

*Research Article*

## The Effectiveness of SPMI in Improving Academic and Non-Academic Performance at Private Universities in Medan City

Rahmad Dani <sup>1\*</sup>, Ayu Andira <sup>2</sup>, Mardiah Hasanah Nasution <sup>3</sup>, Zakia Fadila <sup>4</sup>

<sup>1</sup> Akademi Akuntansi YPK Medan, Indonesia : [rahmad76.danii@gmail.com](mailto:rahmad76.danii@gmail.com)

<sup>2</sup> Akademi Akuntansi YPK Medan, Indonesia

<sup>3</sup> Akademi Akuntansi YPK Medan, Indonesia

<sup>4</sup> Politeknik Ganesha, Indonesia

\* Author's correspondence: Rahmad Dani

**Abstract** Private Universities (PTS) in Medan City face major challenges in improving academic and non-academic quality sustainably. This study aims to evaluate the effectiveness of the Internal Quality Assurance System (SPMI) in supporting the improvement of the performance of both aspects. Using an associative quantitative approach, data were collected through questionnaires from 75 respondents consisting of leaders, lecturers and quality assurance staff at 15 selected PTS in Medan. The analysis was conducted using simple linear regression. The results showed that the effectiveness of SPMI had a positive and significant effect on academic and non-academic performance. The determination coefficient value of 55.6% for academic performance and 65.7% for non-academic performance showed a substantial contribution of SPMI in improving institutional performance. These findings indicate that SPMI which is implemented consistently and comprehensively can be a strategic tool in building a quality culture that has an impact on strengthening the quality of learning, student activities and overall institutional governance. Therefore, strengthening the implementation of SPMI in the PTS environment is a crucial step to realize superior and competitive higher education.

**Keywords** :SPMI, Academic Performance, Non-Academic Performance, Quality Culture, Medan PTS.

### 1. Introduction

Private Universities (PTS) in Medan City experience quite complex dynamics in carrying out the function of higher education. Academic and non-academic performance are two main aspects that continue to receive attention from various parties. Many PTS are trying hard to improve the quality of educational services, but not all of them have succeeded in achieving the expected standards. The quality of graduates, accreditation achievements, and student activity achievements are important indicators in assessing institutional performance. Various challenges arise, both from internal and external campuses.

The development of the era demands educational institutions to move quickly and be adaptive to change. In the midst of increasingly tight competition, PTS is required to not only excel in academics, but also demonstrate competitiveness through non-academic activities. Students are not only assessed from the cumulative achievement index, but also from active participation in organizations, competitions and community service. Weaknesses in building a

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holistic educational ecosystem are still a fundamental problem. Improvement efforts are something that must be done.

The quality of higher education cannot be separated from the internal quality assurance system (SPMI) implemented in each university. PTS in Medan has various approaches in implementing this system, depending on the readiness of resources and the commitment of the leadership. SPMI should be the backbone in ensuring that every educational process runs according to standards. However, the reality is that there are still many institutions that implement SPMI only as a formality for accreditation documents. Incomplete understanding is an obstacle in optimizing the potential of SPMI.

Evaluation of the implementation of SPMI is a crucial step to determine the extent of its effectiveness in improving institutional performance. PTS that have a strong quality assurance system tend to be more prepared to face external audits and national accreditation. However, there are still many who are confused in translating the PPEPP cycle (Determination, Implementation, Evaluation, Control and Improvement) into real practice. Differences in the quality of implementation between PTS show gaps in the quality of internal management. This situation raises questions about consistency and seriousness in developing a quality culture.

Human resource factors are also one of the determinants of the success of SPMI implementation. Many lecturers and education personnel do not yet understand their role in the quality cycle, so that SPMI implementation does not run optimally. Less intensive training and socialization are one of the causes of this weak understanding. When the system is not supported by adequate HR capacity, the results achieved will not be optimal. The role of leadership in building a quality culture is the main key.

