The Influence of Internal Quality Assurance System on Quality Improvement of Accreditation in State Islamic Religious Universities Using The Technology Acceptance Model (TAM)

Wahyu Hidayat[1], Yefi Ardyanti[2], Elis Ratna Wulan[3]

Islamic Educational Management Department, Universitas Islam Negeri Sunan Gunung Djati, Bandung, Indonesia

Email : wahyuhidayat@uinsgd.ac.id[1],yefi.ardyanti@gmail.com[2] , elis_ratna_wulan@uinsgd.ac.id[3]

Abstract:

This study aims to analyze the effect of the internal quality assurance system on improving the accreditation quality of State Islamic Higher Education by using the Technology Acceptance Model (TAM). The research method used is quantitative. The research is an explanatory survey explaining the influence of the variables contained in the SPMI Information System in Higher Education. The research results show that; 1) There is a positive and significant effect of 62.4% both partially and simultaneously on all TAM variables on the use of the SPMI system; 2) There is a positive and significant effect of 53.5% both partially and simultaneously on all SPMI information system variables on improving the quality of accreditation. This research has implications for the importance of using other resources to improve the quality of education in tertiary institutions.

Keywords: *Accreditation, Technology Accepted Model (TAM), Internal Quality Assurance*

Abstrak:

Penelitian ini bertujuan untuk menganalisis pengaruh sistem penjaminan mutu internal terhadap peningkatan mutu akreditasi Perguruan Tinggi Agama Islam Negeri dengan menggunakan Technology Acceptance Model (TAM). Metode penelitian yang digunakan adalah metode penelitian kuantitatif. Penelitian yang dilakukan bersifat penjelasan *(explanatory survey)*, menjelaskan pengaruh antara variabel-variabel yang terdapat pada Sistem Informasi SPMI di Perguruan Tinggi. Hasil penelitian menunjukkan bahwa; 1) Terdapat pengaruh yang positif dan signifikan sebesar 62,4% baik secara parsial maupun simultan pada seluruh variabel TAM terhadap penggunaan system SPMI; 2) Terdapat pengaruh yang positif dan signifikan sebesar 53,5% baik secara parsial maupun simultan pada seluruh variabel sistem informasi SPMI terhadap peningkatan mutu akreditasi. Penelitian ini memberikan implikasi terhadap pentingnya pemanfaatan sumber daya lain untuk meningkatkan mutu pendidikan di perguruan tinggi

Kata Kunci: *Mutu Akreditasi, Technology Accepted Model, SPMI*

INTRODUCTION

The National Education Standard (SNP) is one of the cornerstones in improving and guaranteeing the quality of universities in Indonesia, as stated in Government Regulation 57 of 2021 in Article 4 regarding the university's quality assurance system. The National Education Standards are the quality standards of universities that every organizer and management of universities must implement in Indonesia. All universities must carry out quality assurance internally, usually by an agency/institution or unit under the leadership of universities or the head of the study program.

Based on the results of accreditation reports of university institutions and research programs of the 4,593 universities in Indonesia, only 95 have accreditation with an A rating, and only 4 (four) have a superior rating (Handini et al., 2020).

Internal quality assurance in universities has a considerable influence, especially on managing university institutions and ensuring the effectiveness of administrative services and education administration so that stakeholders can get satisfaction. According to Fitra, the quality of graduates is associated with the characteristics determined by university institutions and shows the preparation of graduates to take part and work directly in the community and in the world of work as users of graduates such as planned by users, customers and stakeholders (Fitrah, 2018). Sulaiman explains that quality assurance within university institutions is the process of planning, satisfaction, controlling, and developing the university's standards continuously so that stakeholders, both internal and external to universities, can get satisfaction from the performance and output of the university (Sulaiman & Wibowo, 2016).

All processes for implementing the internal quality assurance system (SPMI) collection are implemented, controlled, and evaluated independently or internally by the universities without interference from any party. Implementing the university's quality assurance system using apparent data and information that contains accurate, complete and up-to-date data. To manage quality, efficient, productive, and accountable tertiary institutions (Arifudin, 2021).

