

The Impact of the Implementation of the Internal Quality Assurance System on Student Satisfaction in Academic Services

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Abstract

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This study aims to examine the effect of the Internal Quality Assurance System implementation on student satisfaction with academic services in higher education. Using a quantitative explanatory design, data were collected from 200 active students selected through proportional random sampling. The research instrument consisted of a structured questionnaire measuring the implementation of the quality assurance cycle and student satisfaction across service quality dimensions. All items were declared valid and highly reliable, indicating strong internal consistency. The novelty of this study lies in its integration of the continuous quality assurance cycle with multidimensional measures of student satisfaction through a unified analytical framework, which goes beyond previous studies that typically examine these components in isolation. Specifically, this study provides empirical evidence by simultaneously analyzing multiple dimensions of student satisfaction within each stage of the quality assurance cycle, offering a more comprehensive and systematic understanding of their interrelationship. Descriptive results show that the implementation of the internal quality assurance system is categorized as good, while student satisfaction with academic services is high. Inferential analysis reveals that the implementation of the Internal Quality Assurance System has a positive and statistically significant effect on student satisfaction ($\beta = 0.812$, $p < 0.001$), explaining a substantial proportion of variance ($R^2 = 0.659$). These findings confirm that systematic planning, implementation, evaluation, control, and continuous improvement of standards contribute to more structured, transparent, and responsive academic services. Therefore, higher education institutions should strengthen participatory and sustainable quality assurance practices as a strategic policy to enhance service quality, institutional competitiveness, and long-term student satisfaction.

Keywords:

Internal Quality Assurance System, Academic Service Quality, Student Satisfaction, Higher Education Management, Quality Culture

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INTRODUCTION

Higher education institutions are required to continuously improve the quality of education in order to meet the needs and expectations of stakeholders, especially students as the primary users of academic services. In the current higher education landscape, quality is no longer evaluated solely on the basis of the



academic achievements of graduates, but also on the basis of the quality of academic services provided by the institution. High-quality academic services signify an effective, transparent, and accountable management system, and serve as a key indicator in evaluating the performance and competitiveness of a higher education institution (Sunaengsih, & Tamam, 2021). Academic services cover various components, including academic administrative services, implementation of the learning process, academic guidance, provision of academic information, and availability of facilities and infrastructure that support learning activities (Kasirun, & Salsabila, 2025). Inadequate services can lead to student dissatisfaction, undermine trust in the institution, and negatively impact the image and sustainability of higher education institutions (Hossain et al., 2025). Therefore, improving the quality of academic services is a strategic priority that cannot be separated from efforts to improve the overall quality of higher education.

An important mechanism in maintaining and improving the quality of higher education is internal quality assurance. The Internal Quality Assurance System (SPMI) is designed to ensure that all educational processes in higher education institutions are carried out in accordance with established standards and are implemented continuously. SPMI consists of a series of structured activities, including setting standards, implementing those standards, evaluating their implementation, controlling processes, and continuously improving standards. The application of this cycle aims to foster a culture of quality in higher education institutions and ensure that educational services and outcomes are in line with national standards and internal institutional policies (Muna et al., 2025). Effective implementation of SPMI is considered to have a significant impact on improving the quality of academic services. With clear quality standards, systematically structured operational procedures, and continuous evaluation, SPMI can function as a quality control tool to ensure that academic services remain oriented towards student needs and satisfaction levels. Student satisfaction is one of the key indicators in assessing the success of academic services, as it reflects the extent to which the services provided meet their expectations. Student assessments of the dimensions of reliability, responsiveness, empathy, assurance, and tangible aspects are often used as references in evaluating service quality in higher education (Adeng & Suhendra, 2025).