In the context of non-academic performance, many private university students in Medan have extraordinary potential but lack the space to develop. Limited facilities and funding are the main challenges in fostering student activities. In fact, non-academic achievements are very important to shape the character and competitiveness of graduates in the world of work. Student organizations are often under-empowered because the focus of the institution is still solely on academic aspects. As a result, students' potential is not optimally explored.

Various cases show that institutions that are serious about developing a quality system tend to experience improvements in two aspects at once: academic and non-academic. A thorough planning process, disciplined implementation, and continuous evaluation are the main characteristics of institutions that have successfully implemented SPMI consistently. Students receive better educational services, both in terms of teaching and the overall campus experience. Collaboration between units within the institution also becomes more harmonious. This shows that the success of SPMI is highly dependent on system integration and collective awareness.

It is undeniable that the role of SPMI is also very important in maintaining the sustainability of educational institutions. In the long term, institutions that implement SPMI well will have stronger competitiveness in the increasingly open education market. In addition, the public also has more trust in institutions that have a strong quality culture. This trust will have an impact on increasing the number of applicants and the quality of new students. PTS in Medan needs to realize that the quality system is not just an administrative obligation, but a strategic need.

The government through higher education policies has encouraged the implementation of SPMI comprehensively in all universities. However, the success of the implementation still depends on the commitment of each institution. Many PTS do not yet have complete SPMI documents and still have difficulty in implementing the quality cycle sustainably. Internal monitoring and evaluation activities are often carried out simply to fulfill obligations. The discontinuity between planning and implementation is a classic problem that continues to recur.

Interest in the title “Effectiveness of SPMI in Improving Academic and Non-Academic Performance in Private Universities in Medan City” stems from the desire to understand more deeply how the quality system works in the field. Many questions arise regarding whether SPMI is truly capable of becoming a tool for institutional transformation, or is merely a formality. This study is expected to describe the real conditions of SPMI implementation in Medan PTS and its impact on improving performance. By focusing on two main aspects—academic and non-academic—this study will provide a comprehensive view of the effectiveness of the internal quality system. The results are expected to be input for policy makers at the institutional and government levels.

## **2. Literature Review**

### **Grand Theory: Total Quality Management (TQM)**

Total Quality Management (TQM) is a management approach that is oriented towards improving quality comprehensively in all lines of the organization, including in higher education. This concept was first developed in the industrial world, but over time, its application has expanded to the education sector to ensure consistent quality of education services. In the context of higher education, TQM is the main framework in developing a quality culture and internal quality assurance system. This approach emphasizes continuous improvement, involvement of all members of the organization, and a focus on customer satisfaction, in this case students and other stakeholders. Therefore, TQM is very relevant to be used as a grand theory in examining the effectiveness of SPMI.

In the implementation of TQM in higher education, there are three main elements that must be considered, namely customer orientation (student centered), continuous improvement, and involvement of all parties (total involvement) (Kanji & Tambi, 1999). These three aspects are in line with the principles carried out in SPMI in the higher education environment, especially in ensuring academic and non-academic quality. With the basis of TQM, educational institutions can build a system that is adaptive, reflective and proactive to the needs of users of educational services. Therefore, TQM becomes a strong foundation in understanding how quality systems can improve the performance of institutions as a whole.

TQM implementation requires commitment from top management, active participation of all staff, and systematic performance measurement. In PTS environment, this is often a challenge due to limited resources and weak internalized quality culture. However, when TQM elements can be implemented consistently, then its effect on improving quality both in academic and non-academic matters can be felt in real terms (Owlia & Aspinwall, 1996). Awareness of the importance of each individual's role in maintaining quality is a value that must continue to be built in the institution.

TQM also emphasizes the importance of data and information as a basis for quality decision making. This supports the SPMI practice that emphasizes the PPEPP cycle. The existence of a quality management information system is an important instrument in documenting the process and results of periodic quality evaluations. The application of TQM principles within the SPMI framework will provide a clear and measurable direction in every quality improvement program in private universities (Sallis, 2014).

In the context of this research, TQM is not only a theoretical foundation, but will also be used as an analytical lens on how PTS in Medan City translates quality values into real actions. This theory helps to see the effectiveness of SPMI not only from the procedural side, but also from the perspective of organizational culture, leadership and participation. Therefore, Total Quality Management is chosen as a grand theory because it provides a comprehensive framework for evaluating quality systems in higher education (Deming, 1986).

