

IMPLEMENTATION OF INTERNAL QUALITY STANDARDS AT THE FACULTY OF ECONOMICS AND ISLAMIC LAW AHMAD DAHLAN ISLAMIC UNIVERSITY SINJAI

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Abstract

This study serves as an effort to explore the implementation of the Internal Quality Standards at the Faculty of Economics and Islamic Law, Universitas Islam Ahmad Dahlan, Sinjai Regency. A qualitative approach was employed, with data collected through interviews, observations, and documentation, which were then analyzed using the Miles and Huberman method. The findings indicate that the implementation of the Internal Quality Assurance System (SPMI) has been running effectively, with an average quality achievement exceeding 80%. This success is reflected in the attainment of several key indicators, such as Foreign Language Development, Learning Content, and Research Assessment, which reached 100%. However, some aspects still require improvement, particularly in research quality and alumni management, which have not yet met optimal standards. The active involvement of various stakeholders, including lecturers, students, and alumni, plays a crucial role in the success of this system. To further enhance educational quality, it is recommended to strengthen research support, optimize academic facilities, and reinforce stakeholder engagement to establish a more sustainable quality assurance system.

Keywords: Educational Quality Assurance, Academic Audit, Higher Education, Accreditation System.

Abstrak

Pengkajian yang dilakukan ini sebagai langkah untuk mengeksplorasi pelaksanaan Standar Mutu Internal di Fakultas Ekonomi dan Hukum Islam, Universitas Islam Ahmad Dahlan Kabupaten Sinjai. Melalui pendekatan metode kualitatif dengan pengumpulan data melalui wawancara, observasi, dan dokumentasi, yang kemudian dianalisis menggunakan pendekatan Miles dan Huberman. Hasil penelitian mengindikasikan bahwa penerapan SPMI telah berjalan dengan baik, dengan rata-rata pencapaian mutu melebihi 80%. Keberhasilan ini terlihat dari pencapaian beberapa indikator utama, seperti Pengembangan Bahasa Asing, Isi Pembelajaran, dan Penilaian Penelitian yang mencapai 100%. Meskipun demikian, terdapat beberapa aspek yang masih perlu ditingkatkan, seperti kualitas penelitian dan pengelolaan alumni yang belum mencapai standar optimal. Keterlibatan aktif berbagai pemangku kepentingan, termasuk dosen, mahasiswa, dan alumni, memainkan peran penting dalam keberhasilan sistem ini. Untuk meningkatkan kualitas pendidikan lebih lanjut, disarankan adanya peningkatan dukungan terhadap penelitian, optimalisasi fasilitas akademik, serta memperkuat keterlibatan pemangku kepentingan guna menciptakan sistem penjaminan mutu yang lebih berkelanjutan.

Kata Kunci: Penjaminan Mutu Pendidikan, Audit Akademik, Perguruan Tinggi, Sistem Akreditasi.



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INTRODUCTION

The National Higher Education Standards (SN-Dikti) act as a guiding framework to ensure and improve the quality of higher education in Indonesia. These standards are established under Law No. 12 of 2012 on Higher Education (UU Dikti), providing a structured approach to maintaining academic excellence across universities and colleges in the country. UU Dikti emphasizes that higher education institutions must maintain high-quality standards, focusing not only on academic aspects but also on institutional relevance and accountability. To achieve these objectives, Ministerial Regulation No. 62 of 2016 on the Higher Education Quality Assurance System establishes mandatory quality assurance mechanisms for all higher education institutions.¹

This regulation encompasses various elements such as planning, implementation, evaluation, and quality control, all aimed at improving the effectiveness and efficiency of higher education management. With the implementation of SN-Dikti, universities are expected to produce high-quality graduates who meet societal needs and can compete internationally. Furthermore, adopting these standards contributes to the enhancement of accreditation and the reputation of higher education institutions in Indonesia.

In this context, educational innovation and quality improvement, along with a learning design that aligns with societal needs, become crucial. Human resources, including both educators and academic staff, play a key role in achieving institutional goals. High-quality education not only contributes to development and civilizational progress but must also be accompanied by character education rooted in religious values.² Therefore, educational institutions must prioritize their quality standards, as poor education quality can hinder the development of competent human resources.

There are various negative impacts caused by low-quality graduates, making efforts to improve education quality highly essential.³ University graduates are expected to possess competencies aligned with their respective study programs and be able to produce research that benefits society.⁴ However, education quality is closely tied to academic dynamism, requiring adaptation to scientific, technological, and socio-cultural advancements. Therefore, a commitment

¹ Kemenristekdikti, "Peraturan Menteri Riset, Teknologi, Dan Pendidikan Tinggi Republik Indonesia Nomor 62 Tahun 2016 Tentang Sistem Penjaminan Mutu Pendidikan Tinggi," *Kemenristekdikti* no. (2016): 1–8, [https://peraturan.bpk.go.id/Download/133229/Permenristekdikti Nomor 62 Tahun 2016.pdf](https://peraturan.bpk.go.id/Download/133229/Permenristekdikti%20Nomor%2062%20Tahun%202016.pdf).

² Edy Sutrisno, "Aktualisasi Moderasi Beragama Di Lembaga Pendidikan," *Jurnal Bimas Islam* (Jurnal Bimas Islam, Kementerian Agama RI, 2019), <https://doi.org/10.37302/jbi.v12i2.113>.

³ Amiruddin Siahaan et al., "Manajemen Peningkatan Mutu Pendidikan," *Jurnal on Education* 05, no. 02 (2023): 3840–48.