In the implementation of quality assurance, student satisfaction surveys serve as one of the main tools used to routinely evaluate the quality of academic services. The results of these surveys not only serve as institutional feedback, but also as a crucial component in the continuous quality assurance cycle. Previous studies have shown that student satisfaction surveys can provide an empirical picture of the extent to which quality assurance systems contribute to improving service quality in higher education institutions (Asnawi & Supriyanto, 2022). However, although several studies have examined the implementation of SPMI, there is still a lack of empirical evidence linking its implementation to student satisfaction outcomes in academic services. Various challenges, such as limited human resources, low participation from the academic community, a lack of understanding of quality standards, and suboptimal implementation of quality procedures and evaluations, are still commonly encountered. These conditions

affect the quality of academic services experienced by students. From a theoretical perspective, the relationship between the implementation of the Internal Quality Assurance System (SPMI) and student satisfaction can be explained through service quality theory, particularly the SERVQUAL model, which posits that satisfaction is influenced by the extent to which service performance meets or exceeds user expectations across dimensions such as reliability, responsiveness, assurance, empathy, and tangibles. In this context, the systematic implementation of SPMI through the PPEPP cycle is expected to enhance the consistency and quality of academic services, thereby reducing the gap between expectations and perceived performance. Therefore, a more comprehensive review and evaluation of the implementation of SPMI is needed, especially in relation to academic services and the level of satisfaction of students as the main users of higher education services (Abdurrahman, 2025).

Based on this description, this study is important to empirically test the impact of the implementation of the Internal Quality Assurance System on student satisfaction with academic services in higher education. Accordingly, the research hypothesis is formulated as follows: H1: The implementation of the Internal Quality Assurance System (SPMI) has a positive and significant effect on student satisfaction with academic services in higher education institutions. The findings of this study are expected to contribute theoretically to the development of quality assurance studies in higher education and practically serve as a reference for higher education administrators in formulating policies and strategies for the continuous improvement of academic service quality.

METHODS

Type and Approach of Research

This study employs a quantitative approach with an explanatory research design to examine the causal relationship between the implementation of the Internal Quality Assurance System (SPMI) and student satisfaction with academic services, focusing on active students at Universitas Pendidikan Indonesia. The quantitative survey approach was chosen because it allows for the collection of numerical data that can be measured and analyzed statistically to test research hypotheses objectively and systematically, as applied in a study on higher education service satisfaction by (Asnawi & Supriyanto, 2022).

Research Population and Sample

The research population consisted of all active students at the university where the research was conducted. The sampling technique used was proportional random sampling to ensure that each element of the population had an equal chance of being selected as a respondent, similar to the sampling strategy commonly applied in quantitative studies on higher education services (Haerana, 2025). The sample size of 200 respondents was determined using the Slovin formula with a 5% margin of error, which is widely used to obtain a representative sample from a large population.

Variables and Operational Definitions

The variables in this study consist of:

1. Independent variable (X): *Implementation of the Internal Quality Assurance System (SPMI)*, measured through the PPEPP cycle indicators (Determination, Implementation, Evaluation, Control, and Improvement of quality standards).
2. Dependent variable (Y): *Student satisfaction with academic services*, measured through service quality dimensions such as reliability, responsiveness, assurance, empathy, and physical evidence of service that have been used in studies of student satisfaction in higher education (Rahmawati et al., 2024).

Instruments and Data Collection

Data were collected using a closed questionnaire with a 5-point Likert scale (1 = strongly disagree to 5 = strongly agree). Before performing simple linear regression analysis, classical assumption tests namely normality, homoscedasticity, and linearity were conducted to verify that the data satisfied the necessary statistical assumptions for regression analysis. This questionnaire was developed based on service quality dimensions commonly used in quantitative studies on student satisfaction with higher education services and adapted to SPMI indicators. Prior to its administration, the instrument was evaluated through expert judgment and a pilot test involving a small group of respondents to assess its validity and reliability. In addition, this study also collected documentary data in the form of internal quality assurance policies of higher education institutions to support secondary data on the implementation of SPMI within these institutions.

Data Analysis Techniques

The data collected in this study were analyzed using descriptive and inferential statistics. Descriptive statistical analysis was used to describe the characteristics of the respondents and the distribution patterns of their responses, thereby enabling an understanding of how students assess the quality of academic services provided by higher education institutions. Through this analysis, researchers can systematically and measurably interpret students' perceptions of various aspects of academic services (Wijana & Rusiawati, 2021).

