

An Integrative Conceptual Model for Addressing Quality Management and Accreditation Issues in Islamic Educational Institutions

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Abstract

Islamic educational institutions in Indonesia, ranging from primary schools to higher education institutions, continue to face significant challenges in quality management and accreditation. Policy fragmentation between the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) and the Ministry of Religious Affairs (Kemenag), inadequate implementation of the Internal Quality Assurance System (Sistem Penjaminan Mutu Internal SPMI), a predominantly reactive quality culture, and the limited adoption of digital technologies have contributed to organizational inefficiencies and structural dysfunctions. This study aims to develop an integrative conceptual model to unify quality assurance and accreditation systems within Islamic educational institutions in a more coherent, efficient, and sustainable manner. This study employed a literature review design using a qualitative content analysis approach. Data were collected from regulatory documents, peer reviewed journal articles, institutional reports, and scholarly publications related to educational quality assurance and accreditation. The data were analyzed thematically through four stages: topic identification, issue categorization, theoretical interpretation, and conceptual model synthesis. The findings reveal three major challenges affecting the quality assurance system in Islamic education: (1) the weak implementation of the Internal Quality Assurance System (SPMI); (2) the predominance of compliance oriented accreditation practices that emphasize administrative formalities rather than continuous quality improvement; and (3) disparities in digital infrastructure and technological capacity across educational institutions. To address these issues, this study proposes the Conceptual Quality–Accreditation Integration Model (MIMA), which is built upon four strategic pillars: regulatory harmonization, integration of the Plan–Do–Check–Act (PDCA) quality management cycle, AI driven quality digitalization, and multi stakeholder collaboration. The proposed model is expected to improve administrative efficiency, reduce accreditation costs, strengthen institutional quality culture, and increase stakeholder participation in sustainable quality assurance practices. Accordingly, this study recommends harmonizing quality assurance policies across relevant ministries, allocating School Operational Assistance (BOS) funds to strengthen institutional quality capacity, and establishing Provincial Quality Innovation Centers to facilitate the implementation of integrated quality management in Islamic educational institutions. The proposed model provides a conceptual framework for developing a more integrated, adaptive, and sustainable quality governance system capable of responding to the challenges of digital transformation in Islamic education.

Keywords: quality management; accreditation; Islamic educational institutions; Internal Quality Assurance System (SPMI); conceptual model; digital transformation; PDCA; artificial intelligence.

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INTRODUCTION

Islamic education in Indonesia, comprising more than 82,000 madrasahs and approximately 1,200 Islamic Higher Education Institutions (Perguruan Tinggi Keagamaan Islam—PTKI), faces a complex quality paradox amid ongoing educational reforms (Basyit, 2018). According to data from the Ministry of Religious Affairs reported in the Annual Report of the Ministry of Finance, participation in Islamic education increased by an average of 3.8% annually during the 2020–2023 period. However, this quantitative growth has not been accompanied by corresponding improvements in educational quality indicators (IdScore, 2025; Kementerian Keuangan, 2025). These findings are further supported by the results of the 2022 National Assessment, which revealed that madrasah students scored, on average, 12 points lower in literacy than students attending general schools. Furthermore, the Directorate General of Islamic Education reported in 2023 that only 29% of the 1,200 PTKIs were classified as leading higher education institutions based on the Key Performance Indicators for Higher Education Institutions (Indikator Kinerja Utama Perguruan Tinggi) (CNBC Indonesia, 2024; detikedu.com, 2024; Kompasiana.com, 2022; Narasipost.com, 2024). These findings indicate that the expansion of Islamic education has not yet been accompanied by sustainable quality improvement.

One of the fundamental causes of this problem lies in the fragmented quality assurance system and the lack of alignment among regulatory instruments governing educational quality. Since the implementation of the Regulation of the Minister of Education, Culture, Research, and Technology No. 28 of 2016 concerning the Internal Quality Assurance System (Sistem Penjaminan Mutu—SPM), followed by the issuance of the Minister of Religious Affairs Decree No. 184 of 2023 on the Internal Quality Assurance System (SPMI) Guidelines for Madrasahs (Arif et al., 2024; Muslihah et al., 2024), alongside the accreditation regulations established under the Regulation of the Minister of Education and Culture No. 13 of 2018 concerning the establishment of the National Accreditation Board for Schools/Madrasahs (BAN S/M) (Muslihah et al., 2024), overlapping standards and duplicated quality assurance instruments have emerged. Previous studies indicate that while SPMI emphasizes continuous internal managerial improvement through the Plan–Do–Check–Act (PDCA) cycle, BAN S/M focuses primarily on external evaluation based on the National Education Standards (Arif et al., 2024). This regulatory inconsistency has substantially increased administrative workloads. Evidence from field studies involving twelve madrasahs demonstrates that quality management activities are predominantly oriented toward preparing accreditation documents rather than fostering continuous institutional improvement. Furthermore, accreditation is frequently perceived merely as an administrative requirement rather than a mechanism for genuine quality enhancement. Several studies have reported that many madrasah teachers regard quality assurance processes as documentation exercises intended solely for accreditation assessors instead of opportunities for institutional reflection and sustainable quality development (Muslihah et al., 2024; Salehoddin & Rony, 2022).

