

Technical Counseling and Guidance: Transforming Higher Education through the Implementation of the Internal Quality Assurance (IQA) at STT Arastamar Ngabang West Kalimantan

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ABSTRACT

Improving the quality of higher education is a strategic imperative in facing global dynamics and mandated by national higher education (HE) policies. HE must inevitably undergo transformation, and one of the key elements in ensuring quality is the implementation of an internal quality assurance (IQA). This community service activity aims to improve STT Arastamar Ngabang's understanding and capacity in implementing the IQA through technical guidance. The methods used included conceptual explanations and focus group discussions on needs of STT Arastamar in preparation for higher education accreditation. The results of the activity demonstrated an increased understanding of the participants' understanding of the IQA concept and cycle, direct revision and completion of IQA documents, and increased commitment from the leadership and academic community to building a culture of quality.

INTRODUCTION

In the era of globalization and digitalization, competition in the world of higher education is increasingly fierce, and the quality of higher education has become one of the main indicators of a country's success in facing the challenges of developing competent, innovative, and highly competitive human resources (Suti, M., & Syahdi, M.Z., 2020). In Indonesia, efforts to improve the quality of higher education are not only an internal concern for institutions but also a primary focus of national policy, outlined in various higher education regulations. One of the most recent is the enactment of Regulation of the Minister of Higher Education, Science, and Technology No. 39 of 2025 concerning quality assurance in higher education, promulgated on September 2, 2025. This regulation must be implemented within two years of its promulgation. Therefore, STT Arastamar Ngabang took the initiative to invite higher education experts to provide counseling and technical guidance on updating the existing IQA documents. Minister of Education, Science, and Technology Regulation No. 39 of 2025. The quality of higher education is a key indicator of the success of the implementation of the Three pillar of Higher Education (Yusup, 2021; Sugiarti, 2022). Within the context of national policy, quality assurance of higher education in Indonesia is regulated through the Higher Education Quality Assurance, which includes the IQA and the External Quality Assurance (EQA). The IQA serves as an internal mechanism for higher education institutions to ensure and continuously improve quality.

STT Arastamar Ngabang recognizes a lack of understanding of the highly dynamic regulations, as it has been using Regulation of the minister of education and culture No. 3 of 2020. Having only just begun developing IQA tools using Regulation of the Minister of Education and Culture, Research and Technology No. 53 of 2023, changes have been rapid with the issuance of Regulation of the Minister of Higher Education, Science and Technology No. 39 of 2025, emphasizes that higher education quality assurance must be implemented systematically, accountably, transparently, and sustainably. This regulation strengthens the position of IQA as the main instrument that must be built and implemented by each university autonomously to ensure the quality of the implementation of the three pillar of higher education, namely education, research, and community service. In addition to academic fields, it also covers non-academic fields. In these provisions, IQA is a series of interrelated elements and processes that are regularly arranged to guarantee and improve the quality of higher education continuously through internal evaluation, control, and improvement mechanisms. Meanwhile, IQA is also integrated with the EQA which includes the accreditation process by the National Accreditation Board for Higher Education (BAN-PT) and independent accreditation institutions (LAM), with the results becoming a reference in national and international quality recognition (Irma, D., 2025). This new regulation underscores the importance of a more progressive and responsive quality assurance paradigm to the global context, including strengthening the orientation toward outcome-based education (OBE), utilizing valid and integrated data through the Higher Education Database (PD-Dikti), and fostering close collaboration between

universities and external stakeholders (users), including foundations, schools, governments, churches, and other users. This aims to produce graduates who are not only academically competent but also relevant to job market needs and international standards. In its implementation, Regulation of the Minister of Higher Education, Science and Technology No. 39/2025 has become a primary focus of outreach, outreach, and technical guidance activities organized by various universities and quality assurance institutions in Indonesia. For example, many institutions have held workshops on preparing IQA documents, socializing new policies, and training on internal quality audits to strengthen the academic community's understanding of the requirements of this regulation. These activities aim to transform the culture of quality within universities, strengthen internal quality governance systems, and ensure institutional readiness to carry out quality assurance obligations stipulated by the government.

For STT Arastamar Ngabang province of West Kalimantan, this transformation challenge is highly strategic. STT Arastamar Ngabang, as a higher education institution, has a significant responsibility to ensure that the curriculum, learning process, facilities, human resources, and internal quality evaluation mechanisms can meet national standards and the ever-evolving demands of the workforce. Improving the quality of education through the implementation of IQA is not merely an administrative formality, but also a means to increase institutional competitiveness, graduate relevance, and public accountability as mandated by regulations. Although difficult, it is mandatory.