⁴ Hafidz Karomi, Anis Fauzi, and Machdum Bachtiar, "Reaktualisasi Model Pendidikan Madrasah Dalam Meningkatkan Mutu Pendidikan Islam (Studi Pada Madrasah Aliyah Nur El Falah Petir Kabupaten Serang)," *An-Nidhom : Jurnal Manajemen Pendidikan Islam* (Lembaga Penelitian dan Pengabdian kepada Masyarakat (LP2M) Universitas Islam Negeri (UIN) Sultan Maulana Hasanuddin Banten, 2022), <https://doi.org/10.32678/annidhom.v7i1.6195>.

to change, a clear understanding of current conditions, a well-defined vision for the future, and measurable planning are necessary to ensure sustainable educational excellence.

The Industry 4.0 era has led to a more discerning society in selecting higher education institutions, considering vision, mission, accreditation, service quality, and available facilities.⁵ This highlights the responsibility of universities to provide high-quality education, encompassing both science and technology (IPTEK) as well as faith and piety (IMTAQ). The Internal Quality Assurance System (SPMI) plays a crucial role in ensuring that universities meet accreditation standards and are recognized as competitive educational institutions.

The accreditation of Universitas Islam Ahmad Dahlan (UIAD) Sinjai Regency is classified as “Good Accreditation”, with the Faculty of Economics and Islamic Law (FEHI) programs Islamic Economics, Islamic Criminal Law, and Islamic Banking also holding “Good Accreditation” status. However, these accreditations still need improvement, considering competition from similar programs at other universities with higher accreditation rankings. Accreditation serves as an interpretation of a university’s quality, influencing public perception and impacting student enrollment decisions.

The rapid advancement of globalization and information technology has significantly impacted organizations, including higher education institutions.⁶ This progress compels them to adapt, remain relevant, and evolve in response to emerging opportunities and challenges.

Based on the identified gap analysis, the research question posed is: "How is the implementation of internal quality standards carried out at the Faculty of Economics and Islamic Law, Universitas Islam Ahmad Dahlan (UIAD), Sinjai Regency?" The objective of this study is to explore and analyze the implementation of the Internal Quality Assurance System (SPMI), focusing on the execution of educational standards to enhance the faculty's educational quality. What makes this research unique is its specific focus on how the SPMI is implemented in relation to educational standards at the Faculty of Economics and Islamic Law. The study aims to provide valuable insights that can help enhance accreditation quality and improve graduate competency, ultimately making a positive impact on the institution’s overall performance. Thus, this study not only aims to understand the implementation of SPMI but also to provide recommendations that can assist the Faculty of Economics and Islamic Law in enhancing educational quality and accreditation. This, in turn, ensures that graduates can compete in the job market and contribute to societal development.

⁵ Nur Zazin, *Gerakan Manata Mutu Pendidikan* (Jogjakarta: Ar-Ruzz Media: jogjakarta: Ar-Ruzz Media, 2019), h. 76.

⁶ N A Rahman, “Analisis Sistem Pengendalian Internal Dalam Pengelolaan Zakat Pada Badan Amil Zakat Nasional (Baznas) Kota Makassar”, *Thesis*, 2022. http://repository.unhas.ac.id/id/eprint/17884/2/A031181012_i_28-07-2022_1-2.pdf.

RESEARCH METHODS

This study employs a qualitative design⁷ which is suitable for examining the implementation of the Internal Quality Assurance System (SPMI), with a focus on the implementation of educational standards at the Faculty of Economics and Islamic Law at Ahmad Dahlan University, Sinjai Regency. The study population consists of the Head of the University's Quality Assurance Institution, the Dean of the Faculty, and the Head of the Study Program, with purposive sampling used to ensure the relevance of the information. Data collection techniques include direct observation, structured interviews with key informants, and documentation from relevant archives and reports. The research instruments are developed based on existing theories and practices to ensure data validity. Data analysis follows the Miles and Huberman model, as referred to by Sugiyono.⁸ which begins with data reduction to filter out important information, followed by systematic data presentation, and verification to ensure the accuracy of the information. With this approach, the study is expected to provide an in-depth understanding of the implementation of SPMI and its impact on the quality of education at the faculty.

RESULTS AND DISCUSSIONS

The implementation of higher education standards at the Faculty of Economics and Islamic Law (FEHI) aligns with the National Higher Education Standards (SN-Dikti), as set out in Law No. 12 of 2012 on Higher Education and the Regulation of the Minister of Research, Technology, and Higher Education No. 62 of 2016, which focuses on the Higher Education Quality Assurance System. These regulations guide the faculty in maintaining and enhancing the quality of education, ensuring it meets national standards and fosters continuous improvement. This implementation aims to ensure the quality and relevance of higher education in Indonesia through the application of a structured framework. It is subsequently followed up by the Muhammadiyah Central Leadership Regulation No. 01/PRN/I.0/B/2012 on the Higher Education Assembly; the Muhammadiyah Central Leadership Guideline No. 02/PED/1.0/B/2012 dated April 16, 2012, on Muhammadiyah Universities; the Higher Education Assembly's Provision of Muhammadiyah Central Leadership No. 178/KET/I.3/D/2012 on the Explanation of the Muhammadiyah Central Leadership Guideline No. 02/PED/I.O/B/2012 on Muhammadiyah Universities; the Rector's Decree No. 108/1.3.AU/I/KEP/2018 on the Statute of Ahmad Dahlan University of Islam Sinjai; the Rector's Decree No. 014.R/III.3.AU/I/KEP/2022 on the Strategic Plan (RENSTRA) of Ahmad Dahlan University of Islam Sinjai for the 2021-2025 period; and the Rector's Decree No.