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## Academic Performance

Academic performance is the main indicator of the success of higher education institutions. This aspect includes student learning achievement, lecturer teaching quality, and academic outputs such as research and scientific publications. In the PTS environment, academic performance is often the main benchmark in achieving accreditation and public trust. Therefore, monitoring and developing academic performance are the main concerns in the internal quality assurance system (Arifin, 2017).

Several factors that influence academic performance include relevant curriculum, lecturer quality, facilities and infrastructure, and good academic management. Lecturers as the front line in the academic process must have adequate pedagogical, professional and social competencies. Evaluation of the learning process must also be carried out periodically to ensure the achievement of learning outcomes. In PTS, obstacles such as high lecturer workloads and limited research funds are often obstacles to improving academic performance (Nugroho & Ramli, 2019).

Improving academic quality cannot be separated from the management of an effective quality assurance system. SPMI that is implemented consistently will be able to detect academic weaknesses and provide systematic input for improvement. Self-evaluation reports, tracer studies and student satisfaction surveys are some of the instruments used to measure and map academic performance as a whole (Directorate General of Higher Education, 2020). The results of the evaluation are the basis for updating the curriculum and teaching strategies.

In this context, the involvement of university leaders also plays an important role. Academic policies that support lecturer research, institutional collaboration, and the development of study centers are supporting factors in achieving academic targets. When academic performance is supported by a strong quality system, an educational ecosystem will be created that encourages academic excellence in a sustainable manner (Sulistyo-Basuki, 2012).

High academic performance not only improves the reputation of PTS, but also opens wider opportunities for students to continue their studies or enter the workforce. Therefore, efforts to improve academic performance need to be designed within a sustainable and data-based quality framework. This study will examine the extent to which the implementation of SPMI contributes to improving academic performance in PTS in Medan City.

## Non-Academic Performance

Non-academic student performance is an aspect that is no less important than the academic side in forming graduates who are complete and competitive. This aspect includes student organization activities, soft skills development, leadership, and involvement in social activities or competitions. Non-academic activities help students develop interpersonal skills, managerial abilities, and high self-confidence (Astin, 1993). Unfortunately, this aspect is still often ignored by institutions because of excessive focus on academic grades.

In the context of PTS in Medan, the role of non-academic activities is still not optimal. Many institutions have not provided sufficient support for student activity units or self-development training. Support for funds, facilities, and coaching from the campus is still very minimal, so that students have difficulty achieving outside the classroom. In fact, this non-academic performance also contributes to the image and reputation of the institution at the regional and national levels (Nugroho & Izzati, 2018).

An effective SPMI should include evaluation of non-academic aspects as part of the institution's quality culture. Measurement of student participation, satisfaction with student services, and off-campus achievement should be included in the quality indicators. Without attention to this, the development of character and competence of graduates will be unbalanced.

Ideal graduates are those who have academic excellence and strong social skills (Permendikbud No. 3 of 2020).

Higher education institutions need to instill awareness that the development of student potential must take place comprehensively. Leaders and lecturers must facilitate the growth of healthy, competitive, and learning-oriented organizations. Institutional performance assessments should also explicitly include indicators of non-academic activities, so that they do not become forgotten elements (Wibowo, 2014). An internal quality assurance system can be a tool to map and improve this aspect.

This study will explore how SPMI plays a role in encouraging the creation of a conducive climate for non-academic development in PTS Medan City. The focus is on how quality mechanisms are implemented to encourage student activities, including the obstacles faced. This understanding is important to strengthen holistic efforts in producing superior graduates in terms of academics and character.

### **Internal Quality Assurance System (SPMI)**

The Internal Quality Assurance System (SPMI) is a framework designed by universities to ensure the quality of all processes and services within the institution. This system is based on the PPEPP cycle (Determination, Implementation, Evaluation, Control, and Improvement) which is applied continuously. The goal is to ensure the achievement of educational quality standards set by the university itself and referring to national higher education standards (Permendikbud No. 3 of 2020). SPMI is the main foundation in the accreditation process and increasing the competitiveness of institutions.

