

Enhancing New Employees' Understanding of the Internal Quality Assurance System through Quality Culture-Based Training

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ABSTRACT

The Internal Quality Assurance System (SPMI) is important in ensuring and continuously improving the quality of higher education. However, the new employees often have an insufficient understanding of SPMI that may prevent its implementation. This Community Service activity is conducted to increase the knowledge of new employees about SPMI through a quality culture-based training program at Bina Insani University. The method used was participatory action research (PAR) including preparation, implementation, monitoring and evaluation. The hybrid two-day training was composed of lectures, discussions, workshops, pre-tests, post-tests, and satisfaction surveys. The average score increased from 60.55 to 82.66 which is a 36.52% improvement. Satisfaction of participants was 4.43/5. The training was effective and supporting the internalization of quality culture.

INTRODUCTION

High quality governance producing competitive and competent graduates to fulfill societal needs demands solid governance across higher education institutions. SPMI is one of the main instruments to ensure quality (Huldiansyah et al., 2025). SPMI is a series of related and structured components and procedures to the Regulation of the Minister of Education and Science and Technology No. 39 of 2025 mandates higher education institutions to independently maintain and elevate their academic quality through SPMI (Kemdiktisaintek, 2025) replacing the Regulation of the Minister of Research, Technology and Higher Education No. 53 of 2023 (Kemendikbudristek, 2023) has been updated; universities now apply SPMI via the PPEPP cycle (Determination, Implementation, Evaluation, Control, and Improvement) to guarantee that academic standards are met systematically, deliberately, and continuously. The implementation of SPMI is not only for meeting the standards of engaging the entire academic community to foster a shared culture, alongside fulfilling national higher education benchmarks, remains essential for SPMI execution (M. Ramadhan et al., 2025; Wuli, 2025).

Shared habits, mindsets, and values collectively build what is known as a quality culture that guide each person in an organization to continue making continuous improvements (A. Saleh et al., 2025). Fostering an institutional culture centered on quality drives the core purpose of SPMI. When quality culture is integrated comprehensively, higher education institutions can maintain their academic reputation and produce graduates with high competitiveness and strong competencies (H. Adeng et al., 2025). The development of human resources is not the only way to strengthen a quality culture, but also the preparation of quality documents. The level of understanding and commitment of employees at the university is an indicator of the success of the implementation of a quality culture (Diyani et al., 2025). Therefore, the continuous internalization of quality values demands the engagement of all parties (Fadhila & Mahfudah, 2025).

Direct involvement in administrative tasks, academic services, and Tri Dharma initiatives gives staff a pivotal responsibility for sustaining the Quality Assurance System (SPMI). However, most of the new employees are not well versed in the concept of SPMI, the PPEPP cycle, quality documents or their respective roles to support a quality culture in the early stages of employment. This may hinder the effective implementation of quality assurance. Therefore, structured training initiatives are crucial, as their absence may delay effective quality assurance practices (Daud et al., 2025; Sabran et al., 2026).

Training is not only a way to provide knowledge related to regulations, standards, and SPMI mechanisms (Rosyidah et al., 2025) but also a strategy to instill the values of quality, increase awareness of the importance of service quality, and build a shared commitment to carry out a culture of continuous improvement. Training to improve human resource competency along with mentoring is an effective approach to build participants' understanding and capacity to apply acquired knowledge. Community service programs that are designed in a participatory way evaluations combined with practical, direct practice shows a significant increase in participant competency so they are better prepared to implement the training results in their respective work environment (Fikriyati et al., 2025; Purwaningrum et al., 2025). Deeper participant comprehension while fostering an institutional quality culture is successfully driven by targeted SPMI workshops, as evidenced across diverse community service initiatives (Murniarti et al., 2026; Suharyanti et al., 2025; Tommy & Putra, 2019).

The problem experienced by the partners in this community service activity a missing dedicated and thorough SPMI orientation tailored for newly hired staff presents a key challenge in this community service project. Therefore, there are still various perceptions of quality policies, quality standards, the PPEPP cycle and the role of each work unit in supporting the achievement of institutional quality. This makes it difficult to establish a consistent quality culture from the beginning of the employment period. An average pre-test score of 60.55 highlights an initial gap in new hires' understanding regarding SPMI processes. The findings suggest a systematic training program is necessary to improve new employees' knowledge of SPMI in embedding an institutional quality culture throughout the higher education landscape.

