvement). Quality assurance is carried out to ensure that universities' quality is always maintained or improved. The goal of quality assurance is to produce the expected quality of an institution or organization and receive public recognition. Higher education uses quality assurance to meet predetermined quality standards. If SPMI is implemented, universities can evaluate all aspects of higher education, including input, process, and output, in the process of achieving its goals, whether it has been running effectively or not, and whether the organizational institution's goals have been met or not.

In addition to the requirement for graduate qualifications and accountability, universities are required to carry out quality assurance. The stages in planning, fulfilling control, and consistently developing education standards so that stakeholders from external and internal higher education can obtain satisfaction with the output and performance of higher education (Sulaiman & Wibowo, 2016).

Quality assurance is a continuous and systematic stage that aims to produce results in improving and maintaining an institution's quality so that quality can be recognized and guaranteed by the public. Quality assurance is carried out in private Islamic universities by measuring the effectiveness of academic policies implemented and the high quality of graduates produced. In addition to increasing competitiveness among universities both domestically and internationally (Fitrah, 2018).

The higher education quality assurance system includes a systematic stage divided into plans for controlling the fulfillment and development of higher education standards that are carried out sustainably and consistently by external and internal stakeholders or folders, namely, lecturers, students, employees, as well as the community, professional associations, the business world, and government, who are satisfied with university output and performance. Transparency and accountability in higher education management are part of this quality assurance activity (Taryana, Fadli, A & Nurshiami, 2020; Afriana et al., 2022; Yusup, 2018).

Private Islamic higher education institutions carry out quality assurance activities using a system known as internal higher education quality assurance, which aims to provide quality assurance of education provided by each higher education institution, with the implementation of the Tri Dharma of Higher Education to build a vision and meet the needs of its students. Fitrah (2018) defines external and internal stakeholders in higher education.

The goal of the higher education quality assurance system, or SPM Dikti, is to provide guarantees for meeting standards sustainably and systematically so that a quality culture can develop and grow in every private Islamic higher education institution in Indonesia. Every higher education institution can improve education quality by implementing Internal Higher Education Quality Evaluation (EMI-PT) on an ongoing basis. This allows the quality that has been achieved to be reflected, and if improvements are implemented, continuous improvement will be achieved. By improving higher education quality, higher education competition will increase, particularly in the face of the ASEAN economic community (Budiarto, Yulianda & Zulbainarni, 2018).

Quality assurance is essential in educational institutions. The SPMI guideline is not published to impose its will on universities; rather, it is intended to serve as inspiration and guidance to universities in dealing with what, who, how, and why quality assurance is carried out in universities. Quality assurance in educational institutions will have a focused and clear work and function with these guidelines. Because, even if higher education has a special SPM-PT institution, if its functions and objectives are not directed systematically, higher education's goals will not be met, and the expected quality of higher education will not be met.

The External Quality Assurance System (SPME) and Internal Quality Assurance System (SPMI) will realize the essence of quality assurance. SPMI is frequently referred to in tertiary institutions as a quality policy, which contains an outline of how a tertiary institution designs, understands, and implements SPMI in higher education in the implementation of higher education, a quality culture will be formed in that tertiary institution (KemenristekDikti, 2016).

The Internal Quality Assurance System (SPMI) in a university is a self-contained activity in which the process is designed, implemented, and controlled by the university without interference from the government. The government has developed guidelines for implementing SPMI in tertiary institutions, to inspire the various aspects generally contained in SPMI. This is done because each university has a unique history, vision and mission, organizational culture, organizational size, structure, resources, and leadership patterns. SPMI must always be adapted to these

developments on an ongoing basis (continuous improvement) for universities to always be able to meet the demands of stakeholders who continue to develop (Sulaiman, A., & Wibowo, 2016).

To assess the effectiveness of SPMI in higher education, two approaches can be used. The first is the organizational target approach (goal approach). This approach considers the organization's ultimate goal, the goals must be identified, the goals must be focused, clear, and directed, and the goals to be achieved must be mutually agreed upon so that everyone feels accountable for achieving the organization's goals. System approach (approach based on system theory). This approach focuses on how a company's system is built in harmony, with relationships and cooperation between individuals and sub-sections within the organization. To build an effective organization, each person in the organization must be internally aware so that there is good cooperation in achieving mutually determined goals (Hutapea & Thoha, 2008).