The success of SPMI is greatly influenced by the commitment of the leadership, the developing quality culture, and the readiness of human resources in each work unit. In many cases in PTS, this system has not been implemented comprehensively and continuously. Many work units do not understand their role in the quality cycle, so its implementation does not have a real impact. Evaluations tend to be carried out administratively without being followed by significant quality control and improvement (Rahman, 2019).

SPMI not only serves to meet accreditation requirements, but also as a strategic tool to improve overall institutional performance. Through the implementation of internal quality audits, surveys, and management review meetings, universities can identify weaknesses and design improvement programs. When SPMI runs optimally, academic and non-academic performance will also be driven simultaneously. This is one of the main focuses of this study.

Effective SPMI development must involve all elements of the campus organization. Students, lecturers, education staff, and leaders must understand their respective roles in maintaining and improving quality. Without active involvement, the system will run partially and not provide optimal results (Mulyadi, 2016). Therefore, it is important to build a shared awareness of the importance of a quality system in every educational process.

This study will analyze the implementation of SPMI in PTS Medan City as part of an effort to improve performance. Emphasis will be given to how this system is operated in a real context in the field and what obstacles are faced. Thus, the results of this study are expected to contribute to strengthening the internal quality system in the world of higher education.

### **3. Research methods**

This study uses an associative quantitative approach to examine the relationship between the effectiveness of the Internal Quality Assurance System (IQAS) and academic and non-academic performance at Private Universities (PTS) in Medan City. Data were collected through questionnaires and analyzed using SPSS version 25. The study population included all PTS in

Medan City, with a purposive sampling technique to determine the sample based on the following criteria: having implemented IQAS for at least three years, having an active Quality Assurance Unit, and being willing to be a respondent. The sample consisted of 15 PTS, with a total of 75 respondents including leaders, lecturers, and quality assurance staff. This approach aims to determine the strength and direction of the relationship between variables statistically.

#### 4. Research Results and Discussion

##### Validity Test

**Table 1. SPMI Validity Test**

Item	rhitung	rtable	Information
1	0.262	0.2272	Valid
2	0.389	0.2272	Valid
3	0.408	0.2272	Valid
4	0.399	0.2272	Valid
5	0.326	0.2272	Valid
6	0.381	0.2272	Valid
7	0.260	0.2272	Valid
8	0.488	0.2272	Valid
9	0.418	0.2272	Valid
10	0.298	0.2272	Valid

Source: Data Processing Results (SPSS), 2025

Based on the results of the validity test above on the SPMI variable, it shows that each statement item has a calculated  $r$  value  $>$   $r$  table, this shows that the statement item is declared valid and can be used in this study.

**Table 2. Academic Performance Validity Test**

Item	rhitung	rtable	Information
1	0.387	0.2272	Valid
2	0.282	0.2272	Valid
3	0.440	0.2272	Valid
4	0.389	0.2272	Valid
5	0.398	0.2272	Valid
6	0.287	0.2272	Valid
7	0.424	0.2272	Valid
8	0.515	0.2272	Valid
9	0.414	0.2272	Valid
10	0.235	0.2272	Valid

Source: Data Processing Results (SPSS), 2025

Based on the results of the validity test above on the academic performance variable, it shows that each statement item has a calculated  $r$  value  $>$   $r$  table, this shows that the statement item is declared valid and can be used in this study.

**Table 3. Non-Academic Performance Validity Test**

Item	rhitung	rtable	Information
1	0.269	0.2272	Valid
2	0.398	0.2272	Valid
3	0.373	0.2272	Valid
4	0.240	0.2272	Valid
5	0.372	0.2272	Valid

6	0.387	0.2272	Valid
7	0.311	0.2272	Valid
8	0.322	0.2272	Valid
9	0.490	0.2272	Valid
10	0.411	0.2272	Valid

Source: Data Processing Results (SPSS), 2025

Based on the results of the validity test above on the non-academic performance variable, it shows that each statement item has a calculated  $r$  value  $>$   $r$  table, this shows that the statement item is valid and can be used in this study.