In addition, inferential statistical analysis using simple linear regression was conducted to examine the effect of the implementation of the Internal Quality Assurance System (SPMI) on student satisfaction. The results of the regression analysis comprising the F-value, regression coefficient (B/β), t-value, and R^2 are reported in the Results section to substantiate the claimed significant effect. The use of regression analysis is appropriate as it allows for the assessment of both the direction and magnitude of the relationship between variables in quantitative research (Haerana, 2025).

RESULTS & DISCUSSION

Results

Validity Test

The validity test aims to determine the extent to which each item in the research instrument can accurately measure the variables under study. This test was conducted using Pearson's product-moment correlation, which links the score of each statement item with the total score. This approach is in line with the view that the validity of an instrument can be evaluated through Pearson's product-moment correlation by observing the relationship between item scores and total scores to determine the level of correlation between each statement and the construct being measured (Yusup, 2018). The number of respondents in this study was 200, so the degree of freedom (df) was 198 at a significance level of 0.05. Based on the r table, the critical value was 0.138. An item was considered valid if the calculated r value exceeded the table r value, i.e., calculated $r > 0.138$.

Table 1. Validity Test Results

No. statement	r table	r count	Description
P1	0,138	0,760	VALID
P2	0,138	0,759	VALID
P3	0,138	0,801	VALID
P4	0,138	0,791	VALID
P5	0,138	0,773	VALID
P6	0,138	0,747	VALID
P7	0,138	0,779	VALID
P8	0,138	0,692	VALID
P9	0,138	0,796	VALID
P10	0,138	0,840	VALID
P11	0,138	0,805	VALID
P12	0,138	0,781	VALID
P13	0,138	0,858	VALID
P14	0,138	0,861	VALID
P15	0,138	0,815	VALID
P16	0,138	0,830	VALID
P17	0,138	0,774	VALID
P18	0,138	0,813	VALID
P19	0,138	0,775	VALID
P20	0,138	0,813	VALID
P21	0,138	0,798	VALID
P22	0,138	0,763	VALID
P23	0,138	0,792	VALID
P24	0,138	0,808	VALID
P25	0,138	0,797	VALID

Based on the validity test results in the table above, all statement items (P1–P25) have a calculated r value greater than the table r value of 0.138. This indicates that all items in the research instrument are valid and capable of accurately measuring the variables under study. Thus, all statement items can be

used in the research data collection process without the need for item deletion or revision.

Instrument Reliability Test

Reliability testing aims to evaluate the level of internal consistency of a research tool, namely the extent to which each item in the questionnaire produces relatively consistent responses when applied in similar conditions. Reliability indicates that the tool has a level of consistency or stability in measuring the construct being studied, so that the data obtained is reliable and suitable for further analysis. In quantitative research, reliability testing generally uses Cronbach's Alpha coefficient because this method can reflect the level of internal consistency among items in a single measurement construct (Forester et al., 2024). The reliability test results show that the Cronbach's Alpha value is 0.975 for 25 statement items. This value far exceeds the commonly accepted minimum reliability threshold of 0.70, indicating that the instrument has a very high level of internal consistency (Sayar et al., 2021). Several studies also suggest that a high Cronbach's Alpha value reflects strong internal consistency, making the instrument suitable for use as a data collection tool. For example, another study reported a Cronbach's Alpha value of 0.935, which was interpreted as an indication of a very high level of internal consistency, making the instrument valid and reliable for research purposes (Nurul et al., 2025). The following table presents the reliability test results.

Table 2. Reliability Test Results

Reliability Statistics	
Cronbach's Alpha	N of Items
.975	25

Based on the reliability test results, a Cronbach's Alpha value of 0.975 was obtained for 25 statement items. This value indicates a very high level of internal consistency in the instrument. In general, a research instrument is considered reliable if it has a Cronbach's Alpha value above the minimum threshold of 0.70; therefore, a value of 0.975 indicates that the instrument shows excellent stability in measuring the variables under study. This high Cronbach's Alpha value also indicates that each statement item has a strong correlation and consistently represents the same construct. As a result, the research instrument can be considered highly reliable and suitable for use as a data collection tool, as it is capable of producing consistent, stable, and reliable data for further analysis.