This method can be used in higher education SPMI to assess the effectiveness of its implementation over time. This is critical given that higher education in Indonesia is closely competing with world-class higher education. Higher education's effectiveness SPMI will be used to determine future strategic policies. Furthermore, we have entered the global era, which is characterized by quality competition (Sufyarman, 2004). As a result, universities must be capable of maintaining or improving their quality. Universities that want to be popular must have demonstrated excellence in their ability to compete.

SPMI also plays a role in providing solutions to various educational problems and as a tool for analyzing educational challenges in higher education. As a result, using the concepts described above, this writing will review the significance of STMI in improving the quality of higher education.

In reality, SPMI's role is limited to management representative (MR). On the other hand, top management, specifically the chancellor or chairman, bears the most responsibility. The Chancellor, on the other hand, only delegated quality assurance tasks to the Quality Assurance Institute (LPM) as a specific task unit, resulting in a lack of work focus among the SPMI implementation units. Based on these issues, the author wishes to conduct a study titled: Internal Quality Assurance System in Achieving the Tridharma of Private Islamic Higher Education in Jambi Province.

B. Methods

This study is a qualitative case study study. The research is conducted without being engineered or contrived, and the presence of researchers does not affect the object's

changes (Creswell & Poth, 2018; Moleong, 2019; Sugiyono, 2011; Yusuf, 2014). In this case study research, the research questions take the form of how and why. This issue will describe how and why the internal quality assurance system achieves the tri dharma of private Islamic higher education in Jambi Province.

The researcher drew on social conditions (location) in this study, specifically IAI YASNI Bungo, IAI Nusantara Batanghari, and IAI Muhammad Azim Jambi. So, we'll see how the quality assurance system can help these three universities improve the tri dharma of private Islamic higher education.

The subject of this research was chosen using a purposive sampling technique, which is a data collection method that considers the person as knowing more about the expected data or as the holder, making it easier for the writer to trace the social situation or object being observed (Arikunto, 2016; Sugiyono, 2019). The primary data used in this study came from interviews with the author's observations and documents obtained directly from various related parties (Kristiawan & Asvio, 2018). Meanwhile, participant observation, in-depth interviews, and documentation were used to collect data in this study (Afrizal, 2019). Data analysis is carried out by collecting data, reducing data, presenting data, and verifying/drawing conclusions.

C. Results and Discussion

1. IAI YASNI Bungo

Internal Quality Assurance System Implementation at IAI YASNI Bungo

The IAI Internal Quality Assurance Institute (LPMI) implements the IAI Yasni Bungo Faculty Quality Assurance System. The implementation of the Yasni Muara Bungo Internal Quality Assurance Standards (SPMI) refers to the IAI Chancellor Yasni Bungo Decree Number: 251/IAI/YASNI/VII/2019, which contains quality control management at the institutional level, namely using the PPEPP Model, which includes Determination, Implementation, Control, and Improvement activities. The following quality targets must be controlled: a) Input Quality (students, curriculum, supporting facilities and infrastructure, teaching staff, educational staff, etc.), b) Process Quality (Lecture Equipment and Lecture Implementation), and c) Internal Quality Assurance (Graduate Mastery Competence). Meanwhile, the following SPMI quality standards must be met: a) Vision and Mission Standards, b) Civil Service Standards, c) Student and Graduate Standards, d) Human Resources Standards, e) Learning Standards and Academic Atmosphere, f) Research Standards, g) Community Service Standards, h) Infrastructure and Facilities Standards, and i) Financial Standards. Every academic and non-academic activity adheres to quality standards in the form of minimum service standards and standard work procedures.

An Internal Quality Auditor must conduct a quality audit at IAI Yasni Bungo to evaluate quality assurance activities. This activity is evaluated once a year during the school year. The goal is to determine IAI Yasni Bungo's development and sustainability in managing the civil service, governance, and cooperation systems based on quality documents determined by the Study Program Quality Assurance Institute within IAI Yasni Bungo.