The results of the preliminary survey show phenomena and problems in universities today that the information system used in the SPMI Information System has not integrated with other information systems, both the Academic Information System (SIA), Financial Information System (SIK), Infrastructure Information System (SIPRAS), BKD Information System /LKD, Quality Assurance Information System so that in obtaining, data that is updated to date and quickly takes time. This can obstruct when universities apply for accreditation to BAN PT or LAM PT to collect documents and data such as attachments to Study Program Performance Reports (LKPS) or Self Evaluation Reports (LED), as well as many activities/documents that are not archived or recorded.

Several previous studies examined the internal quality assurance system, including research by Sulaiman et al. (2016). The findings included the constraints faced by implementing the SPMI, namely the commitment of the

leadership, the number of auditors, and SPMI activities became routine. Hidayat et al. (2019) state that problems included the leadership's commitment that could have been more optimal, the number of auditors was minimal, and SPMI activities were only carried out routinely (Sauri et al., 2019). Berutu (2019) said that the internal quality assurance system impacts the implementation of education, teaching, research and community service in the FKIP UMSU English education study program (Berutu, 2019). Arifudin (2021) said The obstacles faced by implementing the SPMI were the leadership's commitment, the number of auditors, and the SPMI activities becoming routine (Arifudin, 2021). Research in the journal article Al-Tanzim: Journal of Islamic Education Management written by Fadhli, M. In 2020 with the title Internal and External Quality Assurance Systems in Higher Education Institutions which resulted in findings of an internal quality assurance system in Islamic boarding schools cannot be categorized as concrete, comprehensive, systemic and sustainable (Fadhli, 2020). Research in a Doctoral dissertation written by PATER, I. in 2020 entitled Study of Evaluation of implementing the Internal Quality Assurance System (SPMI) in Creating a Culture of Quality at SMK Negeri 3 Singaraja which resulted in findings one constraint that became an obstacle to implementing SPMI at SMKN 3 Singaraja is that there is no definite funding allocation for implementing PPEPP SPMI which is managed independently by TPMPS. There is no space, tools, or materials to support the implementation of PPEPP (Pater et al., 2020).

From the findings presented by previous researchers, no research examines the impact of the SPMI Information System, so researchers aim to analyze how the effect influence of the Internal Quality Assurance Information System has on improving the quality of higher education accreditation analyzed by the Technology Acceptance Model (TAM) Method from Davis (F. D. Davis, 1985). The TAM method is a method that analyzes the acceptance of information systems used by its users to get user perceptions and user attitudes when using information technology so that it can visualize more clearly how the use of information technology is influenced by the ease of use and usefulness of the information system used (Lee & Wan, 2010).

In the beginning, the TAM method was widely used by researchers in the field of industry and trade; in the field of education, Triatmaja et al. (2022). examined the behaviour of information system users in a higher education institution based on the factors that influence it. Mulyani et al. (2015) look for empirical evidence about accepting Student Information Terminal (S-IT) technology. Wandira et al. (2021) evaluated the use of academic information systems among students, seeing how student admissions use academic information systems for future improvement. Primadasa et al. (2022) analyze student satisfaction with the academic information system/portal. Referring to previous research, this research uses TAM variables, and the discussion is more focused on the analysis of usability and the use of information systems in implementing Internal Quality Assurance.

RESEARCH METHODS

This research uses a quantitative research approach. Quantitative research is an approach for testing objective theories by examining the relationship among

variables. These variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures (Creswell, 2013) and Technology Acceptance Model (TAM) Method. Five variables are used: Perceived Usefulness, Perceived Ease of Use, Attitude Toward Using, Behavioral Intention to Use, and Actual Technology Use (Davis et al., 2009).

Perceived Usefulness

Perceived usefulness is the level at which an individual believes that using a particular system will help improve the individual's work performance and achievements (Oktabriantono et al., 2018). Based on this definition, the benefits of using the Internal Quality Assurance Information System can help improve the performance and work performance of individuals who use it.

Perceived Ease of Use

Perceived ease of use is the perception of someone who considers that the technology used is easy to understand (Davis, 1989); according to (Rosyad & Harsono, 2021), Perceived Ease of Use can be interpreted as a person's or organization's trust in a system that can help him be free from a job and is based on the extent to which potential users expect the new system to be used free from difficulties.