These challenges are further exacerbated by the slow pace of digital transformation within Islamic educational institutions. Mapping studies conducted across thirty six leading madrasahs revealed that approximately 92% continue to rely on offline spreadsheet based systems for quality management, requiring an average of fifteen hours per week for data entry and documentation. More critically, none of these institutions has successfully integrated its quality management processes with the information systems managed by the Ministry of Religious Affairs. Existing digital platforms, such as EMIS and SIMPATIKA, have not effectively addressed this issue because they remain incompatible with the digital accreditation system operated by BAN S/M. Consequently, these systemic inefficiencies have generated substantial financial and organizational burdens. Each institution is

estimated to spend approximately IDR 28 million annually on redundant documentation processes, while nearly 72% of teachers report experiencing administrative burnout. Moreover, the credibility of accreditation itself has increasingly been questioned, as approximately 47% of madrasahs accredited with an "A" ranking still perform below the national average in standardized examinations (Jayana, 2021; Kompasiana.com, 2022; Trisoni, 2016; Veirissa, 2021).

Previous studies have examined various aspects of quality management and accreditation within Islamic educational institutions; however, these investigations have generally remained fragmented and sector specific. Nadifa et al. (2024) highlighted the excessive administrative burden experienced by madrasah teachers due to inefficient quality management procedures. Ristianah and Ma'sum (2022) discussed the theoretical foundations of quality management in education, whereas Sukirman et al. (2023) focused on the implementation of integrated quality management from a holistic perspective. Meanwhile, Triyanto et al. (2024) analyzed the historical evolution of quality management practices. Despite these valuable contributions, none of these studies has comprehensively integrated regulatory frameworks, internal quality assurance cycles, digital technologies, and multi stakeholder collaboration into a unified conceptual model applicable across different levels of Islamic education. This gap highlights the need for a more comprehensive systems based approach capable of addressing the increasingly complex governance challenges facing Islamic educational institutions in the digital era.

Accordingly, this study seeks to develop an integrative conceptual model that addresses the dysfunctions of quality management and accreditation across Islamic educational institutions. Specifically, the study responds to persistent challenges associated with weak implementation of the Internal Quality Assurance System (SPMI), fragmented regulatory frameworks, reactive quality cultures, and limited digital integration. The central research question guiding this study is: How can an integrative conceptual model be designed to effectively unify the Internal Quality Assurance System (SPMI) and accreditation processes into a coherent, efficient, and sustainable quality assurance framework for Islamic educational institutions?

This study proposes that integrating regulatory harmonization, the PDCA quality management cycle, an interoperable digital quality assurance platform, and multi stakeholder collaboration can establish an adaptive and sustainable quality ecosystem capable of responding to systemic challenges in Islamic education. To address this research question, the study adopts a comprehensive literature review approach by critically analyzing scholarly publications, regulatory documents, previous empirical studies, and policy practices concerning quality assurance and accreditation. The synthesis of these sources is expected to generate a theoretically grounded and practically applicable conceptual model that contributes to strengthening quality governance and accreditation systems within Islamic education in the era of digital transformation.

METHODS

This study employed a library research approach as its primary methodological framework to develop an integrative model for addressing quality management and accreditation challenges within Islamic educational institutions (George, 2008). Library research was selected because the primary objective of this study was to construct a conceptual framework through critical analysis and theoretical synthesis of credible and relevant scholarly literature (Darmalaksana, 2020). The review involved an in depth examination of regulatory documents, scholarly journal articles, and institutional reports

concerning quality management systems and accreditation practices in Islamic education (Sugiyono, 2013, 2021).

To ensure analytical rigor and data relevance, the literature sources were selected according to predetermined inclusion criteria, as presented in Table 1.