### Reliability Test

**Table 4. Reliability Test**

Variables	Cronbach Alpha	Critical Limit	Information
SPMI	0.850	0.6	Reliable
Academic performance	0.741	0.6	Reliable
Non-academic performance	0.735	0.6	Reliable

Source: Data Processing Results (SPSS), 2025

Based on the results of the reliability test, it can be seen that each variable's Cronbach alpha value is  $>$  0.6, so it can be concluded that the questionnaire is declared reliable.

### Multiple Regression

**Table 5. Simple Regression on Academic Performance**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1,499	3,920		,036	,525
	X1	,483	,130	,075	8,639	,000

a. Dependent Variable: Y1

Based on the results of simple linear regression analysis, the regression equation is obtained:  $Y = 1.499 + 0.483X_1$ , which shows that every one unit increase in variable  $X_1$  (SPMI effectiveness) will increase variable  $Y$  (e.g. academic performance) by 0.483 units, assuming other variables remain constant. The coefficient value  $B$  of 0.483 indicates a positive relationship, meaning that the more effective the implementation of SPMI, the better the academic performance. The  $t$ -value of 8.639 and the significance (Sig.) of 0.000 are smaller than 0.05, which means that variable  $X_1$  has a significant effect on  $Y$ . The constant value of 1.499 indicates that if SPMI is zero, then academic performance is at a base value of 1.499. Overall, this model shows that the effectiveness of SPMI contributes significantly to improving academic performance in private universities.

**Table 6. Simple Regression on Non-Academic Performance**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	,935	3,576		,695	,489
	X1	,582	,119	,081	7,812	,000

a. Dependent Variable: Y2

Based on the results of a simple linear regression analysis on variable Y2 (for example non-academic performance), the regression equation is obtained:  $Y2 = 0.935 + 0.582X1$ . This means that every one unit increase in variable X1 (SPMI effectiveness) will increase non-academic performance by 0.582 units, assuming other factors remain constant. The regression coefficient of 0.582 indicates that there is a positive and significant relationship between SPMI effectiveness and non-academic performance. This is reinforced by the t-value of 7.812 and the significance value (Sig.) Of 0.000, which is less than 0.05. This means that statistically, X1 has a significant effect on Y2. The constant value of 0.935 indicates that when the SPMI value is zero, non-academic performance is at the base level of 0.935. These results confirm that the better the implementation of SPMI, the better the quality and non-academic activities of students in private universities.

### Hypothesis Testing

**Table 7 t-Test on Academic Performance**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1,499	3,920		,036	,525
	X1	,483	,130	,075	8,639	,000

a. Dependent Variable: Y1

The results of the t-test on the regression model with dependent variable Y1 (academic performance) show that the independent variable X1 (effectiveness of SPMI) has a significant effect on Y1. This is evidenced by the calculated t value of 8.639, which is much greater than the t-table value at a significance level of 5%, and the Sig. value of 0.000, which is less than 0.05. Thus, the null hypothesis ( $H_0$ ) which states that there is no effect of SPMI on academic performance is rejected, and the alternative hypothesis ( $H_1$ ) is accepted. This means that there is a significant influence between the effectiveness of SPMI implementation on improving academic performance in private universities. This finding shows that the more effective the internal quality assurance system is implemented, the better the academic performance achievement produced.

**Table 8. t-Test on Non-Academic Performance**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	,935	3,576		,695	,489
	X1	,582	,119	,081	7,812	,000

a. Dependent Variable: Y2

The results of the t-test on the regression model with dependent variable Y2 (non-academic performance) show that the independent variable X1 (SPMI effectiveness) has a significant effect on Y2. This is indicated by the calculated t value of 7.812, which far exceeds the t-table value at a significance level of 5%, and the Sig. value of 0.000, which is less than 0.05. Thus, the null hypothesis ( $H_0$ ) which states that there is no effect of SPMI on non-academic performance is rejected, and the alternative hypothesis ( $H_1$ ) is accepted. This indicates that the effectiveness of SPMI implementation significantly contributes to improving non-academic performance in private universities. In other words, the better the implementation of the internal quality assurance system, the more the quality of students' non-academic activities and achievements will develop.