Although many community service activities have implemented SPMI training for lecturers, educational staff and quality activists, the training program that is tailored to the needs of new employees as part of internalizing a quality culture is still relatively limited. So this activity is a training model based on the quality culture that is integrated with new employee orientation process. On the basis of these conditions, this community service activity is aimed to improve the understanding of new employees about the Internal Quality Assurance System (SPMI) through training programs based on a quality culture. The participants are expected to have a better understanding of SPMI, their respective roles in the implementation of quality system and a commitment to actively participate in the building of a sustainable quality culture in the university.

IMPLEMENTATION AND METHODS

The community service activity used a training approach based on Participatory Action Research (PAR) (Diyani et al., 2022). This method places the training participants as subjects actively seeking problems, engaging in the learning process and reflecting on their comprehension of the material presented on SPMI (Wijaya et al., 2026; Wuli, 2025). The training participants were Bina Insani University's new employees. This activity is aimed to increase the understanding and competence of new employees in the implementation of SPMI through the delivery of materials, discussions, workshops, and evaluations. The activity implementation was carried out in four stages: preparation, implementation, monitoring and evaluation, as shown in Figure 1.

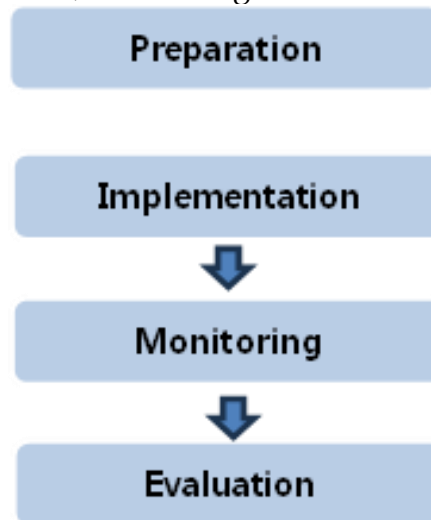


Figure 1. Stages of PkM Implementation

Preparation Stages

During the preparation phase, a series of activities were carried out to ensure the effective running of the community service program. The activity began with a needs analysis through coordination between the Human Resources Unit and the Quality Assurance Center (PPM) at Bina Insani University to map the participant list, their level of understanding of the SPMI, training material needs, and competencies that needed to be improved. The findings from this analysis were then used as the basis for developing training materials tailored to the participants' needs.

Implementation Stages

The training lasted for two days. On the first day, the activity began with a pre-test to assess participants' initial understanding of SPMI, then presented material on the basic concepts of SPMI, the PPEPP cycle, the role of the PPM unit and SPMI tools. While on the second day, the activity was carried out through workshops, discussions, and discussions on the role of lecturers and education personnel in quality culture, the structure of the SPMI document content, problems and follow-up to the implementation of PPEPP and strengthening quality culture. After all the materials were presented, participants were given a

post-test to measure the increase in understanding as a result of the training activities.

Monitoring Stages

The monitoring phase was conducted throughout the training to ensure active participant engagement and the effectiveness of the learning process. The community service team observed participants' attendance, participation, and activeness during material delivery, discussions, and workshops. In addition, the team provided mentoring and consultation sessions to help participants understand the SPMI concept and resolve any challenges that arose during the training. This monitoring also aimed to ensure participants understood and applied the basic concepts of SPMI in carrying out their duties at Bina Insani University.

Evaluation Stages

The final stage is an evaluation of the success of the community service program. The evaluation is conducted through analysis of pre- and post-test results to measure participants' understanding of the SPMI, and through a participant satisfaction questionnaire to determine participants' perceptions of the quality of the training. The evaluation results are then analyzed and compiled into a report to document the activity and provide information for improvements in similar training in the future. Indicators of activity success include: (1) at least 75% of participants actively participating in the entire training series; (2) an increase in participant understanding, as indicated by an increase in post-test scores compared to the pre-test; and (3) an average level of participant satisfaction with the training reaching at least 4.00 on a Likert scale of 1-5.

RESULTS AND DISCUSSION

Participant Profile

Fostering an institutional quality culture drives the effort to boost how Bina Insani University's educational staff and lecturers comprehend as well as apply SPMI, which acts as the core target of this community service project. The training was attended by 9 participants: 5 lecturers and 4 educational staff with a work period of less than 1 year. The training was conducted for 2 (two) days, i.e. June 8-9, 2026. The technical implementation was hybrid where the resource person delivered the material via Zoom, and the participants gathered in Meeting Room 2, Bina Insani University Building, Jalan Raya Siliwangi no. 6, Rawa Panjang, Bekasi.