Table 1. Data Collection Sources and Selection Criteria

Source Category	Type of Data	Selection Criteria
Educational Regulations	Ministerial Regulations, Ministry of Religious Affairs Decrees, Internal Quality Assurance System (SPMI) Guidelines, Accreditation Instruments of BAN S/M and BAN PT	Nationally applicable regulations issued by authorized government institutions and directly related to quality assurance and accreditation systems
Scholarly Articles	National academic journals	Published within the last five years and relevant to educational quality, accreditation, and educational management
Research Reports	Institutional and individual research reports, conference proceedings	Focused on Islamic educational quality and governance transformation
Policy Studies	Policy evaluations and academic reviews of educational regulations	Published by official institutions or recognized educational policy research organizations
Institutional Documents	Technical guidelines, operational manuals, and institutional performance reports	Issued by official educational institutions and directly related to the implementation of quality assurance and accreditation

All collected data were analyzed using qualitative content analysis, following a systematic procedure consisting of four analytical stages (Gläser Zikuda et al., 2020; Kleinheksel et al., 2020). The analytical framework is presented in Table 2.

Table 2. Content Analysis Procedures

Content Analysis Stage	Description	Purpose
Topic Identification	Identifying the primary focus of the review based on the research objectives and available literature	To ensure that the analysis remains focused on the central research theme
Categorization of Major Issues	Organizing the collected data into thematic categories based on recurring patterns, similarities, and relationships	To simplify and systematically classify complex information into meaningful analytical units
Theory Based Interpretation	Interpreting the findings using relevant theoretical frameworks and conceptual perspectives	To provide scientific validity and theoretical depth to the categorized findings
Conceptual Model Synthesis	Integrating the interpreted findings into a structured conceptual framework	To formulate a comprehensive conceptual model capable of explaining the phenomenon both theoretically and practically

To enhance the validity and reliability of the findings, source triangulation was employed. This process involved comparing evidence obtained from multiple independent sources in order to minimize subjective bias, verify data consistency, and strengthen the credibility of the synthesized findings. The triangulation procedure is summarized in Table 3 (Marton & Saljo, 1976).

Table 3. Data Validation Through Source Triangulation

Triangulation Step	Description	Purpose
Cross Source Comparison	Comparing information obtained from different sources addressing the same issue or phenomenon	To evaluate data consistency and identify potential bias
Verification of Findings	Clarifying discrepancies among sources whenever inconsistencies were identified	To ensure the accuracy and reliability of the collected evidence
Integration of Triangulated Evidence	Synthesizing consistent findings from multiple sources into a unified analytical framework	To strengthen data validity and support objective and comprehensive interpretation

The final outcome of this literature review is the development of the Conceptual Quality–Accreditation Integrative Model (MIMA). The model is constructed through thematic synthesis based on four interrelated dimensions: (1) regulatory harmonization, (2) the Plan–Do–Check–Act (PDCA) quality cycle, (3) quality digitalization, and (4) multi stakeholder collaboration. These four dimensions collectively establish an adaptive and sustainable quality assurance ecosystem for Islamic educational institutions in the era of digital transformation.

RESULTS & DISCUSSION

Results

The literature synthesis indicates that quality assurance and accreditation across Islamic educational institutions from madrasahs (RA/MI, MTs/MA) to Islamic Higher Education Institutions (PTKI) remain characterized by a considerable gap between policy formulation and practical implementation. Although the Internal Quality Assurance System (SPMI) requires every institution to establish quality policies, standards, standard operating procedures (SOPs), and a sustainable quality culture (Lembaga Penjaminan Mutu (LPM), 2021), empirical studies demonstrate that implementation remains inconsistent.

The review reveals that continuous professional development constitutes one of the most critical determinants of successful quality assurance implementation. Regular training programs improve teachers' competence and motivation, thereby contributing positively to institutional quality (Setiyani, 2018). Nevertheless, many Islamic educational institutions continue to experience limited dissemination of SPMI policies, insufficient training opportunities, and inadequate financial support for quality improvement initiatives. Consequently, quality assurance activities are frequently implemented only to satisfy administrative requirements rather than to establish continuous quality improvement.

The findings further indicate that internal communication significantly influences the effectiveness of quality management. Institutions with systematic and participatory communication mechanisms demonstrate better organizational performance in managing quality documentation and administrative services (Dinata & Setyaningsih, 2023).

Another major finding concerns the accreditation system itself. Although the accreditation paradigm has gradually shifted from administrative compliance toward performance based assessment, many institutions still prioritize documentation completion over substantive educational improvement (Kristina, 2022; Luci, 2020; Nikmarijal, 2025). Accreditation activities frequently focus on preparing administrative evidence, while innovations in teaching and professional development receive comparatively limited attention.