Attitude Toward Using

Attitudes towards the use of an Information System can explain that acceptance of the use of a product or service is a good and wise idea (Andrina et al., 2022); an individual's attitude toward the use of technology is then considered in the form of acceptance or rejection of the individual as a result of using technology to achieve his goals (Setyawati, 2020).

Behavioural Intention to Use

According to Omotarayo, F.O., and Adebayo (2015), an individual's desire to act, Another opinion states that the basic theory of TAM is that when users have a positive and significant action towards the use of new technology, then the behavioural intention to use it will also increase (Rahmawati & Narsa, 2019). Interest can also indicate doing a behaviour in the future and repeating it later.

Actual Technology Use

The actual use of an information system is measured by the amount of time spent interacting with the technology and the frequency of its use. Someone will be satisfied using the system if they believe it is easy to use and will increase their productivity, which is reflected in the actual conditions of use (Muntianah et al., 2012). Users of an application will feel happy to use a system if they believe it is not difficult to use and is proven to increase a user's productivity.

This research uses SPSS Software Version 23 as an application to test the regression between variables (Ghozali, 2016). This research is located at State Islamic Universities in West Java and Central Java Provinces with accreditation rating category B. This research population comprises 153 users of the research location's internal quality assurance information system. The total number of

sample members is determined by the Taro Yaname and Slovin formulas (Ridwan, 2015):

$$n = \frac{N}{N.\,d^2 + 1}$$

$$n = \frac{153}{153 \text{ X } (0{,}05)^2 + 1}$$

$$n = \frac{153}{1{,}38}$$

$$n = 110{,}7 \approx 111$$

So the minimum sample used is 111 people. This research obtained respondents as many as 126 people SPMI information system users.

Table 1. Operational Research Variables

No	VARIABLE	INDICATOR
1	Independent Variable of Internal Quality Assurance Information System (X)	Perceived Usefulness (X_1)
		Perceived Ease of Use (X_2)
		Attitude Toward Using (X_3)
		Behavioural Intention to Use (X_4)
		Actual Technology Use (X_5)
2	Accreditation Quality (Y)	Standards and Elements of Accreditation Assessment (Y_1)

The Quality of Accreditation and the Internal Quality Assurance Information System's indicators have passed the validation test, and they can be used as a variable measuring instrument.

Table 2. Results of Reliability Variable Test

Variable	Cronbach's Alpha	Present Value	Declaration
Perceived Usefulness (X_1)	0,78	> 0,60	Reliable
Perceived Ease of Use (X_2)	0,71	> 0,60	Reliable
Attitude Toward Using (X_3)	0,77	> 0,60	Reliable
Behavioural Intention to Use (X_4)	0,70	> 0,60	Reliable
Actual Technology Use (X_5)	0,69	> 0,60	Reliable
Accreditation Quality (Y)	0,90	> 0,60	Reliable

Each variable has a Cronbach's Alpha value more significant than the set value (Ghozali, 2016), as shown in Table 2. So the statement of each variable fulfils the requirements for further data analysis.

The results will be analysed using a multiple linear regression model because it consists of more than one independent variable and one dependent variable. The classical assumption test is used in this research to look at the assumptions that underpin the multiple linear regression analysis.

RESULTS AND DISCUSSION

Based on results of the questionnaire instrument data collected, the data classified and presented in the form of a frequency table for each variable item of TAM method with the following explanation:

Table 3. Research Variable Frequency

Variable	N	Minimum	Maximum	Mean
Perceived Usefulness (X_1)	7	15	28	21,2
Perceived Ease of Use (X_2)	9	20	36	26,5
Attitude Toward Using (X_3)	6	12	24	17,6
Behavioural Intention to Use (X_4)	6	13	24	17,8
Actual Technology Use (X_5)	9	23	36	28,1
Accreditation Quality (Y)	13	30	52	39,7