⁷ John W Creswell and J David Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (Sage publications, 2017), h, 134.

⁸ Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif Dan R&D* (Bandung: Alfabeta, 2017), h, 87.

237.R/III.3.AU/DKEP/2024 on the Internal Quality Auditor of Ahmad Dahlan University of Islam for the academic year 2023/2024.

Through this regulation, quality standards are set not just for academic areas but also for non-academic fields, with each standard clearly defined, including sub-standards and quality manuals. To ensure the quality of higher education, a dedicated institution is established to oversee quality assurance at UIAD Sinjai Regency. At Ahmad Dahlan University of Islam, the Quality Assurance Institution plays a crucial role in implementing quality assurance activities. It focuses on executing the Internal Quality Assurance System (SPMI) and preparing for the External Quality Assurance System (SMPE) in the context of both institutional and study program accreditation. The quality documents for SPMI at the Faculty of Economics and Islamic Law (FEHI) are regularly updated to reflect the latest developments and revised based on evaluation results. This process follows a continuous cycle of establishment, implementation, evaluation, control, and improvement to ensure ongoing enhancement of educational quality.

Ahmad Dahlan University of Islam continues to make improvements to enhance its quality up to the present time. Ahmad Dahlan University of Islam Sinjai has established 34 quality standards, which are implemented in the form of Key Performance Indicators (IKU) and Additional Performance Indicators (IKT). These standards are thoroughly audited every year to ensure their effectiveness and optimal achievement. The scope of the quality standards applied consists of two aspects, namely:

a. acadenuc

Table 1: Academic Standards

| No | Standard | Description |
|----|--------------------------------------------------|-------------|
| 1 | Collaboration Standard | Academic |
| 2 | Student Affairs Standard | Academic |
| 3 | Alumni Management Standard | Academic |
| 4 | Foreign Language Development Standard | Academic |
| 5 | Academic Atmosphere and Intellectualism Standard | Academic |
| 6 | Graduate Competency Standard | Academic |
| 7 | Learning Content Standard | Academic |
| 8 | Learning Process Standard | Academic |
| 9 | Learning Assessment Standard | Academic |
| 10 | Learning Management Standard | Academic |
| 11 | Research Outcomes Standard | Academic |

| | | |
|----|-------------------------------------------|----------|
| 12 | Research Content Standard | Academic |
| 13 | Research Assessment Standard | Academic |
| 14 | Community Service Outcomes Standard | Academic |
| 15 | Community Service Content Standard | Academic |
| 16 | Community Service Process Standard | Academic |
| 17 | Community Service Assessment Standard | Academic |
| 18 | Community Service Implementation Standard | Academic |

Source: *Academic Quality Standards UIAD Sinjai Regency*.

b. Non-Academic

Table 2: Non-Academic Standards

| No | Standard | Description |
|----|----------------------------------------------------------|--------------|
| 1 | Identity Standard | Non-Academic |
| 2 | Al-Islam and Muhammadiyah (AIK) Standard | Non-Academic |
| 3 | Governance Standard | Non-Academic |
| 4 | Human Resources Standard | Non-Academic |
| 5 | Financial Management Standard | Non-Academic |
| 6 | Faculty and Educational Staff Standard | Non-Academic |
| 7 | Learning Facilities and Infrastructure Standard | Non-Academic |
| 8 | Learning Financing Standard | Non-Academic |
| 9 | Research Process Standard | Non-Academic |
| 10 | Researcher Standard | Non-Academic |
| 11 | Research Facilities and Infrastructure Standard | Non-Academic |
| 12 | Research Management Standard | Non-Academic |
| 13 | Research Financing Standard | Non-Academic |
| 14 | Community Service Facilities and Infrastructure Standard | Non-Academic |
| 15 | Community Service Management Standard | Non-Academic |
| 16 | Community Service Financing Standard | Non-Academic |

Source: Non-Academic Quality Standards UIAD Sinjai Regency

The process of internal quality assessment at the Faculty of Economics and Islamic Law, Ahmad Dahlan University of Islam, Sinjai Regency, is carried out through the formation of an audit team designated by the university. This audit team performs assessments and measures the success of achieving the established standards.

Implementation of SPMI Through Internal Quality Audits in the Islamic Economics Study Program at the Faculty

The implementation of the Internal Quality Assurance System (SPMI) in the Islamic Economics Study Program at the Faculty is a strategic step to ensure the quality of education provided to students. Through internal quality audits, the study program can evaluate and analyze various aspects. This audit not only serves as a tool to identify strengths and weaknesses but also as a means to formulate sustainable improvement plans. By involving all stakeholders, including lecturers, students, and alumni, the internal quality audit process is expected to create a better academic environment that is relevant to market needs. Moreover, the implementation of SPMI also contributes to the improvement of the study program's accreditation, which in turn enhances the Faculty's reputation both nationally and internationally. Therefore, SPMI through internal quality audits becomes an essential foundation in achieving the vision and mission of the Study Program. The results of the internal quality assessment conducted by the audit team designated by the university can be seen in the following table:

Table 3: Internal Quality Standards Assessment of the Islamic Economics Study Program

| No | Standard | Total IKU | Percentage of IKU Achievement | Total IKT | Percentage of IKT Achievement | Percentage of IKU and IKT Achievement |
|----|-----------------------------------------|-----------|-------------------------------|-----------|-------------------------------|---------------------------------------|
| 1 | Identity | 11 | 98 | 4 | 100 | 98 |
| 2 | Al-Islam and Muhammadiyah | 67 | 66 | 15 | 95 | 71 |
| 3 | Governance | 24 | 81 | 5 | 95 | 84 |
| 4 | Collaboration | 17 | 59 | 8 | 84 | 67 |
| 5 | Student Affairs | 6 | 83 | 11 | 57 | 66 |
| 6 | Human Resources | 15 | 88 | 10 | 70 | 81 |
| 7 | Financial Management | 7 | 82 | 23 | 73 | 75 |
| 8 | Alumni Management | 7 | 71 | 1 | 100 | 75 |
| 9 | Foreign Language Development | 8 | 100 | 1 | 100 | 100 |
| 10 | Academic Atmosphere and Intellectualism | 3 | 100 | 3 | 33 | 67 |
| 11 | Graduate Competency | 8 | 88 | 11 | 82 | 84 |
| 12 | Learning Content | 2 | 100 | 4 | 100 | 100 |
| 13 | Learning Process | 4 | 94 | 6 | 79 | 85 |
| 14 | Learning Assessment | 3 | 100 | 7 | 100 | 100 |
| 15 | Faculty and Educational Staff | 12 | 75 | 11 | 73 | 74 |
| 16 | Learning Facilities and Infrastructure | 6 | 50 | 12 | 38 | 42 |

| | | | | | | |
|----------------|-------------------------------------------------|------------|-------------|------------|-------------|-------------|
| 17 | Learning Management | 12 | 71 | 10 | 90 | 80 |
| 18 | Learning Financing | 6 | 79 | 6 | 92 | 85 |
| 19 | Research Outcomes | 8 | 31 | 5 | 55 | 40 |
| 20 | Research Content | 4 | 88 | 3 | 83 | 86 |
| 21 | Research Process | 4 | 50 | 3 | 58 | 54 |
| 22 | Research Assessment | 8 | 88 | 2 | 100 | 90 |
| 23 | Researcher | 2 | 100 | 1 | 100 | 100 |
| 24 | Research Facilities and Infrastructure | 4 | 75 | 1 | 100 | 80 |
| 25 | Research Management | 11 | 41 | 1 | 100 | 46 |
| 26 | Research Funding and Financing | 3 | 50 | 2 | 100 | 70 |
| 27 | Community Service Outcomes | 7 | 18 | 5 | 0 | 10 |
| 28 | Community Service Content | 3 | 92 | 2 | 100 | 95 |
| 29 | Community Service Process | 8 | 63 | 3 | 58 | 61 |
| 30 | Community Service Assessment | 11 | 16 | 6 | 0 | 10 |
| 31 | Community Service Implementer | 2 | 88 | 2 | 100 | 94 |
| 32 | Community Service Facilities and Infrastructure | 4 | 0 | 1 | 0 | 0 |
| 33 | Community Service Management | 12 | 31 | 1 | 0 | 29 |
| 34 | Community Service Funding and Financing | 12 | 73 | 2 | 100 | 77 |
| TOTAL | | 321 | 2387 | 188 | 2515 | 2375 |
| AVERAGE | | | 70 | | 74 | 70 |

Source: AMI of the Islamic Economics Study Program, FEHI, Ahmad Dahlan University of Islam Sinjai Regency.

The assessment of internal quality standards in the Sharia Economics Study Program reflects varying achievements across different academic and non-academic aspects. Several key indicators demonstrate excellent results, particularly in Foreign Language Development, Learning Content, Learning Assessment, and Institutional Identity, all of which exceed 85%. This success indicates that the study program has effectively implemented high-quality learning standards and successfully shaped students' academic identity. Additionally, managerial aspects such as Governance, Graduate Competencies, as well as Funding and Financing of Student Creativity

Programs (PKM), have also achieved satisfactory results above 70%, indicating relatively effective management in supporting the sustainability of academic programs and student activities.

Nevertheless, several aspects still require further attention and improvement. Infrastructure, research, and community service (PKM) remain major challenges in enhancing the academic quality of the study program. Some standards, such as Research Outcomes, Research Management, as well as PKM Outcomes and Assessment, are still below 50%, indicating the need for better production and management of research. Furthermore, PKM Infrastructure has shown no achievement at all, signaling a lack of supporting facilities for community service. If not addressed promptly, this could negatively impact the study program's academic contributions to scientific development and society.

Overall, the study program's quality standards have an average achievement of 70%, indicating a fairly good performance while still leaving room for improvement. Efforts for enhancement can focus on strengthening academic infrastructure to support better learning quality, increasing support for research in terms of funding and facilities, and optimizing community service activities through more structured management. By improving these aspects, the study program's quality standards are expected to increase significantly, meeting expectations in both academic and professional spheres.

In comparison with other study programs in the same field, the IKU and IKT achievements of the Sharia Economics Study Program demonstrate a fairly competitive performance. Research conducted by Sriasih revealed that study programs that place greater emphasis on fostering student creativity tend to achieve better PKM outcomes.⁹ Therefore, the low PKM results in the Sharia Economics program within the Faculty of Economics and Islamic Law may indicate an urgent need to strengthen support and mentorship for students in developing their creative ideas. This study provides valuable insights into the factors influencing PKM success in academic environments and highlights the critical role of faculty members in guiding students toward better achievements.