Activity Output

This activity has resulted in an increase in the understanding of SPMI for the participants as the basis for the implementation of a quality culture in the Bina Insani University. The material was delivered through interactive lectures, discussions and workshops so that participants not only understood the concept but also got an understanding on how SPMI is implemented in their respective work units.

On the first day, the resource person provided an introduction to SPMI and quality culture to provide a basis for participants to understand how higher education higher education quality assurance systems operate. Clarifying continuous quality improvement connections, implementation targets, and foundational SPMI concepts under the Higher Education Quality Assurance System (SPM Dikti) formed the initial segment of the delivery. The resource person then explained the PPEPP cycle (Determination, Implementation, Evaluation, Control and Improvement) as the main mechanism in implementing SPMI. Each step was explained with illustrations on how it is applied in academic and non-academic activities so that participants understand how SPMI is applied in the work environment.

Moreover, the participants were given an introduction to the organizational structure of quality assurance of Bina Insani University, especially the role of Quality Assurance Center (PPM) in coordinating the preparation, implementation, monitoring, evaluation, and development of quality standards. The resource person explained the various SPMI tools such as quality policy documents, quality standards, quality manuals and supporting forms as a way to support the implementation of the PPEPP cycle. The resource person highlighted at the end of the session that the culture of quality is an important factor in the success of SPMI implementation.

Quality culture is the commitment of all academics to do work according to standards, conduct continuous evaluations and make quality a part of daily work habits. During the presentation, participants showed high enthusiasm by interactive discussion and asking various questions about the implementation of SPMI in their work units. The interaction showed that participants were starting to understand the relationship between the implementation of daily tasks and the achievement of institutional quality. The display and interaction between speakers and participants are shown in Figure 2.

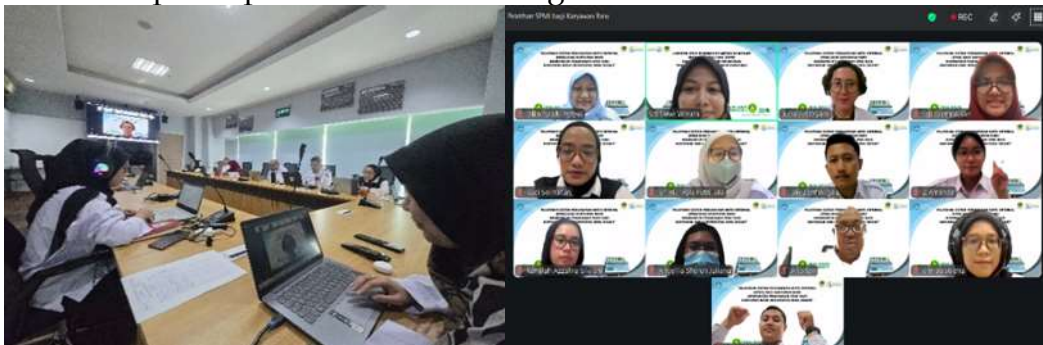


Figure 2. On the First Day, Participants Gathered Offline and the Resource Person Delivered the Material Online

On the second day a presentation was given on the strengthening of quality culture through implementation of SPMI. The material was centered on the application of SPMI in daily work activities so that participants not only understood the concept but also could implement it in accordance with their respective functions and responsibilities.

The success of implementing a quality culture is highly influenced by the involvement of all elements of the university, namely: lecturers and educational staff, the resource person said. Thus, each individual is responsible for applying quality standards in their area of expertise. The discussion continued with an explanation of the structure of the SPMI document, the relationships between quality documents and their use as guidelines for implementing academic and administrative activities.

For the new employees, a participatory discussion and workshop was held to improve their knowledge of the SPMI. In the activity, participants discussed various issues on the implementation of SPMI in their respective work units such as understanding the PPEPP cycle, consistent standard implementation and inter-unit coordination in implementing quality assurance. Then each participant determined the causes of the problems. Next, the participants formulated alternative solutions and documented the results of the discussion for all participants.

The workshop offered participants the opportunity to not only comprehend the concepts of SPMI implementation, but also connect the training material to practical situations they encounter in their work settings. The dynamic discussions allowed for participants to share experiences, exchange best practices and foster a shared understanding of the importance of a quality culture as a starting point for improving quality in higher education. Figure 3 shows the workshop activities.