The review also identifies weak policy integration across educational levels. Recent initiatives such as the Love Based Curriculum (Kurikulum Berbasis Cinta) introduced by the Ministry of Religious Affairs illustrate efforts to strengthen collaboration across madrasah levels (Pendis, 2025). However, curriculum development and quality assurance mechanisms between madrasahs and PTKI remain insufficiently coordinated. As a result, quality documents including lesson plans and quality manuals are often produced merely to satisfy institutional requirements without systematic evaluation (Pettalongi, 2016; Tanjung et al., 2022).

At the higher education level, PTKI institutions have demonstrated encouraging progress. The Directorate of Islamic Higher Education reported that 27 State Islamic Higher Education Institutions (PTKIN) achieved Excellent Accreditation in 2024 (Hamdi, 2024). Furthermore, digital innovations including the integrated Siladiktis platform and the establishment of Indonesia's first Cyber Islamic University illustrate growing institutional commitment toward digital transformation (Hamdi, 2024; Sakdiyah, 2011; Sulaiman & Wibowo, 2016).

Overall, the literature demonstrates that although quality assurance regulations and accreditation standards have been formally established, their implementation remains fragmented across institutional levels. Teacher capacity development, documentation systems, and quality culture have not yet been fully integrated into sustainable institutional practices. Consequently, quality assurance continues to be dominated by administrative compliance rather than continuous institutional improvement (Direktorat Perguruan Tinggi Keagamaan Islam, 2025; Salehoddin & Rony, 2022).

The first factor concerns fragmented governance between the Ministry of Education, Culture, Research, and Technology and the Ministry of Religious Affairs. Parallel regulations governing quality assurance and accreditation frequently overlap, creating inconsistencies in implementation (Kementerian Pendidikan dan Kebudayaan, 2020, 2022). Likewise, the Internal Quality Assurance System (SPMI) developed by the Ministry of Religious Affairs has not been fully synchronized with accreditation instruments developed by BAN S/M, forcing institutions to prepare multiple sets of quality documents (Mukhlisin, 2021; Ikwandi, 2022).

The second factor is the predominance of a reactive quality culture. The reviewed studies consistently indicate that quality assurance activities are commonly intensified only prior to accreditation visits and decline afterward. Consequently, institutional resources are disproportionately allocated toward documentation rather than sustainable quality improvement. Several studies further demonstrate that integrating Islamic spiritual values into educational leadership may encourage the development of intrinsic motivation and strengthen authentic quality culture (Dinata et al., 2024; Dinata & Setyaningsih, 2024b; Dinata & Andriani, 2025; Rusyanti & Dinata, 2025).

The literature also reports widespread impression management practices, whereby institutions emphasize attractive documentation and symbolic compliance instead of substantive educational improvement (Dinata, Dalillah, et al., 2025; Hasri et al., 2025; Fitrah, 2017). Such practices weaken the credibility of accreditation as an instrument for quality enhancement.

The third factor involves insufficient digital integration within quality assurance systems. Existing digital platforms remain fragmented, requiring institutions to repeatedly submit similar information to different systems. This duplication substantially increases administrative workload while limiting opportunities for data driven quality improvement.

Based on the synthesized literature, this study formulates the Conceptual Integrated Quality Accreditation Model (MIMA) as an integrative framework designed to overcome the identified systemic challenges. The model comprises four interrelated dimensions:

1. Regulatory Harmonization, which integrates quality assurance regulations issued by different ministries through policy synchronization and joint governance mechanisms (Dinata & Andriani, 2025; Hasyim et al., 2024).
2. Integrated PDCA Cycle, which embeds the Plan–Do–Check–Act quality cycle directly into accreditation processes, enabling accreditation to function as a component of continuous quality improvement rather than a separate administrative exercise (Khairunisa et al., 2026).
3. Integrated Digital Platform, incorporating single entry data management, AI assisted gap analysis, and automated documentation to reduce administrative duplication and improve institutional efficiency (Dinata & Setyaningsih, 2024c; Setyaningsih et al., 2025).
4. Multi stakeholder Collaboration, involving Islamic educational institutions, government agencies, higher education institutions, and industry partners to establish a collaborative ecosystem supporting sustainable quality enhancement (Dinata, Dalillah, et al., 2025; Dinata & Andriani, 2025).

The literature further suggests that phased implementation of the MIMA model could substantially improve institutional quality management. Initial implementation is projected to begin with digitalizing SPMI in selected Islamic primary schools, followed by curriculum integration at the secondary level and research oriented quality development within PTKI institutions (Dinata & Setyaningsih, 2024b). National implementation is proposed through a two stage roadmap consisting of pilot implementation followed by nationwide replication using a train the trainer approach (Khairunisa et al., 2026). The projected outcomes include significant reductions in administrative workload and accreditation costs, increased teacher participation in quality improvement initiatives, enhanced digital literacy among students, and improved alignment between accreditation documentation and actual institutional practices (Andriani et al., 2026; Khairunisa et al., 2026).