Tests for Normality

Using graph analysis, the normality test aims to determine whether the residual variable in the regression model has a normal distribution (Ghozali, 2016).
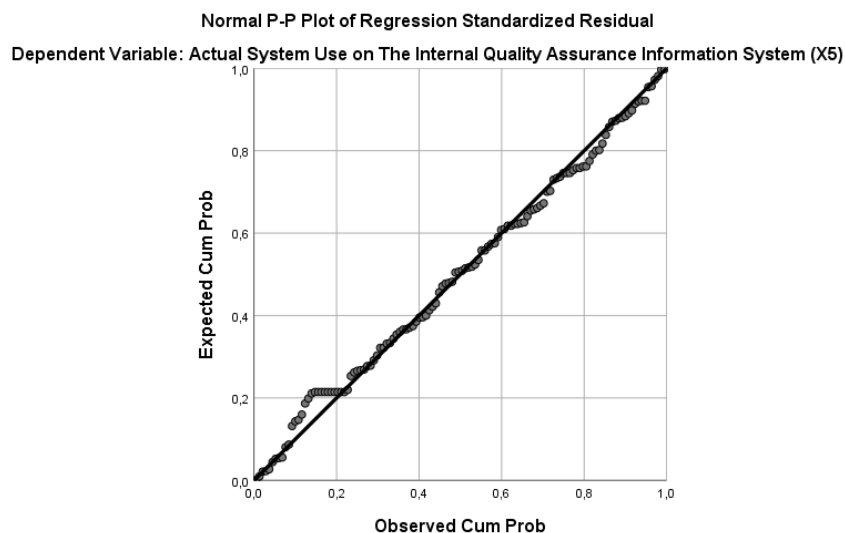

Figure 1. Normality Test Results

The dependent variable passes the normality test because the P-Plot graph's results show that the data distributed around the diagonal line and in the direction of a normal distribution pattern.

Multicollinearity Test

Multicollinearity test is use to find out whether the regression model found similarities between the independent variables. A good regression model doesn't have any similar independent variables to each other (Sujarweni, 2008). Tolerance and variance inflation factor (VIF) values are used to determine the existence of multicollinearity, with the criteria for tolerance values above 0.1 and VIF below 10, it can be stated that there is no multicollinearity.

Table 4. Multicollinearity Test Results

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
	B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1 (Constant)	6,320	1,600		3,950	,000		
Perceived Usefulness (X1)	,325	,078	,315	4,174	,000	,529	1,890
Perceived Ease of Use (X2)	,063	,078	,063	,800	,425	,478	2,092
Attitude Toward Using (X3)	,288	,100	,233	2,885	,005	,462	2,163
Behavioral Intention to Use (X4)	,460	,099	,369	4,654	,000	,479	2,086

a. Dependent Variable: Actual System Use on The Internal Quality Assurance Information System (X5)

According to Table 4, all independent variables have a tolerance value greater than 0.10 (10 per cent) and all VIF values less than 10. Therefore, the regression model does not have multicollinearity between independent variables.

Multiple Linear Regression Test

The Technology Acceptance Model (TAM) method determines the conditions for using the Internal Quality Assurance Information System because the TAM method has one dependent variable and multiple independent variables, so the multiple regression analysis can be used (Ghozali, 2016).

Table 5. Results of Multiple Linear Regression Test Method Technology Acceptance Model (TAM)

Coefficients^a

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a. Dependent Variable: Actual System Use on The Internal Quality Assurance Information System (X5)

Based on the table above, the following regression formula is obtained:
$$Y = 6{,}320 + 0{,}325X1 + 0{,}063X2 + 0{,}288X3 + 0{,}460X4 + e$$

Thus the regression formula above explains that if all independent variables have a value of zero (0), then the dependent variable (Beta) is 6.320. The X_1 variable has a value of 0.325 which means that for every increase in X_1 by one unit, the X_5 variable will increase by 0.325, assuming other variables in the regression model are fixed. The X_2 variable has a value of 0.063 which means that for every increase in X_2 by one unit, the X_5 variable will increase by 0.063 with the assumption that other variables in the regression model are fixed.

The X_3 variable has a value of 0.288 which means that for every improvement X_3 one unit, the X_5 variable will increase by 0.288, assuming other variables in the regression model are fixed. The X_4 variable has a value of 0.460, which means that every increase in the X_4 variable is 1 unit; the X_5 variable will increase by 0.460, assuming other variables in the regression model are fixed.