In general, the standards of civil service, governance, and cooperation are not yet optimal. This is due to several things, namely: firstly, the reciprocal benefits carried out by IAI Yasni Bungo have not been maximized, this is because it is still a new Faculty since the founding of STAI to become IAI Yasni Bungo in 2019. However, at this time cooperation will continue to be improved who work together to contribute to partner institutions. Second, the implementation of monitoring and evaluation by the Leadership, Chancellor, Dean, and LPMI Bungo is not yet optimal due to the rector's busy schedule of activities outside campus.

Role and Function of the Internal Quality Assurance System at IAI YASNI Bungo

IAI Yasni Bungo quality assurance is managed by an institution called the Internal Quality Assurance Institute (LPMI). LPMI IAI Yasni Bungo was founded in 2009. The main task of LPMI in terms of faculty quality assurance is that it has the task of implementing, coordinating, monitoring, and evaluating learning (education and teaching) and non-learning (general and financial) development and quality assurance activities.

Implementation and implementation of a quality assurance system is a determining aspect for increasing the competitiveness of higher education. SPMI is planned, implemented, evaluated, controlled and developed by IAI Yasni Bungo and implemented in UPPS and Study Programs. The quality group has prepared quality policies, quality standards, quality manuals and quality forms. In addition, the quality group has implemented UPPS quality assurance through surveys conducted periodically at the end of each semester. The survey results were presented in the UPPS Leadership meeting forum together with the quality group team. Evidence of the implementation of the quality group's duties is as summarized in the quality group report. Apart from that, quality assurance at the UPPS level is also carried out by AMI which is managed by LPMI IAI Yasni Bungo.

Internal Quality Assurance System Role and Function at IAI YASNI Bungo

Quality assurance at IAI Yasni Bungo is managed by an institution called the Internal Quality Assurance Institute (LPMI). In 2009, LPMI IAI Yasni Bungo was established. In terms of faculty quality assurance, the main task of LPMI is to implement,

coordinate, monitor, and evaluate learning (education and teaching) and non-learning (general and financial) development and quality assurance activities.

The development and implementation of a quality assurance system is a critical factor in increasing higher education's competitiveness. IAI Yasni Bungo plans, implements, evaluates, controls, and develops SPMI, which is used in UPPS and Study Programs. Quality policies, standards, manuals, and forms have been developed by the quality group. Furthermore, the quality group has implemented UPPS quality assurance through surveys conducted at the end of each semester on a regular basis. Together with the quality group team, the survey results were presented in the UPPS Leadership meeting forum. The quality group report summarizes evidence of the quality group's duties being carried out.

The Internal Quality Assurance System's Effectiveness in Achieving the Tridharma of Private Islamic Higher Education at IAI YASNI Bungo

Increasing internal quality assurance, particularly the number of lecturers, aims to ensure that learning proceeds as planned. This is one solution, like using standards in recruitment, to help lecturers become professional lecturers. Because he has completed a high level of education and already has competent knowledge as a result of his educational background.

Maintaining internal quality assurance is difficult, but IAI Yasni Bungo strives to do so by continuing to recruit lecturers who meet the needs and have the necessary experience, students who are carefully selected, adequate funding, and facilities that are up to date. It is critical for IAI Yasni Bungo to develop strategic plans in order to produce high-quality graduates in the future.

The Internal Quality Assurance System's Obstacles and Solutions in Achieving the Tridharma of Private Islamic Higher Education at IAI YASNI Bungo

Student Innovation is Still Low. Obstacles from the student perspective include a lack of breakthrough power for learning innovation, a lack of initiative to seek out quality learning resources, and many scientific works that are not yet standard due to plagiarism behavior. The solution is to actively provide student innovation training/seminars. According to the interview above, students are still low in learning innovation and have low ability in student scientific work.

Lecturer competency remains low. IAI leader Yasni Bungo is attempting to improve lecturers' professionalism to improve internal quality assurance; however, the researcher's observations revealed that lecturers' writing skills, research skills, statistical skills, foreign language skills, and so on remain low. The answer is to pursue certification and lecturer status.