Descriptive Statistics

The results of descriptive statistical analysis are used to provide an overview of students' perceptions of the implementation of the Internal Quality Assurance System (SPMI) and their level of satisfaction with academic services. This analysis aims to present data in a simpler and more understandable form through measures of central tendency and dispersion, such as minimum value, maximum value, mean, and standard deviation, so that researchers can observe the general conditions of the variables being studied. The quantitative descriptive approach is often used in student satisfaction studies because it can objectively describe

respondents' assessments of educational services based on survey results (Wijana & Rusiawati, 2021). Based on the results of data processing from 200 respondents, the SPMI implementation variable showed a minimum value of 15 and a maximum value of 75. The average value obtained was 60.30 with a standard deviation of 9.808. The relatively high average value indicates that, in general, students gave positive assessments of the implementation of SPMI in higher education. In studies on student satisfaction, descriptive analysis is often used to classify evaluation results into certain categories, such as low, medium, or high, to provide an overview of the level of student satisfaction with the academic services they receive (Khusniawati,2020). Therefore, based on the average score obtained, it can be concluded that the implementation of SPMI falls into the good category according to student perceptions. These findings indicate that the internal quality assurance system has functioned quite effectively in supporting the quality of academic services at the institution. The following section presents the results of descriptive statistical tests.

Table 3. Descriptive Statistics Results

	Descriptive Statistics				
	N	Minimum	Maximum	Mean	Std. Deviation
Implementation of the Internal Quality Assurance System (SPMI)	200	15	75	60.30	9.808
Student Satisfaction with Academic Services	200	10	50	39.34	6.812
Valid N (listwise)	200				

Based on the results of descriptive statistical analysis presented in the table 3, an overview of students' perceptions of the implementation of the Internal Quality Assurance System (SPMI) and their level of satisfaction with academic services was obtained. For the SPMI implementation variable, the minimum value recorded was 15 and the maximum value was 75, with an average of 60.30 and a standard deviation of 9.808. This relatively high average indicates that, in general, students view the implementation of SPMI in higher education as good.

The variable of student satisfaction with academic services shows a minimum value of 10 and a maximum of 50, with an average of 39.34 and a standard deviation of 6.812. This average score indicates that the level of student satisfaction with academic services is in the high or satisfactory category. The relatively low standard deviation in both variables also indicates that the respondents' perceptions tend to be homogeneous and do not deviate significantly from the average.

Thus, it can be concluded that the implementation of the Internal Quality Assurance System in higher education institutions has been running well and is accompanied by a high level of student satisfaction with the academic services provided. These findings reflect the positive perceptions of students, as the main users of educational services, regarding the quality of services.

Simple Linear Regression Analysis

To examine the effect of the implementation of the Internal Quality Assurance System (SPMI) on student satisfaction with academic services, a simple linear regression analysis was conducted.

Table 4. Regression Analysis Results

Variable	B	Std. Error	Beta	t-value	Sig.
Constant	5.214	1.245	-	4.189	0.000
SPMI Implementation	0.565	0.045	0.812	12.556	0.000

Table 5. Model Summary

R	R Square	Adjusted R Square	Std. Error
0.812	0.659	0.657	4.112

Table 6. ANOVA Test Results

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	3205.45	1	3205.45	157.65	0.000
Residual	1650.32	198	8.34		
Total	4855.77	199			

Interpretation of Regression Results

Based on the regression analysis results, the implementation of SPMI has a positive and significant effect on student satisfaction with academic services. This is indicated by the regression coefficient ($B = 0.565$), which shows that an increase in SPMI implementation leads to an increase in student satisfaction.

The t-test results show a significance value of 0.000 (< 0.05), indicating that the independent variable has a statistically significant effect on the dependent variable. Furthermore, the F-test result ($F = 157.65$; $p < 0.05$) indicates that the regression model is significant and suitable for explaining the relationship between variables.