Simple Linear Regression Test

This research used simple regression analysis to examine how an internal quality assurance information system at State Islamic Religious Universities affects accreditation quality, with one dependent and one independent variable (Darma, 2021).

Table 6. Simple Linear Regression Analysis

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	1,256	3,212		,391	,696		
	Actual System Use on The Internal Quality Assurance Information System (X5)	1,368	,114	,734	12,036	,000	1,000	1,000

a. Dependent Variable: Accreditation Quality

Based on the table above, the regression formula is obtained as follows:
$$Y = 1{,}256 + 1{,}368\,X + e$$
According to the regression formula above, the dependent variable (Beta) is 1.256 if the independent variable is zero. The Internal Quality Assurance Information System for variable X has a value of 1.368 which means that for every increase in the internal quality assurance information system by one point, the value of the accreditation quality variable (Y) will increase by 1.256.

Partial Test Results (t)

The t test aims to test the effect of each independent variable partially on the independent variables tested at a significance level of 0.05. Using the Research model as in Figure 2. below:
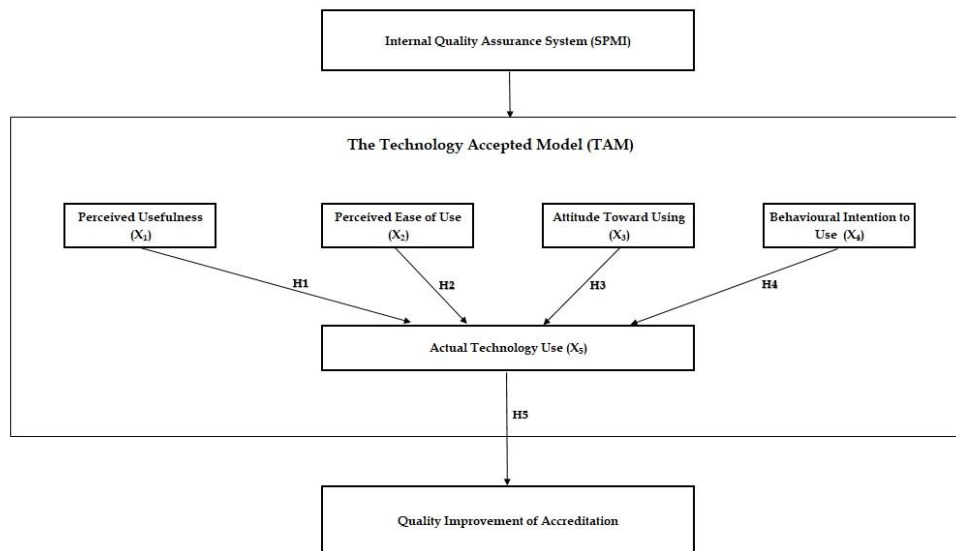
Figure 2 Research model

The results of the t test can be seen in table 5, if the value sing smaller than 0.05 or t count is greater than t table then the hypothesis is accepted. To get the t table, the following formula is used:

t table = t(a/2;n-k-1)
a = Confidence Level (0.05)
n = Number of Respondents (sample)
k = Number of variables X
where
t = (0.025;126-1-1)
t = (0.025;124)
t = 1.980

Table 7. Partial Test Results (t)

Hypothesis	Statement	t_{count}	Sig	t_{table}	Conclusion
H_1 :	There is a positive and significant influence Perceived Usefulness on Actual System Use in Internal Quality Assurance System.	4,174	0,000	1,980	Accept
H_2 :	There is a positive and significant influence Perceived Ease of Use on Actual System Use in Internal Quality Assurance System.	0,800	0,425	1,980	Not Accept
H_3 :	There is a positive and significant influence Attitude Toward Using on Actual System Use in Internal Quality Assurance System .	2,885	0,005	1,980	Accept
H_4 :	There is a positive and significant influence Behavioral Intention to Use on Actual System Use in Internal Quality Assurance System.	4,654	0,000	1,980	Accept
H_5 :	There is a positive and significant effect of Actual System Use (Internal Quality Assurance System) on Quality Improvement of Accreditation.	12,036	0,000	1,980	Accept

Based on the results of testing the first hypothesis, it was found that there was an influence of Perceived Usefulness on Actual System Use in the Internal Quality Assurance System; this proves that information system users believe that the internal quality assurance information system can provide benefits to its users and can streamline the quality assurance process at the University (Sanjaya & Handayani, 2021).