IMPLEMENTATION AND METHODS

This outreach and technical guidance activity aims to support the transformation of higher education quality governance at STT Arastamar Ngabang, through the implementation of the IQA in accordance with Regulation of the Minister of Higher Education, Science and Technology No 39 of 2025. Specifically, the objectives of this activity are:

1. To Increase The Understanding Of Higher Education Leaders, Lecturers, And Education Staff Regarding The Latest Higher Education Quality Assurance Policies;
2. To Strengthen The Institution's Capacity To Prepare And Implement Iqa Documents, Including Iqa Policies, Guidelines For Implementing Iqa Standards, Spmi Standards, And Activity Documentation Guidelines;
3. To Encourage The Development Of A Sustainable Quality Culture As A Foundation For Improving The Quality Of The Three Pillar Of Higher Education; And
4. To Prepare Stt Arastamar Ngabang To Be More Adaptive And Responsive To Accreditation Demands And The Needs Of Internal And External Stakeholders.

The Community Service Program (PKM) activity was held from October 27-30, 2025, in the STT Arastamar Ngabang Hall. 38 participants came from 8 STTs in West Kalimantan Province.

The method used in this activity is community service-based outreach and technical guidance. The activity stages are as follows:

Table 1. Activity Phase

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| Phase 1 | ➡ | Preliminary survey |
| Phase 2 | ➡ | Deep interview with chairman of STT |
| Phase 3 | ➡ | Needs mapping |
| Phase 4 | ➡ | Community service proposal preparation |
| Phase 5 | ➡ | MoA signing |
| Phase 6 | ➡ | Implementation of Extension and Technical Guidance Activities |
| Phase 7 | ➡ | Reporting |
| Phase 8 | ➡ | Publication as an Output of Community Service |

Phase 1: was a preliminary survey aimed at assessing the existing status of STT Arastamar Nagang through the higher education database, the National Accreditation Agency (BKN), and the university's website.

Phase 2: was a needs analysis, which identified the institution's level of understanding and readiness for the implementation of IQA in accordance with Regulation of the Minister of Higher Education, science and technology No. 39 of 2025. This analysis was conducted through interviews and initial discussions with the leadership and internal quality assurance unit via voice calls and WhatsApp.

Phase 3: was needs mapping. Based on the results of interviews with leadership regarding needs, the number of participants present, and the time required, it was agreed that the priority would be to develop SPMI tools, considering this urgent matter due to the pressing timeframe for accreditation preparations.

Phase 4: Preparation of the Community Service Program. The Community Service proposal contained a comprehensive activity plan, including the objectives of the Community Service, resource persons, materials provided, implementation techniques, and the activity budget. The budget for the collaborative activity was determined by UKI and STT Arastamar Ngabang.

Phase 5: Signing of the MoA. Based on the UKI Community Service guidelines, each Community Service is based on a Memorandum of Understanding (MoA) because this activity will be implemented continuously. The MoA outlines the scope of activities and the rights and obligations of each party.

Phase 6: Implementation of Extension and Technical Guidance Activities. Extension and technical guidance activities are regulated in an activity rundown, including the time, material discussed, and the person responsible for the activity. The goal is to focus on the Community Service objectives.

Phase 7: Reporting. As accountability, the Community Service team is required to report activities in accordance with the Community Service report writing systematics.

Phase 8: Publication as an output of Community Service. Community Service activities must be reported through a Community Service report, and the results are published in both international and national journals accredited by the Ministry of Education and Science and Technology.

RESULTS AND DISCUSSION

The Community Service program began with a prayer services, a tradition at STT Arastamar Ngabang. This was followed by the signing of a Cooperation Agreement between UKI and STT Arastamar Ngabang, which serves as the basis for the activities. The agreement outlines the principles of the collaboration, the rights and obligations of the parties, and the duration of the mutually beneficial partnership. The collaboration will be evaluated annually for the impact of the activities.



Figure 1. Speakers with Chairman of the Foundation and Participants

Figure 1 illustrates the joy of the leaders and participants upon signing a two-year cooperation agreement. The results of the community service activities through technical guidance demonstrated an increased understanding of the concept and urgency of the IQA. Participants began to understand that the IQA is not simply a document for accreditation purposes, but rather a strategic system for ensuring and continuously improving the quality of the three pillar of Higher Education. Standards for the implementation of higher education and management in academic and non-academic areas, and procedures for documenting IQA implementation. The academic field encompasses three pillars of HE excellence, while the non-academic field encompasses organization, finance, student affairs, personnel, and infrastructure (National Accreditation Board for Higher Education Regulation Number 13 of 2025).