The findings from this audit have significant implications for the development of the Sharia Economics Study Program. Theoretically, these results encourage a revision of the existing teaching and learning strategies, with an emphasis on fostering creativity and innovation among students.¹⁰ Practically, the study program needs to design more effective support programs for PKM, including training, funding, and adequate facilities¹¹. Enhancing research infrastructure should also be a priority to enable students and faculty to conduct high-quality research that contributes to the

⁹ Sang Ayu Putu Sriasih et al., "Problematisasi Program Kreativitas Mahasiswa (Pkm) Dan Program Mahasiswa Wirasaha (Pmw) Pada Fakultas Bahasa Dan Seni Undiksha," *Prasi* 15, no. 01 (2020): 22, <https://doi.org/10.23887/prasi.v15i01.24801>.

¹⁰ Haryanto, *Evaluasi Pembelajaran (Konsep Dan Manajemen)* (UNY Press, 2020), h, 56.

¹¹ Isnawardatul Bararah, "Pengelolaan Sarana Dan Prasarana Pendidikan Dalam Meningkatkan Kualitas Pembelajaran," *Jurnal MUDARRUSUNA* 10, no. 2 (2020): 351–370.

advancement of knowledge¹². Furthermore, collaboration with industries and research institutions can serve as a strategic step in increasing the relevance of research and community engagement.¹³ This indicates that the development of the Sharia Economics Study Program requires an integrated approach that includes revising teaching strategies to enhance student creativity and innovation. Strengthening PKM through training, funding, and better facilities is crucial, alongside improving research infrastructure. Collaboration with industry and research institutions will further reinforce the program's relevance and impact, ultimately strengthening its position in higher education and its contribution to socio-economic development.

Although the research shows good achievements in the implementation of internal quality standards through internal quality audits, there are some limitations in the analysis conducted. One of the main limitations is the lack of in-depth qualitative data regarding the factors influencing the outcomes of the Student Creativity Program (PKM) and alumni management. This limitation should be taken into account when interpreting the results and making decisions, and it provides a foundation for further research that can offer a broader understanding.

Based on the findings and the limitations identified, we recommend that future research conduct a longitudinal analysis to evaluate the performance trends of the Islamic Economics Study Program over the years. Further in-depth research on the factors influencing PKM outcomes and alumni management is essential. We also suggest that the study program conduct surveys among students and lecturers to identify the needs and challenges faced in the development of PKM and research, so that more effective strategies can be formulated for future improvements.

The Implementation of SPMI Through Internal Quality Audit of the Islamic Banking Study Program, Faculty of Economics and Islamic Business.

The implementation of the Internal Quality Assurance System (SPMI) in the Faculty of Islamic Economics Study Program is a strategic step in improving the quality of education and academic services. This process is carried out systematically and structured, involving various parties, such as lecturers, students, and alumni. The internal quality audit aims not only to identify the strengths and weaknesses of the study program but also to design sustainable improvement measures. The results of this audit serve as the basis for strategic decision-making to improve the quality of education, which ultimately impacts the study program's accreditation. Therefore, the implementation of SPMI through internal quality audits is expected to create a superior academic

¹² Rika Ariyani, "Manajemen Sarana Dan Prasarana Dalam Meningkatkan Mutu Pendidikan Di Slb Buah Hati Kota Jambi," *Al-Afkar: Manajemen Pendidikan Islam* 6, no. 2 (2018): 109–32, <https://doi.org/10.32520/afkar.v6i2.239>.

¹³ Nuryadi Wijiharjho, "Manajemen Starategik Pemikiran Michael Porter Dan Impliksinya Bagi Pengembangan Ekonomi Kreatif," *PT. Gramedia, Jakarta* 4, no. 2 (2021): 1–28.

environment, aligned with industry needs, and capable of producing competitive graduates ready to compete globally. The results of the Internal Quality Audit can be seen in the following table:

Table 4: Quality Standard Assessment Based on the Results of the Internal Quality Audit for the Academic Year 2023/2024

| No | Standard | Total IKU | IKU Achievement Percentage | Total IKT | IKT Achievement Percentage | IKU and IKT Percentage |
|----|-----------------------------------------|-----------|----------------------------|-----------|----------------------------|------------------------|
| 1 | Identity | 11 | 100 | 4 | 100 | 100 |
| 2 | Al-Islam and Muhammadiyah Values | 67 | 66 | 15 | 95 | 72 |
| 3 | Governance | 24 | 96 | 5 | 95 | 96 |
| 4 | Cooperation | 17 | 87 | 8 | 88 | 87 |
| 5 | Student Affairs | 6 | 83 | 11 | 84 | 84 |
| 6 | Human Resources | 15 | 92 | 10 | 90 | 91 |
| 7 | Financial Management | 7 | 82 | 23 | 73 | 75 |
| 8 | Alumni Management | 7 | 43 | 1 | 100 | 50 |
| 9 | Foreign Language Development | 8 | 100 | 1 | 100 | 100 |
| 10 | Academic Atmosphere and Intellectuality | 3 | 92 | 3 | 100 | 96 |
| 11 | Graduate Competencies | 8 | 81 | 11 | 59 | 68 |
| 12 | Learning Content | 2 | 100 | 4 | 100 | 100 |
| 13 | Learning Process | 4 | 100 | 6 | 100 | 100 |
| 14 | Learning Assessment | 3 | 58 | 7 | 100 | 88 |
| 15 | Lecturers and Educational Staff | 12 | 81 | 11 | 82 | 82 |