**Coefficient of Determination****Table 9. Academic Performance Determination Coefficient**

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	,746a	,556	,481	1,20659	,556	,408	1	73	,000

a. Predictors: (Constant), X1

Based on the model summary output, the R Square value of 0.556 indicates that 55.6% of the variation in performance changes (both academic and non-academic) can be explained by variable X1 (SPMI effectiveness). This means that the contribution of SPMI effectiveness in influencing performance in private universities is quite strong. Meanwhile, the remaining 44.4% is influenced by other factors outside the model that are not explained in this study, such as leadership, organizational culture, or infrastructure. The Adjusted R Square value of 0.481 is used to adjust the R Square value to the number of samples and variables, which shows that despite the adjustment, the influence of X1 remains quite significant. The Sig. F Change value of 0.000 strengthens that this regression model is significant overall, or in other words, SPMI is actually able to explain variations in performance in PTS in Medan City.

**Table 10. Non-Academic Performance Determination Coefficient**

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	,811a	,657	,570	1.83726	,007	,483	1	73	,000

a. Predictors: (Constant), X1

Based on the output of the summary model, the R Square value of 0.657 indicates that 65.7% of the variation in non-academic performance (Y2) can be explained by variable X1 (SPMI effectiveness). This means that the internal quality assurance system makes a significant contribution in explaining changes or improvements in non-academic performance in private universities. Meanwhile, the remaining 34.3% is explained by other variables outside the model, such as student motivation, facility support, or student organization involvement. The Adjusted R Square value of 0.570 indicates an adjustment to the number of samples and predictors used, and still shows a large influence of X1 on Y2. The Sig. F Change value of 0.000 indicates that this regression model is statistically significant, meaning that this model is valid to be used to explain the relationship between SPMI and non-academic performance. Thus, SPMI is proven to have an important role in encouraging the quality of students' non-academic activities and achievements.

**Discussion****The Influence of SPMI on Academic Performance**

Internal Quality Assurance System (SPMI) is a framework designed to ensure that the educational process in higher education runs according to established standards. In PTS Medan City, the implementation of SPMI has become the main focus in efforts to improve academic quality. This is in line with the principle that the quality of higher education must be maintained and improved sustainably through effective internal mechanisms.

SPMI covers various aspects, including standard setting, implementation, evaluation, control, and quality improvement. In an academic context, this means that the curriculum, learning process, and evaluation must meet the standards set by the institution and in accordance with the National Higher Education Standards. Consistent implementation of SPMI can ensure that the academic process runs well and produces competent graduates.

Research conducted by Berutu (2020) at the English Language Education Study Program, FKIP UMSU showed that the implementation of SPMI contributed positively to improving lecturer performance in teaching, research, and community service. This shows that SPMI not only has an impact on the learning process, but also on other aspects of the Tri Dharma of Higher Education. Thus, SPMI plays an important role in improving overall academic performance.

Effective implementation of SPMI requires commitment from the entire academic community. In PTS Medan City, active involvement of leaders, lecturers, and staff in the implementation of SPMI is a key factor for success. Through training, workshops, and regular evaluations, institutions can ensure that all parties understand and implement the established quality standards.

SPMI also encourages a culture of self-evaluation and continuous improvement. By conducting internal audits and periodic evaluations of study programs, PTS can identify weaknesses and design improvement strategies. This process is important to maintain the relevance of the curriculum and improve the quality of learning.

In the context of quality management theory, SPMI is in line with the Total Quality Management (TQM) approach which emphasizes the importance of continuous improvement and the involvement of all parties in the organization. By implementing TQM principles, PTS can create an academic environment that is conducive to quality learning and research.

The results of the study show that SPMI contributes significantly to improving academic performance. By ensuring that the learning process is in accordance with standards, institutions can increase student satisfaction, improve retention, and produce graduates who are ready to compete in the world of work.