The results of testing the second hypothesis show no effect of Perceived Ease of Use on Actual System Use in the internal quality assurance system. This proves that users of the internal quality assurance information system that have been examined consider the ease of use of this information system to be challenging to implement, even though even if it can be easily used, the system will encourage someone's interest to learn about its features so that they intend to continue using it (Putri & Iriani, 2021). This is to the study's results (Budyastuti & Iskandar, 2018) that perceived usefulness does not affect customers' use of e-commerce services. However, different from research conducted by (Putri & Iriani, 2021), The more significant the ease of use of the Tokopedia application that customers can feel, it can have a positive and significant effect on customer decisions using the application system.

The results of testing the third hypothesis obtained that there is an influence of Attitude Toward Using on Actual System Use in the Internal Quality Assurance System; this proves that a person's attitude in using the system shows the extent to which his assessment of interest in the use of technology will have an impact on behavioural desires because a person will be involved in a behaviour if they have desire or interest in it (Fitriyah et al., 2023).

The results of testing the fourth hypothesis show that there is an influence of Behavioral Intention on Actual System Use in the Internal Quality Assurance System; this proves that if a person's interest in the use of an information system in an application, users can be predicted through his attitude of attention to technology (Fitriyah et al., 2023), the same results are shown from the results of research conducted by (Warsono et al., 2023) behavioural intention was empirically proven to affect actual use, and the results of the study (Andrea & Suroso, 2022) Behavioral Intention to Use (BIU) has a positive and significant effect on the Actual System Usage (AU) of online mutual fund investment applications Seeds in the millennial and z generations, This is consistent with the results of research (Baharuddin, 2022) and (Al-Azhar & Legowo, 2022), which show that if the Behavior Intent To Use (BIU) is high, the Actual Technology Using (AU) will also increase. In contrast to the results of research conducted by (Tullah & Hermawansyah, 2022), there was no effect of Behavioral Intention to use on the Actual System Use of Google Classroom application users on improving learning outcomes.

The results of testing the fourth hypothesis obtained that there is an effect of Actual System Use (Internal Quality Assurance System) on Quality Improvement in Accreditation; this proves that if the internal quality assurance information system has been appropriately implemented, it will be able to improve the quality of accreditation, this is in line with the research conducted by Paduppai et al. (2019). From the results of research and development of

information systems for improving the quality of android-based education services that have been carried out in Makassar Senior High Schools, data is obtained showing that information systems for improving the quality of education services (Paduppai et al., 2019).

Simultaneous Test Results (F)

The simultaneous (F) test looks at how the independent variables affect the dependent variables being tested at an error rate of 5% (0.05). If the probability value of F is less than 0.05, the results of the F test can be seen in the table below or the hypothesis is accepted if the F count is greater than the F table. To get the F table, the following formula is used: Based on the results of testing the first hypothesis, it was found that there was an influence of Perceived Usefulness on Actual System Use in the Internal Quality Assurance System; this proves that information system users believe that the internal quality assurance information system can provide benefits to its users and can streamline the quality assurance process at the University (Sanjaya & Handayani, 2021).

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Simultaneous Test Results (F)

The simultaneous (F) test looks at how the independent variables affect the dependent variables being tested at an error rate of 5% (0.05). If the probability value of F is less than 0.05, the results of the F test can be seen in the table below or the hypothesis is accepted if the F count is greater than the F table. To get the F table, the following formula is used:

F table = F (k;n-k)
n = Number of Respondents (sample)
k = Number of variables X
Where
F = (4;126 – 5)
F = (4;121)
F = 2.68

Table 8. Simultaneous Test Results (F Test) By The TAM Method

ANOVAᵃ

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	570,066	4	142,517	52,913	,000ᵇ
	Residual	325,902	121	2,693		
	Total	895,968	125			

a. Dependent Variable: Actual System Use on The Internal Quality Assurance Information System (X5)

b. Predictors: (Constant), Behavioral Intention to Use (X4), Perceived Usefulness (X1), Perceived Ease of Use (X2), Attitude Toward Using (X3)

The results of the F test using the TAM method can be seen in table 8 that the F value obtained is 52,913 with a significance level of 0.000. Because the F value is more significant than and the significance level is less than 0.05 ($dk = 2 = 126\ 2 = 124$) → 2.68, each variable independently has a combined and significant impact on the actual system use.