| | | | | | | |
|----|----------------------------------------|----|-----|----|-----|-----|
| 16 | Learning Facilities and Infrastructure | 6 | 92 | 12 | 92 | 92 |
| 17 | Learning Management | 12 | 92 | 10 | 100 | 95 |
| 18 | Learning Financing | 6 | 79 | 6 | 92 | 85 |
| 19 | Research Results | 8 | 53 | 5 | 90 | 67 |
| 20 | Research Content | 4 | 100 | 3 | 100 | 100 |
| 21 | Research Process | 4 | 88 | 3 | 92 | 89 |
| 22 | Research Assessment | 8 | 100 | 2 | 100 | 100 |
| 23 | Researchers | 2 | 100 | 1 | 100 | 100 |
| 24 | Research Facilities and Infrastructure | 4 | 50 | 1 | 100 | 60 |
| 25 | Research Management | 11 | 86 | 1 | 100 | 88 |
| 26 | Research Funding and Financing | 3 | 50 | 2 | 100 | 70 |
| 27 | PKM Results | 7 | 39 | 5 | 35 | 38 |
| 28 | PKM Content | 3 | 100 | 2 | 50 | 80 |
| 29 | PKM Process | 8 | 84 | 3 | 100 | 89 |
| 30 | PKM Assessment | 11 | 45 | 6 | 0 | 29 |
| 31 | PKM Implementers | 2 | 100 | 2 | 100 | 100 |
| 32 | PKM Facilities and Infrastructure | 4 | 50 | 1 | 100 | 60 |
| 33 | PKM Management | 12 | 77 | 1 | 100 | 79 |

| | | | | | | |
|----------------|---------------------------|------------|-------------|------------|-------------|-------------|
| 34 | PKM Funding and Financing | 12 | 73 | 2 | 100 | 77 |
| TOTAL | | 321 | 2720 | 188 | 3015 | 2786 |
| AVERAGE | | | 80 | | 89 | 82 |

Source: AMI Islamic Banking Study Program, Faculty of Economics and Islamic Business, Ahmad Dahlan Islamic University, Sinjai Regency

The Islamic Banking Study Program holds promising prospects as a producer of practitioners for Islamic financial institutions, expected to master both the theoretical and practical aspects of Islamic banking.¹⁴ It is undeniable that universities with Islamic economics and finance programs play a crucial role and have the primary responsibility of producing competent and qualified human resources in the field of Islamic finance. As higher education institutions, they contribute to building the expertise, understanding, and skills required to meet industry standards and support the professional development of the Islamic financial sector.¹⁵ Therefore, it is essential to follow up on the implementation of the study program to ensure that the expected goals are achieved effectively. One of the steps implemented is through the internal quality control system of the established educational standards, as set by SPMI.

The internal quality audit results of the Islamic Economics Study Program at Ahmad Dahlan Islamic University, Sinjai Regency, show a good quality achievement with an average score of 82%. Several key indicators that achieved 100%, such as Foreign Language Development, Learning Content, Research Assessment, and PKM Implementers, reflect the program's success in meeting the established quality standards. However, there are some aspects that still need improvement, such as Research Results (53%) and PKM Assessment (45%), indicating challenges in research productivity and the evaluation of student activities.

Several previous studies on the implementation of SPMI in higher education reveal that the effectiveness of internal quality audits is greatly influenced by the active participation of all stakeholders, including lecturers, students, and alumni. For instance, Arifudin stated that the success of implementing SPMI to improve the quality of education highly depends on the readiness of human resources and institutional support in managing learning and research.¹⁶ Another study by Kaseke indicated that in a quality-based education system, research aspects often face challenges

¹⁴ Muhammad Kamal Zubair, "Prospek Program Studi Perbankan Syariah," *DIKTUM: Jurnal Syariah Dan Hukum* 16, no. 1 (2018): 32–50, <https://doi.org/10.35905/diktum.v16i1.520>.

¹⁵ A Wahab, "Urgensi Kurikulum Perbankan Syariah Perguruan Tinggi Terhadap Sumber Daya Manusia Industri Perbankan Syariah," *Tadarus*, 2016, 93–104, <https://journal.um-surabaya.ac.id/index.php/Tadarus/article/view/346%0Ahttps://journal.um-surabaya.ac.id/index.php/Tadarus/article/download/346/257>.

¹⁶ Opan Arifudin, "Manajemen Sistem Penjaminan Mutu Internal (Spmi) Sebagai Upaya Meningkatkan Mutu Perguruan Tinggi," *Jurnal Ilmiah MEA* 3, no. 1 (2019): 161–69, <https://doi.org/10.31955/mea.vol3.iss1.pp161-169>.

due to limited resources, both in terms of facilities and funding.¹⁷ This aligns with the findings from the internal quality audit, which shows that the achievement of quality standards in research outcomes (53%) and research facilities (50%) still requires improvement. Additionally, research by Najwa emphasized that internal quality audits involving various stakeholders are more effective in identifying system weaknesses comprehensively.¹⁸ In the context of the Islamic Economics Study Program, the involvement of students, lecturers, and alumni in the audit process becomes an effective strategy to raise awareness about the quality of education.