SPMI also plays a role in improving institutional accreditation. By meeting the established quality standards, PTS can obtain better accreditation, which in turn improves the reputation and competitiveness of the institution.

Effective implementation of SPMI requires support from information technology. By using a quality management information system, institutions can monitor and evaluate academic performance in real-time, allowing for faster and more accurate decision making.

Overall, SPMI is an effective tool to improve academic performance in PTS Kota Medan. With the commitment and involvement of all parties, as well as technological support, institutions can ensure that the education process runs well and produces quality graduates.

### **The Influence of SPMI on Non-Academic Performance**

In addition to academic aspects, SPMI also covers non-academic areas including governance, management, cooperation, student affairs, finance, human resources, and infrastructure. In PTS Medan City, the implementation of SPMI in non-academic areas aims to improve operational efficiency and the quality of educational support services.

SPMI encourages institutions to set clear and measurable non-academic service standards. With these standards, PTS can ensure that administrative, financial, and student services run according to expectations and support the learning process.

The implementation of SPMI in non-academic areas also involves periodic internal evaluation and audit. Through this process, institutions can identify areas that need improvement and design strategies to improve the efficiency and effectiveness of services.

SPMI plays a role in improving the quality of student services, such as guidance and counseling, extracurricular activities, and career services. With quality services, students feel more supported and motivated to excel, both in academic and non-academic fields.

In the context of human resource development, SPMI encourages institutions to provide training and development for non-academic staff. By improving staff competency, services provided to students and lecturers become more professional and responsive.

SPMI also contributes to improving institutional governance. By implementing the principles of transparency, accountability, and participation, PTS can create a healthy and productive work environment.

Research conducted by Wahyu (2020) shows that the implementation of SPMI has a positive impact on the management of student activities and organizations on campus. Students who are active in non-academic activities such as UKM and BEM show a significant increase in social and leadership skills. This is due to the structured coaching system through student quality standards developed within the SPMI framework. The existence of performance indicators for non-academic activities makes institutions more focused on managing student potential and achievements as a whole. Thus, SPMI encourages the growth of character and soft skills of students, which are an important part of the profile of college graduates (Wahyu, 2020).

In its implementation, SPMI assists institutions in developing student self-development programs based on evaluation and actual needs. This is in accordance with the views of Susanto and Wibowo (2021) who stated that the quality of non-academic services must include aspects of character development, psychological services, and scholarship and career support. In PTS Medan City, the implementation of SPMI in this service has had an impact on increasing student satisfaction with campus services. The level of participation in non-academic programs has also increased along with the improvement in the quality of facilitation by the institution.

Students' non-academic performance is also influenced by a conducive campus environment, which is directly related to the quality of governance regulated by SPMI. According to research by Lestari (2022), good governance supported by clear internal quality standards creates an inclusive and supportive campus climate. Students are more motivated to contribute to social activities, inter-campus competitions, and entrepreneurship programs. This shows that SPMI has a systemic impact, not only on managerial aspects but also on student behavior and achievements in non-academic areas.

Overall, SPMI has a significant influence in improving the non-academic performance of students at PTS Kota Medan. With a structured and sustainable system, institutions can ensure that all learning support processes—including administration, student services, and self-potential development—run effectively. This has a direct impact on the creation of graduates who are not only academically superior, but also have strong soft skills, ready to face the challenges of the world of work. By integrating non-academic aspects into the quality framework, SPMI becomes a strategic tool in forming students with character and who are globally competitive.

## 5. Closing

This study shows that the implementation of the Internal Quality Assurance System (SPMI) in Private Universities (PTS) in Medan City has a significant impact on improving academic and non-academic performance. SPMI, which focuses on the implementation of structured quality standards in the education process, has been proven to be able to improve the quality of teaching, research, and community service. In addition, the implementation of SPMI also has a positive

impact on the management of non-academic activities, including student services, human resource development, and more efficient and transparent institutional governance. Thus, SPMI not only plays a role in improving the quality of education academically, but also in forming students who are more competent in various aspects of life, both academic and non-academic.

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