Infrastructure and facilities are limited. Educational and lecture activities continue to be limited. The solution is to build adequate facilities continuously using the institution's internal and external budgets.

2. IAI Nusantara Batanghari

Internal Quality Assurance System Implementation at IAI Nusantara Batanghari

The role and function of the internal quality assurance system in private Islamic universities at IAI Nusantara Batanghari means that campus leaders collect and coordinate human resources as well as campus material resources because the success of higher education is highly dependent on the ability to organize and utilize various resources to achieve goals.

Higher education leaders are responsible for improving internal quality assurance by developing plans that are socialized through campus meetings with lecturers. Increasing internal quality assurance requires the ability to explain higher education leaders' vision on campus as a campus strategic plan. Based on observations, it was determined that each component only performed its assigned tasks by the existing work plan. They work according to their vision despite not fully understanding work patterns and relationships. They do, however, understand who they must relate to and how that relationship must be carried out, and in the context of the relationship between Islamic boarding school human resources and higher education leaders, they carry out their duties well and can be held accountable to higher education leaders, particularly when it comes to the management of lecturers.

The implementation of quality assurance at IAI Nusantara Batanghari includes stages of supervision. Internal quality audits are performed to ensure that the implementation of programs and activities at Tri Dharma Higher Education within the IAI Nusantara Batang Hari environment runs smoothly, follows proper procedures, and results in the achievement of predetermined standards.

When the implementation of the contents of each SPMI standard in one cycle concludes and the quality of the SPMI standards can be improved, it is necessary to increase the SPMI standards. Academic Quality Assurance and Civil Service Management are included in the scope of quality assurance.

The Internal Quality Assurance System's Role and Function at IAI Nusantara Batanghari

SPMI IAI Nusantara Batang Hari was designed with the conditions and characteristics of IAI Nusantara Batang Hari in mind. Furthermore, the implementation of SPMI will

be accompanied by efforts to instill and develop a quality culture in every academic community, so that quality assurance will become an internal spirit or determination.

The Internal Quality Assurance System (SPMI) at IAI Nusantara Batang Hari includes the overall design, implementation, and components. Other documents about the Internal Quality Assurance System (SPMI) will go into greater detail about the stages, mechanisms, and operationalization of the IAI Nusantara Batang Hari Internal Quality Assurance System (SPMI).

The Internal Quality Assurance System's Effectiveness in Achieving the Tridharma of Private Islamic Higher Education at IAI Nusantara Batanghari

The Batanghari Nusantara Islamic Institute's internal quality assurance planning process has been carried out collaboratively, which means that campus personnel have been involved in all stages of the planning. This inclusion fosters a sense of belonging, which can encourage lecturers and other campus personnel to work hard to make the plan a success. Curriculum planning, student affairs, finance, infrastructure and facilities, staffing, special services, community relations, learning processes (facilities), and campus administration are all included in the scope of planning at IAI Nusantara Batanghari.

Obstacles and Solutions for the Internal Quality Assurance System at IAI Nusantara Batanghari Lecturer Competence in Achieving the Tridharma of Private Islamic Higher Education

HR places a premium on work experience. The reality is that the extent of experience of lecturers in educating students determines the level of progress in higher education. Work experience refers to the amount of time that a lecturer has spent working or serving as a lecturer in the world of higher education. One of the determining factors for job success is work experience or lecturer tenure.

There are few facilities. The availability of work facilities is also critical, as evidenced by the fact that there are lecturer rooms for each institution, such as lecturer rooms for each study program, which are still limited, as is the availability of literature for student lecturers. When carrying out their duties, educators, and education staff received facilities and facilities prepared by the campus as supporting tools for lectures. There are room facilities, supporting books, and activities to increase lecturer competency, as can be seen, but they are still limited. The solution is to seek funding for the construction of suitable facilities.

Factors affecting students. There are still students who are not disciplined in their study and exam preparation, which has an impact on their grades.