The IQA instrument is institutionalized within management, and its implementation is continuously evaluated and improved based on the Kaizen principle (Okpala, 2024; Helmold, M. 2020). One of the main achievements of this activity is the formation of IQA leadership and management to improve and complete the IQA instrument at STT Arastamar Ngabang, consisting of IQA policy documents, IQA implementation guidelines, IQA standards, and documentation. These documents are aligned with the needs of higher education accreditation assessments and the following university typology assessments.

Table 2. IQA Assessment Indicators for Accreditation and Typology of Higher Education Institutions

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| 1a | The availability of formal IQA documents, as evidenced by the following five aspects: (1) IQAorgans/functions, (2) IQA documents, (3) internal auditors, (4) audit results, (5) evidence of follow-up. |
| 1b | The availability of valid evidence related to good practices in developing culture in higher education through management review meetings with an agenda of (10) internal audit results, (2) feedback, (3) process performance and product conformity, (4) status of preventive and corrective actions, (5) follow-up from previous reviews, (6) changes that may affect the quality management system, (7) recommendations. |
| 2 | The effectiveness of quality assurance implementation meets four aspects: (1) the existence of formal documents establishing quality standards, (2) consistent implementation of quality standards, (3) monitoring, evaluation, and control of established quality standards, (4) follow-up of the results for quality improvement and enhancement. |

Source: Guide to using the IQA LL DIKTI III Typology Assessment Application

From a human resources perspective, this technical guidance activity contributed to improving the capacity of leaders and quality assurance managers in understanding their respective roles and responsibilities at each stage of the PDCA cycle (Sihotang, 2024). Lecturers and educational staff also began to recognize the importance of active involvement in the quality assurance process as part of their professional responsibilities. The implementation of IQA was integrated with management, where leaders, lecturers, and educational staff had roles and responsibilities.



Figure 2. Implementing IQA

The Following is a Description of the PDCA

Determination of IQA. For private universities, the institutional IQA is determined by the university leadership after receiving consideration from the institutional senate and approval from the head of the organizing body. Standards implementation. Standards in the IQA for academic and non-academic areas are implemented by each stakeholder in accordance with established guidelines or procedures. Evaluation of standards compliance. Implementation is evaluated through internal quality audits or other forms, conducted periodically at least annually. Control. Control of the results of the evaluation of standards implementation is followed up through management review meetings. Standards improvement. Audit results that meet standards will be improved in the next cycle.

Furthermore, this activity encourages institutional commitment to developing a culture of quality. Institutional leaders demonstrate readiness to follow up on the results of technical guidance by strengthening the quality assurance unit and integrating IQA into the institution's strategic planning. This commitment is a key factor in the successful implementation of IQA.

However, this activity also identified several challenges, including limited human resources, where lecturers hold concurrent positions, and limited human resources with specialized competencies in the field of quality assurance. Therefore, ongoing mentoring is necessary to ensure consistent IQA implementation. Therefore, a follow-up program in the form of mentoring and monitoring is needed to ensure the sustainability of the activity results.



Figura 3. The happiness of Participants from 8 STT in West Kalimantan



Figure 3. Discussion



Figure 4. Discussion on Updating IQA STT Arastmar and Preparation for Accreditation



Figure 5. Speaker with the Chairperson of the Foundation, Chairman of STT Arastmar and some of the Participants at the end of the Activity

CONCLUSIONS AND RECOMMENDATIONS

Community service activities in the form of technical guidance on the implementation of the IQA at STT Arastamar Ngabang have had a positive impact on increasing the institution's understanding, capacity, and readiness in managing the quality of higher education. This activity resulted in improved competency among leaders, lecturers, and staff, complementing the IQA tools, which align with institutional accreditation assessment indicators and IQA reporting. Furthermore, it also strengthened the leadership's commitment to building a culture of quality. Overall, this activity is a strategic initial step in supporting the sustainable implementation of IQA at STT Arastamar Ngabang. It is hoped that the results of this activity can be followed up through further mentoring so that the internal quality assurance system can run effectively and contribute to improving the quality of the three pillar of Higher Education. Similar activities can be shared with STT's in West Kalimantan Province.

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