R² Test

The purpose of the R² test is to determine how close the ability of the independent variable is to the dependent variable. The coefficient of determination has a value from zero to one. The determination test for the internal quality assurance information system, which was analyzed using the TAM method, produced the following results.

Table 9. The Result of the Determination Coefficient of Information Systems SPMI

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,798a	,636	,624	1,641

a. Predictors: (Constant), Behavioral Intention to Use (X4), Perceived Usefulness (X1),

Perceived Ease of Use (X2), Attitude Toward Using (X3)

b. Dependent Variable: Actual System Use on The Internal Quality Assurance Information

System (X5)

Based on the table above, the coefficient of determination (R²) for the analysis of the internal quality assurance information system using the TAM method. The Adjusted R Square value is 0.624 = 62.4% indicates that all independent variable in explaining the dependent variable actual system use, which is 0.624 = 62.4%, is included in the interpretation of the correlation coefficient in the medium category (Sugiyono, 2014).

Table 10. The Coefficient of Determination of Accreditation Quality Test Results

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,734a	,539	,535	3,403

a. Predictors: (Constant), Actual System Use on The Internal Quality Assurance Information

System (X5)

b. Dependent Variable: Accreditation Quality

The fact that the coefficient of determination (R²) is included in the moderate interpretation of the correlation coefficient is indicated by its Adjusted R Square value of 0.535, or 53.5 per cent, as shown in the table above.

Based on the results of the analysis of internal quality assurance information systems using the TAM method, it can be seen that all variables in the Technology Acceptance Model (TAM) method, such as perceived usefulness variables, perceived ease of use variables, attitude toward using variables and behavioural intention to use variables have a mutual influence equal and significant to actual system use of 62.4%. The remaining 37.6% is explained by other factors not included in this study. This was obtained from the results of the regression test with a value of F_{count} (52.913) > F_{table} (2.96) with a value of Asymp.

Sig (0.000) < 0.05 and the influence of the internal quality assurance information system on accreditation quality improvement shows a positive and significant effect based on the calculation of regression test statistics with a t-count of 12.036 with a significance value of 0.00 less than 0.05, and the regression coefficient has a value of 0.734, it can be concluded that the Internal Quality Assurance Information System (X) has a positive and significant correlation to Accreditation Quality Improvement (Y) at the State Islamic Religious Colleges studied. The effect of the Internal Quality Assurance Information System on improving the quality of accreditation has a common and significant effect on improving the quality of accreditation by 53.5%. The remaining 46.5% is explained by other factors not included in this research.

CONCLUSION

Based on the results of research using the TAM method, it shows there is a positive and significant correlation both partially and simultaneously on all variables of the TAM method with a significance value less than 0.05 and a t-count value greater than 1.98 (t-table value) and the f value greater than 2.68 (f-table value), this shows that the internal quality assurance information system at UIN has been accepted by its users, but there are still obstacles in using the system, users still find a little difficult to use, but this doesn't have a big influential because the perceived benefits of using it are much greater.

There is a partial correlation between the internal quality assurance information system variables on improving the quality of accreditation at State Islamic Universities with a significance value of 0.000 <0.05 while the t-count obtained is 12.036 which is greater than t-table 1.98, this shows that the internal quality assurance information system can affect the improvement of accreditation quality by 53%.

It is recommended to the University to improve the quality of the internal quality assurance information system, especially in terms of the ease of use of the system and the integration of the SPMI system with other systems such as the Academic Information System (SIA), the Financial Information System (SIK), the Infrastructure Information System (SIPRAS) and the Personnel System (SK), so the performance of the quality assurance department can increase and will have implications for accelerating the presentation of documents during accreditation so that it can have impact on increasing accreditation.

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