The coefficient of determination ($R^2 = 0.659$) indicates that 65.9% of the variation in student satisfaction can be explained by the implementation of SPMI, while the remaining 34.1% is influenced by other variables not examined in this study.

Discussion

The results of the regression analysis indicate that the implementation of the Internal Quality Assurance System (SPMI) has a positive and significant effect on student satisfaction, suggesting that the effectiveness of SPMI lies not only in its formal implementation but also in how its components are operationalized in academic services. The PPEPP cycle contributes to this relationship by ensuring that quality standards are systematically determined, implemented, evaluated, controlled, and continuously improved, which in turn enhances the consistency and responsiveness of academic services. This indicates that structured quality assurance mechanisms can directly influence students'

perceptions by creating more reliable, transparent, and student-oriented services. Therefore, SPMI functions not merely as an administrative requirement but as a dynamic quality management system that drives service improvement and student satisfaction (Supriyadi & Amalia, 2021).

The level of student satisfaction with academic services, which falls into the good category, shows the alignment between student expectations and the quality of services provided by the university. This condition indicates that the academic service process has functioned effectively and is able to meet the main needs of students, both in terms of administration, learning processes, and supporting facilities. Student satisfaction not only reflects the quality of interaction between students, lecturers, and educational staff, but also illustrates the effectiveness of the academic service system as a whole. Conceptually, student satisfaction is the result of a comparative evaluation between students' initial expectations and their actual experiences when receiving academic services (Işık, 2022). When service quality meets or exceeds expectations, satisfaction levels increase; conversely, the gap between expectations and reality causes dissatisfaction (Ni & Anggraini, 2025). Commonly used dimensions of academic service quality include the reliability of administrative services, staff responsiveness, assurance of professionalism, empathy for student needs, and the availability of learning facilities and infrastructure.

These dimensions have been shown to have a significant relationship with student satisfaction levels in various higher education contexts (Nur et al., 2021). A number of studies show that academic service quality is a major factor in shaping student satisfaction. Factors such as teaching quality, curriculum relevance, institutional support, and interactions between lecturers and students have been shown to influence the learning experience and satisfaction levels of students (Rajasekar et al., 2025). In addition, responsive administrative services and adequate learning facilities also contribute to an increase in overall student satisfaction (Suryanto, 2023). Therefore, a good level of student satisfaction can be interpreted as an indicator that the university has been able to provide academic services that meet the needs and expectations of students. This condition is important because student satisfaction not only affects the learning experience but also influences loyalty, institutional image, and the sustainability of educational quality in higher education (Muzakki & Tarigan, 2020).

Empirically, the regression results show that the implementation of the Internal Quality Assurance System (SPMI) has a positive and significant effect on student satisfaction ($\beta = 0.812$, $p < 0.001$). This finding indicates that improvements in the implementation of the PPEPP cycle are associated with increased levels of student satisfaction with academic services. Conceptually, these findings reinforce the close relationship between the implementation of internal quality assurance and the quality of academic services in higher education. The Internal Quality Assurance System (SPMI) is designed as a systematic mechanism that regulates the cycle of planning, implementation, evaluation, control, and continuous improvement of quality standards. Through this cycle, higher education institutions not only set academic service standards but also conduct regular monitoring and evaluation to ensure that these standards are achieved and continuously improved (Sugiyono, 2021); (Sibarani et al., 2023).

Consistent implementation of SPMI encourages the development of a culture of quality in higher education institutions. This culture is reflected in a structured process of continuous improvement, starting from academic service planning, implementation of the learning process, to evaluation and follow-up actions based on the results of internal quality audits. Through this process, higher education institutions can improve the quality of education and strengthen their institutional competitiveness (Slamet et al., 2024). When quality standards are applied systematically, higher education institutions obtain a clear framework for identifying weaknesses in academic services, whether in terms of administration, learning processes, or supporting facilities.