Discussion

The findings demonstrate that the primary challenge facing Islamic educational institutions is not the absence of quality assurance regulations but rather the fragmentation of governance, implementation, and institutional practices. Although SPMI and accreditation frameworks have been widely adopted, they continue to operate as parallel systems, generating duplication of documentation and excessive administrative burdens. This finding supports previous studies emphasizing that fragmented governance reduces the effectiveness of educational quality assurance (Mukhlisin, 2021; Ikwandi, 2022).

Furthermore, the predominance of reactive quality culture confirms that accreditation remains largely compliance oriented rather than improvement oriented. The tendency to prioritize documentation over educational innovation illustrates the persistence of symbolic quality management practices. Similar observations have been reported by Luci (2020), Nikmarijal (2025), and Fitrah (2017), who argue that accreditation should function as a mechanism for institutional learning rather than merely administrative evaluation.

Another important contribution of this study lies in emphasizing digital transformation as a strategic enabler of sustainable quality assurance. Unlike previous studies that primarily discussed digitalization from an administrative perspective, the proposed MIMA framework positions digital platforms as integrated decision support systems capable of connecting quality assurance, accreditation, institutional monitoring, and continuous improvement within a unified ecosystem.

This study also extends previous research by integrating four dimensions regulatory harmonization, PDCA based continuous improvement, digital transformation, and multi stakeholder collaboration into a single conceptual framework. Existing studies generally examine these dimensions separately, whereas the proposed model demonstrates their interdependence in establishing an adaptive quality assurance ecosystem for Islamic education.

Despite its conceptual contribution, this study has several limitations. The proposed MIMA model is derived exclusively from literature synthesis and has not yet undergone empirical validation. Consequently, future studies should employ qualitative, quantitative, or mixed method approaches to evaluate the effectiveness, feasibility, and scalability of the model across diverse Islamic educational institutions. Empirical validation will be essential for refining the conceptual framework and supporting evidence based policy development for quality assurance and accreditation in Islamic education.

CONCLUSION

This study demonstrates that quality management and accreditation within Islamic educational institutions continue to face substantial systemic challenges across all educational levels. The literature synthesis indicates that the limited implementation of the Internal Quality Assurance System (SPMI), excessive administrative burdens, fragmented regulatory frameworks, and unequal digital transformation remain the primary obstacles to establishing a sustainable quality assurance ecosystem. These challenges originate from three interconnected systemic factors: fragmented governance between the Ministry of Education, Culture, Research, and Technology and the Ministry of Religious Affairs, the persistence of a reactive quality culture that prioritizes administrative compliance over continuous improvement, and insufficient integration of digital technologies into quality assurance practices.

To address these issues, this study proposes the Conceptual Integrated Quality Accreditation Model (MIMA) as a comprehensive framework that integrates four strategic dimensions: regulatory harmonization, the integration of the Plan–Do–Check–Act (PDCA) quality cycle, an integrated digital quality assurance platform, and multi stakeholder collaboration. Collectively, these dimensions are expected to establish a more coherent, efficient, and sustainable quality assurance system capable of strengthening institutional governance across Islamic educational institutions.

The projected implementation of the proposed model suggests considerable potential for reducing administrative workloads, lowering accreditation costs, improving institutional efficiency, and shifting accreditation from a documentation oriented process toward a continuous quality improvement mechanism. More importantly, the proposed framework contributes conceptually by integrating regulatory, managerial, technological, and collaborative perspectives into a single quality assurance model, thereby addressing a gap that has received limited attention in previous studies on Islamic education.

Nevertheless, this study is limited by its reliance on a library research approach and conceptual synthesis without empirical validation. Consequently, the effectiveness and practicality of the proposed MIMA model require further investigation through qualitative, quantitative, or mixed methods research conducted across various Islamic educational contexts. Future studies are also encouraged to evaluate the implementation of the model in different regions and educational levels to examine its scalability, adaptability, and long term impact on institutional quality improvement.

Overall, the proposed MIMA framework offers a strategic conceptual foundation for transforming quality assurance and accreditation in Islamic education from an administrative obligation into a sustainable quality culture. Its successful implementation, however, will depend upon strong policy harmonization, institutional commitment, technological readiness, and active collaboration among government agencies, educational institutions, accreditation bodies, and other relevant stakeholders.

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