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Integrating Pesantren Values into Internal Quality Assurance Systems: Advancing Quality Higher Education (SDG 4) in Islamic Boarding School-Based Universities

Ahmad Fauzi*, Yatim Riyanto, Nunuk Hariyati

State University of Surabaya, Surabaya, Indonesia



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ABSTRACT

Objective: To investigate how pesantren-based private Islamic higher education institutions (PTKIS) integrate internal quality assurance systems (SPMI) with institution-specific religious values, cultivate a sustainable quality culture, and advance Sustainable Development Goal 4 (SDG 4) while preserving their distinctive identities. **Method:** A qualitative multisite case study was conducted at Universitas Ibrahimy (UNIB) Situbondo, Universitas Nurul Jadid (UNUJA) Probolinggo, and Universitas Darussalam (UNIDA) Gontor Ponorogo. Data were generated through in-depth interviews with 21 purposively selected institutional leaders and quality-assurance actors, participant observations of quality meetings and audits, and analysis of institutional quality documents. We conducted within-case analysis, followed by cross-site pattern matching using iterative data condensation, display, and verification. **Results:** All three institutions implement the PPEPP cycle, Internal Quality Audits (AMI), Management Review Meetings (RTM), and tiered quality structures, yet they enact these mechanisms through three context-specific configurations: adaptive-traditional at UNIB, standardization-integrative at UNUJA, and total-integrative at UNIDA. Key enablers include dual-authority leadership, ethical commitments to khidmah, itqan, and amanah, trained auditors, and digital monitoring platforms; constraints include compliance fatigue, uneven digital literacy, role overload, and fragmented administrative data. **Novelty:** To develop a Contextual-Integrative Quality Pathway showing how regulatory quality architectures become substantive when translated through pesantren ethical capital, thereby linking formal assurance mechanisms with locally legitimate practices of continuous improvement and SDG 4.

INTRODUCTION

Sustainable Development Goal 4 (SDG 4) positions inclusive and equitable quality education as a central condition for sustainable development. In higher education, achieving this goal depends not only on expanding access but also on building institutional capacity to sustain academic standards, accountable governance, and continuous improvement. Contemporary quality-assurance scholarship therefore increasingly treats quality as an organizational capability rather than a periodic accreditation exercise (Anand et al., 2023; Nugraha et al., 2023; Vašenda & Čadil, 2024). For institutions in resource-constrained and culturally distinctive settings, the critical issue is how to make formal assurance mechanisms locally meaningful without weakening their regulatory rigor.

This issue is especially salient in Indonesian Islamic higher education. The National Education Management Information System (EMIS) records 1,001 Islamic Higher Education Institutions (PTKI), of which 942 (94%) are Private Institutions (PTKIS) and 59 (6%) are state institutions (Kementerian Agama Republik Indonesia, 2025). In East Java, 175 of 204 PTKIS (85.78%) are institutionally embedded in pondok pesantren ecosystems (Kopertais Wilayah IV Jawa Timur, 2024). Consequently, the quality of pesantren-based