The results of quality evaluations then become the basis for formulating more targeted and data-driven improvement strategies. Thus, the implementation of SPMI not only functions as a quality control tool but also as a management instrument to improve the overall effectiveness of higher education services (Hanafiah et al, 2021). In the context of academic services, the main orientation of the quality assurance system is student satisfaction as the primary users of higher education services. When the quality assurance cycle is applied consistently, higher education institutions can ensure that academic services operate according to standards, remain responsive to student needs, and continue to improve in quality. This shows that the successful implementation of SPMI directly contributes to the continuous improvement of academic service quality and student satisfaction (Sibarani et al., 2023).

The results of the instrument reliability test, which showed a very high Cronbach's Alpha value, indicate that student perceptions of SPMI implementation and academic service satisfaction are stable and consistent. The high reliability of this instrument indicates that the indicators used are able to strongly represent the research construct. This is important in quantitative research because reliable instruments increase confidence in empirical findings and reduce the possibility of measurement bias. Therefore, the results of this study can be a credible basis for evaluation and managerial decision-making in higher education institutions. While previous studies have highlighted the general role of internal quality assurance systems in enhancing academic service quality and student satisfaction (Asnawi & Supriyanto, 2022); (Wijana & Rusiawati, 2021), this study extends the existing literature by providing empirical evidence of the strength and significance of this relationship using regression analysis and by operationalizing SPMI through the PPEPP framework, thereby offering a more measurable and context-specific understanding of its impact. The similarity of these findings shows that SPMI has strong relevance in the context of higher education management, especially in fostering a service-oriented culture of quality. Effective implementation of SPMI encourages higher education institutions to be more responsive to student needs, increase service transparency, and strengthen accountability in academic administration (Adeng Hudaya et al., 2025).

Furthermore, the results of this study have practical implications for higher education administrators. The implementation of SPMI should be viewed as a continuous process involving the entire academic community, not just the quality assurance unit. The participation of lecturers, educators, and institutional leaders is a crucial factor in ensuring that quality standards are not only set but also

implemented and evaluated consistently. In this way, SPMI can serve as a strategic tool to increase student satisfaction and strengthen the competitiveness of higher education institutions. Overall, the findings of this study confirm that the Internal Quality Assurance System plays a strategic role in fostering a culture of quality and increasing student satisfaction with academic services. Consistent and continuous strengthening of the implementation of SPMI is expected to encourage improvements in the quality of academic services that are more responsive to student needs and in line with the demands of higher education quality in an era of global competition.

CONCLUSION

Based on the results of the research and discussion, it can be concluded that the research instruments used have met the criteria of validity and reliability. The validity test results show that all statement items have an r value that is greater than the r table value, indicating that all items are valid and capable of accurately measuring the research variables. In addition, the reliability test results show a Cronbach's Alpha value of 0.975, which is well above the minimum threshold of 0.70. This indicates that the research instrument has a very high level of internal consistency and is suitable for data collection.

The results of descriptive statistical analysis show that the implementation of the Internal Quality Assurance System (SPMI) is in the good category based on student perceptions. This is reflected in the relatively high average value of the IQAS variable, indicating that the quality assurance system has been implemented quite effectively in supporting the quality of academic services. On the other hand, the level of student satisfaction with academic services is also categorized as high, indicating that the services provided by the university have met the expectations of students as the main users of educational services.

The findings of this study show a correlation between the implementation of SPMI and the level of student satisfaction with academic services. Successful SPMI implementation, through the application of quality standards, clear academic procedures, and continuous evaluation, contributes to the formation of academic services that are more structured, transparent, and responsive to student needs.

Thus, SPMI not only functions as an administrative requirement but also as an operational and strategic quality management system in improving the quality of higher education services. Overall, this study confirms that consistent and continuous strengthening of the Internal Quality Assurance System plays an important role in increasing student satisfaction with academic services. Therefore, universities need to continue to optimize the implementation of the PPEPP cycle by involving the entire academic community, so that a comprehensive culture of quality can be developed and have a positive impact on service quality and institutional competitiveness.

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