Figure 3. On the Second Day, Participants Gathered Offline and the Resource Person Delivered the Material Online

Monitoring

The training involved monitoring throughout to ensure that participants were fully engaged and to assess the effectiveness of the delivery of the material. At this stage, the community service team observed the participant's attendance, participation in discussion, active participation during the Q&A session, and the participant's ability to answer the questions given by the resource person. Monitoring revealed that all participants were present and actively involved in the discussion. We monitored participant engagement through an interactive comprehension test session. The resource person posed a number of questions to gauge the participant's understanding of the material presented, including:

Table 1. Monitoring Questions and Instruments

No	Monitoring questions	Monitoring objectives
1	What is the level of understanding of SPMI at Bina Insani University?	To know the participants' understanding of the basic concepts of SPMI.
2	Has the PPEPP cycle been implemented properly?	Identifying participants' understanding of the implementation of the PPEPP cycle.
3	How to implement a quality culture in a university environment?	Assess participants' understanding of the implementation of quality culture.
4	Why do lecturers and education staff need to understand SPMI?	Measuring participants' understanding of the role of the academic community in implementing SPMI.
5	Does having an SPMI certificate reflect a person's level of understanding?	Exploring participants' perceptions regarding SPMI competency and certification.
6	Is the implementation of SPMI monitored and evaluated by the government?	Assess participants' understanding of the SPMI monitoring mechanism.
7	Why is every university required to implement SPMI?	Identifying participants' understanding of the objectives and urgency of implementing SPMI.
8	What impacts will arise if SPMI is not implemented?	To find out participants' understanding of the consequences of not implementing SPMI.

Participants' understanding of the material presented during the training was assessed using the eight monitoring questions. These questions not only showed the mastery of fundamental concepts related to SPMI, but also included an understanding of the implementation of the PPEPP cycle, the application of a quality culture, the role of lecturers and educational staff in quality assurance, SPMI monitoring and evaluation mechanisms, and the urgency of implementing SPMI in higher education. In addition, participants were asked to mention the reasons and examples of implementation based on their experience in their respective work units. So that the community service team can assess their level of understanding and their ability to relate the training material to real-world practices within Bina Insani University.

Besides answering questions from the speakers, the participants also had the opportunity to share experiences, express their views and ask questions related to the implementation of SPMI in their respective work units. The discussed issues were: implementation of standard content, priority quality documents of each work unit, the role of study program heads in implementing SPMI, development of new standards and obstacles in implementing quality standards. The discussion was very lively which showed the enthusiasm of the participants to understand the implementation of SPMI in Bina Insani University.

Evaluation

The evaluation was carried out by referring to the results of the participants' answers in the pre-test and post-test, so that the increase in participants' understanding can be seen as shown in Figure 4.

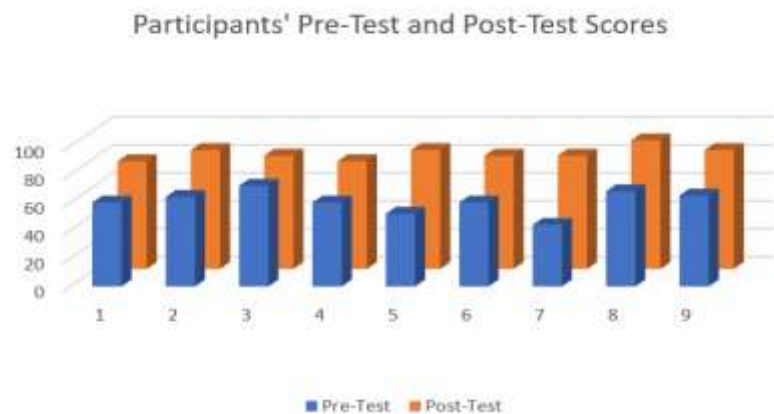


Figure 4. Level of Participant Understanding

The pre-test and post-test evaluations each consisted of 30 questions designed to measure participants' level of understanding of the SPMI. The evaluation instrument covered five dimensions:

Table 2. Aspects and Indicators of Pre-test and Post-test Instruments

Dimensions	Indicator	Number of questions
Basic concepts of SPMI	Understand the meaning, objectives and basic principles of SPMI	6
PPEPP Cycle	Understanding the stages of Determination, Implementation, Evaluation, Control, and Improvement	6
SPMI Document	Understand quality policies, standards, manuals and supporting documents	6
Implementation of SPMI	Understanding the implementation of quality	6

	standards, the role of lecturers and educational staff in PPEPP	
Quality Culture	Understanding the concept of quality culture and its application in continuous quality improvement	6
Total Question Items		30

Training for the implementation of the SPMI System has been proven to improve participants' understanding, as evidenced by several previous community service activities. Figure 4 demonstrates that the pre-test results (blue) and the post-test results (orange) indicate an increase in understanding on the part of the participants after participating in the training. In the pre-test, participants had an average score of 60.55 which increased to 82.66 in the post-test. The increase of 36.52% shows that the quality culture-based training programme is effective to improve the new employees understanding of SPMI implementation at Bina Insani University.

This community service activity is intended to increase understanding of SPMI for new employees through a training programme with a quality culture-based approach. The results indicated that the training was successful in achieving its objective of enhancing participants' comprehension of the presented material. The activity was also evaluated in terms of participant satisfaction with the training and evaluation of improved understanding by pre- and post-tests. After the activity, a satisfaction survey was done through a questionnaire with nine questions in a Likert scale of 1–5, being 1 very dissatisfied and 5 very satisfied. Satisfaction levels of the participants were analysed and results are shown in Figure 5.



Figure 5. Participant Satisfaction Training

As can be seen in Figure 5, all aspects were rated higher than 4.20 on a maximum scale of 5.00, meaning that the training was rated as very good by the participants. Quality of the Training Materials had the highest average score at 4.67, indicating that the material presented was thought to be consistent with the training objectives, easy to understand and able to facilitate an understanding of the SPMI. The Time Allocation for the Training Sessions scored the lowest among the other aspects with an average of 4.22. However, this score is still in the very good range and shows that the time allocated to training was generally in line with the expectations of the participants.

Similarly, the score of Trainer's Delivery Method was 4.56, Trainer Responsiveness to Participants, Relevance of the Training Materials to Participants' Needs, Clarity of the Training Materials, and Participants' Interest in the Training Programme were 4.44 each. Suitability of Material and Overall Satisfaction of Participants 4.33 The average participant satisfaction rating overall was 4.43, which shows that the training was well received by the participants. The high level of satisfaction is indicative that the training method, which included the delivery of material, interactive discussion, question and answer sessions, and workshops, met the needs of the participants and supported the learning process effectively. The finding is also in line with the increase in the average pre- and post-test scores, indicating that the training not only increased the participants' understanding of the Quality Assurance System (SPMI), but also provided a satisfying learning experience. So, a training programme based on quality culture can be an effective strategy to encourage internalisation of SPMI in new employees at Bina Insani University.

CONCLUSIONS AND RECOMMENDATIONS

The effectiveness of the training was mirrored in better results of participant evaluation. Average pre-test score was 60.55 and increased to 82.66 in the post test (36.52% increase). This finding indicates that the training has improved the participants' understanding of the material presented and improved their readiness to apply SPMI in accordance with their respective duties and responsibilities in their respective work units. In addition, the satisfaction survey had an average score of 4.43 on a 1–5 Likert scale, which is very good. The quality of the material, the competence of the speakers, the delivery method and the overall implementation of the training were rated positively by the participants. But this training was not only about increasing knowledge, it was also a way for new employees to internalise a culture of quality. The participatory learning made it possible for the participants to not only understand the regulations and mechanisms for the implementation of SPMI but also to connect these concepts to real-world situations at the workplace. Therefore, a training programme based on quality culture is an effective strategy for developing the awareness, commitment and active participation of new employees in supporting the sustainable implementation of SPMI at Bina Insani University. This activity is expected to contribute to the strengthening of the culture of quality and support the improvement of governance and quality of higher education delivery.

The SPMI training programme for new employees needs to be implemented continuously and integrated into the employee orientation programme at Bina Insani University, so from the beginning of employment, every employee has a uniform understanding of the quality assurance system. In addition, the follow-up mentoring programme is required, through direct implementation in the work units, regular monitoring and further training related to the implementation of the PPEPP cycle, the preparation of quality documents and Internal Quality Audits (AMI). The following activities are evaluated not only through pre-tests, post-tests, and satisfaction surveys but also can evaluate the long-term impact in the change of work behaviour, compliance with quality standards, and contribution of the participants in the implementation of a quality culture in the university environment.

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