Based on the audit results and a review of previous research, several recommendations can be made. First, the improvement of research quality can be achieved by providing incentives for lecturers and students in journal publications, expanding research collaborations with other institutions, and increasing research funding. Second, optimizing facilities and infrastructure is a crucial step in addressing the limitations in research facilities and funding, which can be realized through a larger budget allocation for research laboratories and the organization of research methodology training. Third, the involvement of stakeholders, such as lecturers, students, alumni, and the industry, needs to be enhanced to ensure that the curriculum and learning process align with labor market demands. Fourth, the improvement of the PKM assessment system can be achieved by developing a more objective evaluation mechanism and providing more intensive guidance in student creativity programs to increase participation and the quality of outcomes.

The implementation of SPMI through internal quality audits in the Islamic Economics Study Program has shown good results, with an average achievement of 82%. However, there are still several aspects that need improvement, particularly in the areas of research and evaluation of student activities. By applying improvement strategies based on education quality assurance theory and findings from previous research, the study program can continue to enhance the academic quality and professionalism of its graduates, ensuring they are better prepared to face challenges in the field of Islamic economics.

The Implementation of SPMI Through Internal Quality Audit of the Islamic Criminal Law Study Program

This process is conducted comprehensively by involving various stakeholders, such as lecturers, students, and alumni, with the aim of identifying the strengths and weaknesses of the study program, as well as formulating a sustainable improvement plan. The implementation of the

¹⁷ Fanny Y. M Kaseke, "Manajemen Mutu Dan Pendidikan Mutu Melalui Standar Penjaminan Mutu (SPMI) Di STT Ebenhaezer," *SCRIPTA: Jurnal Teologi Dan Pelayanan Kontekstual* 8, no. 2 (2020): 152–63, <https://doi.org/10.47154/scripta.v8i2.69>.

¹⁸ Lu'luin Najwa, Muhammad Iqbal, and Menik Aryani, "Manajemen Implementasi Sistem Penjaminan Mutu Internal Di Perguruan Tinggi," *Jurnal Visionary: Penelitian Dan Pengembangan Dibidang Administrasi Pendidikan* 11, no. 1 (2023): 72, <https://doi.org/10.33394/vis.v11i1.7391>.

Internal Quality Assurance System (SPMI) through internal quality audits in the Islamic Criminal Law Study Program is expected to create a better academic environment, relevant to the developments in law, and produce competent graduates who are prepared to face challenges in the field of Islamic criminal law. By involving various perspectives, the study program is expected to be more responsive to the needs and expectations of society and the workforce, ensuring that graduates possess not only in-depth knowledge but also the practical skills required in the practice of Islamic criminal law. The results of the Internal Quality implementation assessment conducted by the SPMI team at Ahmad Dahlan Islamic University, Sinjai Regency, can be observed in the following table:

Table 5: Achievement of Quality Standards Based on Internal Quality Audit Results for Academic Year 2023/2024

| No | Standard | IKU | IKT | Achievement Percentage (%) |
|----|--------------------------------------|-----|-----|----------------------------|
| 1 | Identity | 11 | 4 | 98 |
| 2 | Al Islam Kemuhammadiyah | 67 | 15 | 80 |
| 3 | Governance | 24 | 5 | 97 |
| 4 | Collaboration | 17 | 8 | 89 |
| 5 | Student Affairs | 6 | 11 | 78 |
| 6 | Human Resources | 15 | 10 | 89 |
| 7 | Financial Management | 7 | 23 | 75 |
| 8 | Alumni Management | 7 | 1 | 63 |
| 9 | Foreign Language Development | 8 | 1 | 100 |
| 10 | Academic and Intellectual Atmosphere | 3 | 3 | 92 |
| 11 | Graduate Competencies | 8 | 11 | 87 |
| 12 | Learning Content | 2 | 4 | 100 |
| 13 | Learning Process | 4 | 6 | 98 |
| 14 | Learning Assessment | 3 | 7 | 98 |
| 15 | Lecturers and Education Staff | 12 | 11 | 89 |
| 16 | Educational Infrastructure | 6 | 12 | 85 |
| 17 | Learning Management | 12 | 10 | 85 |
| 18 | Learning Funding | 6 | 6 | 85 |
| 19 | Research Results | 8 | 5 | 40 |
| 20 | Research Content | 4 | 3 | 100 |

| | | | | |
|-------------------|--------------------------------|-----|-----|------|
| 21 | Research Process | 4 | 3 | 86 |
| 22 | Research Assessment | 8 | 2 | 100 |
| 23 | Researchers | 2 | 1 | 92 |
| 24 | Research Facilities | 4 | 1 | 60 |
| 25 | Research Management | 11 | 1 | 81 |
| 26 | Research Funding and Financing | 3 | 2 | 60 |
| 27 | PKM Results | 7 | 5 | 52 |
| 28 | PKM Content | 3 | 2 | 90 |
| 29 | PKM Process | 8 | 3 | 93 |
| 30 | PKM Assessment | 11 | 6 | 35 |
| 31 | PKM Implementers | 2 | 2 | 100 |
| 32 | PKM Facilities | 4 | 1 | 55 |
| 33 | PKM Management | 12 | 1 | 75 |
| 34 | PKM Funding and Financing | 12 | 2 | 77 |
| TOTAL | | 321 | 188 | 82 |
| AVERAGE | | | | 82 |
| QUALITY STATEMENT | | | | GOOD |

Source: AMI, Islamic Criminal Law Study Program, FEHL, Ahmad Dahlan Islamic University, Sinjai Regency