3. IAI Muhammad Azim Jambi

Internal Quality Assurance System Implementation at IAI Muhammad Azim Jambi

The Muhammad Azim Jambi Islamic Institute's internal quality assurance planning system begins with the creation of the vision, mission, and so on. Improving internal quality assurance necessitates university leaders' ability to mobilize all lecturers to complete educational tasks, improve working relationships among lecturers, foster cooperation, mobilize lecturers, and provide work motivation for lecturers for lecturers to be competent.

LPM has carried out various stages of internal quality assurance as a form of internal quality management and control, including conducting curriculum reviews and periodic syllabus updates; monitoring lectures through lecture minutes; carrying out lecture evaluations by students using questionnaires at the end of the semester; carrying out lectures, mid-term exams (UTS), and final semester exams (UAS), and entering grades according to a predetermined schedule, continuous monitoring of students by academic supervisors, completion of studies both through credit and thesis routes.

The Muhammad Azim Jambi Institute of Islamic Religion establishes academic quality standards as a reference for improving the learning process and achieving the stated study program objectives. To ensure this quality, the learning process for all study programs is monitored every semester, and evaluation (internal academic audit) for each course and each lecturer who teaches the course is performed at the end of each semester. This means that monitoring and evaluation activities are aided by qualified personnel. The Muhammad Azim Jambi Islamic Institute organizes monitoring and evaluation activities as a form of internal quality assurance.

Internal quality assurance can be directed at university leaders who are self-sufficient and professional, with strong management and leadership skills, and who are capable of making decisions and initiating initiatives to improve the quality of lecturers. Higher education leaders must be self-sufficient, particularly when it comes to mobilizing higher education resources such as lecturers about the division of lecturer work assignments.

Muhammad Azim Jambi's Internal Quality Assurance System Role and Function

Each unit within the Muhammad Azim Jambi Islamic Institute (IAI) must be open, cooperative, and ready to be audited or examined by a team of internal auditors who have received special SPMI audit training when implementing SPMI with the PDCA model. Audits performed at the end of each academic year will be recorded and reported to the unit leadership and the Islamic Religion Institute (IAI) Muhammad

Azim Jambi so that appropriate actions can be taken based on the auditor team's findings and recommendations.

Starting with setting standards, implementing standards, monitoring, self-evaluation, internal audits, formulating corrections, and improving quality, the PDCA model enables continuous cyclical improvement and quality improvement.

The Internal Quality Assurance System's Effectiveness in Achieving the Tridharma of Private Islamic Higher Education in Jambi Province

During the SPMI implementation, university leaders were seen preparing management for graduates, including quality aspects. However, the competence of lecturers is emphasized more, as lecturers are fully responsible for organizing lectures and graduates at the Muhammad Azim Jambi Islamic Institute. University leaders' planning is still inadequate because it does not take into account all of the competencies possessed by lecturers, and all efforts to improve competency management have not become a reference for future improvements. The teaching profession necessitates lecturer competence, which is a fundamental skill for effective teaching. It is hoped that IAI Muhammad Azim Jambi's lecturer competency will be able to form professional lecturer competency. Lecturers are expected to be able to encourage students to always be of high quality when they graduate from IAI Muhammad Azim Jambi through their professionalism as teachers.

Obstacles and Solutions for the Internal Quality Assurance System in Achieving the Tridharma of Private Islamic Higher Education in Jambi Province

Leadership Discipline and Innovation Remain Low. There is no reward and punishment mechanism in place for both disciplined lecturers and those who frequently disregard their discipline. As a result, disciplined and undisciplined lecturers are treated equally, and matters of discipline are ignored by the lecturers.

Lectures have limited funds, facilities, and infrastructure. Funding as a component of the education system necessitates more in-depth study and careful research by higher education institutions to use the available funds appropriately, for an education expenditure that cannot be avoided, is internal to the results, and can be used in advance, namely one of the efforts to determine the correct and true cost of education, so that you can see directly its effect on the quantity and quality of educational outcomes.

Problems with Lecturer Teaching. Improving internal quality assurance is unquestionably carried out by higher education leaders as change agents via activities to improve higher education leadership with appropriate social development platforms. The reality is that the level of progress of higher education institutions is

heavily influenced by the leadership of higher education leaders in achieving internal quality assurance.