The Islamic Criminal Law Study Program is one of the distinguished programs offered by the Faculty of Economics and Islamic Law at Ahmad Dahlan Islamic University, Sinjai. This program is considered urgent for development, particularly in Indonesia, where the Muslim population is the majority. Society is expected to understand the Islamic criminal law system in order to implement legal values based on Islamic Sharia. This view is reinforced by Nur, who stated that the application of criminal law based on Islamic Sharia has existed since the time of the Prophet Muhammad SAW and is enshrined in the Qur'an. In this holy book, there are many provisions related to criminal acts, both in the form of commands and prohibitions, accompanied by guarantees of welfare for those who apply them. The Prophet Muhammad SAW, his companions, as well as the societies and nations that adopted Islamic criminal law, have proven the effectiveness of this system. Even during the Prophet's era, society was in its best condition, marked by stability, tranquility, security, and high prosperity.¹⁹ This was due to the low level of criminality across all

¹⁹ Muhammad Tahmid Nur, "Urgensi Penerapan Hukum Pidana Islam (Tinjauan Filsafat Hukum)," *MADDIKA: Journal of Islamic Family Law* 1, no. 1 (2020): 1–16, <https://doi.org/10.24256/maddika.v1i1.1557>.

levels of society, indicating the success of the implementation of Islamic criminal law in creating a harmonious social order. Therefore, this study program needs attention in its development to bring benefit to the wider community.

The internal quality audit results of the Islamic Criminal Law Study Program at Ahmad Dahlan Islamic University, Sinjai, indicate a good quality achievement with an average score of 82%. Several outstanding aspects that reached 100%, such as Foreign Language Development, Learning Content, Research Assessment, and PKM Implementers, suggest that the study program has successfully met certain standards optimally. However, some indicators show achievements that still need improvement, such as Research Results (40%) and PKM Assessment (35%), reflecting challenges in research productivity and the evaluation of student activities.

Several previous studies on the implementation of the Internal Quality Assurance System (SPMI) in higher education environments have shown that the success of internal quality audits highly depends on the active involvement of all stakeholders, including lecturers, students, and alumni. For instance, a study by Sitorus & Dahlan found that the success of implementing SPMI in improving the quality of education is largely determined by the readiness of human resources and institutional support for managing learning and research activities.²⁰

Additionally, a study by Sohiron emphasized that involving stakeholders tends to be more effective in identifying system weaknesses comprehensively.²¹ In the context of the Islamic Criminal Law Study Program, the involvement of students, lecturers, and alumni in the audit process can be an effective strategy to raise awareness about the quality of education.

Based on the audit results and a comparison with previous research, several recommendations can be made. First, improving research quality should be prioritized by providing incentives for lecturers and students in journal publications, expanding research collaboration with other institutions, and increasing research funding. Second, optimizing facilities and infrastructure is crucial to address the limitations in facilities and funding for research, which can be achieved by allocating larger budgets for research laboratories and providing intensive training in research methodologies. Third, enhancing the involvement of stakeholders such as lecturers, students, alumni, and the industry is essential to ensure that the curriculum and learning process remain relevant to the labor market's needs. Fourth, improvements in the PKM (Student Creativity Program) assessment system can be made by developing a more objective evaluation mechanism

²⁰ Ahmad Syukri Sitorus and Zaini Dahlan, "Model Sistem Penjaminan Mutu Internal Program Studi Pendidikan Islam Anak Usia Dini Fakultas Ilmu Tarbiyah Dan Keguruan UIN Sumatera Utara Medan," *Islamic Management: Jurnal Manajemen Pendidikan Islam*, no. 3 (2024): 259–78, <https://doi.org/10.30868/im.v7i01.5319>.

²¹ S. Sohiron, "Pemanfaatan Akreditasi Dalam Peningkatan Manajemen Madrasah Di Kota Pekanbaru (Studi Kasus Di Madrasah Tsanawiyah Swasta Kecamatan Tampan Kota Pekanbaru)," *Indonesian Journal of Islamic Educational Management* 1, no. 2 (2018), <https://doi.org/10.24014/ijiem.v1i2.6652>.

and offering more intensive guidance in the student creativity program to increase participation and output quality.

The implementation of SPMI through internal quality audits in the Islamic Criminal Law Study Program has shown good results with an average achievement of 82%. However, there are still aspects that need improvement, particularly in the fields of research and the assessment of student activities. By applying improvement strategies based on quality management theory and previous research experiences, the study program can continuously enhance academic quality and the professionalism of its graduates, preparing them to better face challenges in the field of Islamic criminal law.

CONCLUSION

The research findings indicate that the implementation of the Internal Quality Standards at the Faculty of Economics and Islamic Law, Ahmad Dahlan Islamic University, Sinjai, as observed through the internal quality audit, has been successful, with an average quality achievement exceeding 80%. Various study programs, such as Islamic Economics, Islamic Banking, and Islamic Criminal Law, have successfully met most of the established academic and non-academic standards. Key indicators have even achieved maximum results, particularly in aspects such as Foreign Language Development, Learning Content, Research Assessment, and the Implementation of Student Creativity Programs (PKM). However, there are still several areas that need improvement, such as research effectiveness and alumni management, highlighting the need for greater support for research activities and stronger connections with alumni. These findings emphasize that the success of internal quality audits is heavily influenced by the active participation of various stakeholders, including students, lecturers, and alumni, as well as institutional support in managing research and learning. Therefore, strategic recommendations include increasing research incentives, optimizing academic facilities, and strengthening stakeholder involvement to ensure sustainable improvement in the quality of education that aligns with industry needs and academic development.

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