Participation of Lecturers in Training. The Muhammad Azim Jambi Institute of Islamic Religion's efforts to improve internal quality assurance by sending lecturers to participate in government and private sector upgrades/training. The program for sending lecturers to various upgrades and training is also a follow-up to the performance evaluation. It's just that not all lecturers get the opportunity to be sent out, depending on the invitation's request.

Expanding External Cooperation. Skills are more important than anything else in the workplace. For example, the level of education, whether a bachelor's degree or otherwise. This in the field is confronted with existing reality and can have direct contact, which eventually becomes a journey and develops into knowledge that will later be useful for society, nation, and state.

Internal/alumni quality assurance is the estuary of the education delivery process that can determine an educational institution's long-term sustainability. Internal/alumni quality assurance will increase demand from stakeholders for workers from the institution in question. As a result, an effective and efficient education implementation process, as well as continuous competency improvement, are required (LPM, 2008). Efforts to improve internal quality assurance at the Yasni Islamic Institute, the Batanghari Nusantara Islamic Institute, and the Muhammad Azim Jambi Islamic Institute must be supported by higher education leaders' managerial skills. Universities must evolve from year to year. The reality is that the advancement of higher education is largely determined by the advancement of higher education management and administration.

The Internal Quality Assurance System (IQAS) aims to improve higher education quality in a planned and sustainable manner by involving three central factors: human resources, funding sources, and available infrastructure (Pradana *et al.*, 2022; Iryani *et al.*, 2023; Muhammad Yusup, 2019). As a result, it is hoped that a quality culture will emerge and flourish in higher education. This is done by the universities themselves in order to control the implementation of higher education by the government's guidelines (Arifudin, 2019).

SPMI at the Chancellor of the Yasni Islamic Religious Institute, the Batanghari Nusantara Islamic Religious Institute, and the Muhammad Azim Jambi Islamic Religious Institute is a multifaceted process that includes educational objectives, educators, students, educational tools, and the environment. These five factors are a unit that cannot be separated or run independently but must be run on a regular,

complementary, and continuous basis, and have a role that truly determines the success of the educational process, which will be heavily reliant on these five factors.

SPMI was achieved by training the Chancellors of the Yasni Islamic Institute, the Batanghari Nusantara Islamic Institute, and the Muhammad Azim Jambi Islamic Institute continuously. According to field findings, lecturers who have been sent to training or upgrading do not share the knowledge they have gained with other lecturers. This condition can be understood as a logical result of the lack of a regulation requiring lecturers to follow up on the training they have received, particularly on a national scale. Aside from that, there is an impression that lecturers' training is only to improve their abilities in the subjects they supervise (Danim, 2012).

D. Conclusion

The researcher concluded the following based on the findings and discussion in the previous chapter: Leadership management has not been able to improve the internal quality assurance of Private Islamic Religious Universities in Jambi Province, which is still lacking and requires improvement. Here's a thorough explanation: 1) The LPM leadership is actually in charge of putting in place an internal quality assurance system at private Islamic universities in the province of Jambi. In order to improve the quality of learning, permanent lecturers participate in training sessions and seminars on preparing RPS. These policies are a response to monitoring learning evaluations and audits. In addition, infrastructure purchases and upgrades are made to facilitate the execution of the learning process, 2) Because SPMI has attempted to continuously improve quality, the role and function of the internal quality assurance system at private Islamic universities in Jambi Province have not been carried out optimally, 3) The creation of interactions between instructors and students during the learning process, as well as the creation of discussions regarding the completion of lecture assignments, internship assignments, and theses, demonstrate the efficacy of the internal quality assurance system in upholding the tridharma of private Islamic higher education in Jambi Province. spirited, additionally, and 4) to fulfill the tridharma of private Islamic higher education in Jambi Province, the internal quality assurance system faces the following challenges: a) inadequate staff and lecturer human resources; b) unfulfilled standards for facilities and infrastructure; and c) a lack of innovation among students. In the meanwhile, the approach is to: a) form partnerships with relevant stakeholders; b) look for support and availability for the acquisition of infrastructure and facilities; and c) enhance seminar instruction to advance students' abilities.

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