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Strengthening Quality Culture in Educational Institutions through Virtual Observation Based on the SPMI–PPEPP Framework: A Case Study of Universitas Nurul Jadid

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ABSTRACT

This study aims to analyze the strengthening of quality culture at Universitas Nurul Jadid through a virtual observation approach based on the Internal Quality Assurance System (IQAS/SPMI) and the PPEPP cycle (Establishment, Implementation, Evaluation, Control, and Improvement). A descriptive design with quantitative and qualitative approaches was employed. Data were collected through digital observation of the university's official website and online quality-related documents. The research instrument was developed using five dimensions of quality culture: information transparency, academic services, quality evidence, institutional activities, and evaluation. Data were analyzed descriptively through score calculation and interpretation based on the SPMI and PPEPP frameworks. The findings indicate that Universitas Nurul Jadid achieved a score of 63 out of 80 (78.75%), categorized as good. Institutional activities obtained the highest score (93.75%), followed by information transparency (87.50%), academic services (81.25%), quality evidence (68.75%), and evaluation (62.50%). These results demonstrate that the institutional website effectively supports transparency, activity documentation, and digital representation of quality culture. However, evidence related to monitoring, evaluation, internal quality audits, quality control, and continuous improvement remains limited. This study offers a practical framework for strengthening digital quality assurance systems and sustainable quality culture in higher education.

Keywords: Quality Culture; Virtual Observation; Internal Quality Assurance System (IQAS/SPMI); PPEPP Cycle; Digital Quality Assurance; Higher Education

INTRODUCTION

Digital transformation has become a strategic agenda in higher education management, reshaping not only teaching and learning processes but also institutional governance, academic services, data-driven decision-making, and quality assurance systems. In this context, digital technologies play a crucial role in enhancing efficiency, transparency, accountability, and evidence-based decision making through the use of digital technology.(Benavides dkk., 2020; GEM Report UNESCO, 2023)

One of the most visible manifestations of digital transformation in higher education is the institutional website, which serves as a platform for public communication, information dissemination, and quality representation. Beyond its informational function, a university website provides access to institutional vision and mission statements, academic services, accreditation records, organizational activities, and quality-related documents. Consequently, website quality reflects both digital readiness and institutional commitment to transparency and

quality culture(Safitri dkk., 2024)(Benavides dkk., 2020; Ramírez & Montero, 2024; Safitri dkk., 2024).

Institutional websites have increasingly evolved into strategic repositories of quality evidence in higher education. Through websites, institutions publicly communicate governance structures, academic services, accreditation achievements, quality assurance documentation, institutional performance indicators, and stakeholder engagement activities. Consequently, website analysis offers an efficient mechanism for assessing institutional transparency, accountability, and the visibility of quality assurance implementation within digital environments(Benavides dkk., 2020; Ramírez & Montero, 2024)

Despite the growing adoption of digital technologies, significant disparities remain in the transparency and availability of digital quality evidence across higher education institutions. While some universities openly provide academic information and quality indicators, others still present limited, outdated, or difficult-to-verify information. Furthermore, many quality assurance activities are not systematically documented as accessible digital evidence, limiting the effectiveness of monitoring, evaluation, auditing, and evidence-based decision-making processes(GEM Report UNESCO, 2023; Iswantoro dkk., 2025; Ramírez & Montero, 2024)

Quality culture has become a central concept in contemporary higher education quality assurance. It refers to the shared values, commitments, expectations, and practices that continuously support quality improvement across institutional processes. A strong quality culture emerges when quality assurance is embedded in everyday academic and managerial activities rather than being treated solely as a compliance mechanism. Therefore, quality culture serves as the foundation for sustainable institutional development and continuous improvement in higher education(Harvey & Stensaker, 2008; Krooi dkk., 2024).

In Indonesia, the Internal Quality Assurance System (IQAS/SPMI) serves as a key mechanism for ensuring continuous quality improvement through the PPEPP cycle: Establishment, Implementation, Evaluation, Control, and Improvement. The integration of digital technologies into quality assurance practices has accelerated the emergence of digital quality assurance, emphasizing data integration, transparency, accountability, and real-time quality monitoring(Moh Ali Fauzi dkk., 2024; Sampe & Arifin, 2024)

Although studies on digital transformation and quality assurance have increased substantially, most focus on information systems, digital academic services, or quality management platforms. Research utilizing institutional websites as primary sources of quality evaluation through digital observation remains limited. Moreover, previous studies tend to examine IQAS/SPMI, PPEPP, and digital quality assurance separately, leaving a gap in the development of an integrated evaluation framework(Krooi dkk., 2024; Sampe & Arifin, 2024; Schellekens dkk., 2023)

Addressing this gap, this study proposes a virtual observation approach based on digital quality evidence to evaluate institutional quality implementation. The novelty of this research lies in integrating website-based observation with IQAS/SPMI indicators and the PPEPP framework to systematically identify digital quality evidence. Accordingly, the institutional website is positioned not merely as an information platform but also as a source of verifiable quality evidence reflecting institutional quality culture. This study aims to analyze the strengthening of quality culture at Universitas Nurul Jadid through an IQAS/SPMI–PPEPP-based virtual observation approach and to provide practical recommendations for enhancing

transparency, digital quality evidence management, and sustainable quality assurance practices in the era of digital transformation(Harvey & Stensaker, 2008; Krooi dkk., 2024; Sampe & Arifin, 2024)

Furthermore, limited studies have attempted to operationalize website-based quality evidence into measurable indicators aligned with IQAS/SPMI and the PPEPP cycle, creating a methodological gap in digital quality culture assessment. Unlike previous studies that primarily focus on information systems or digital service platforms, this study develops a structured virtual observatio.

RESEARCH METHOD

This study employed a descriptive design using a mixed descriptive approach to analyze the strengthening of quality culture through digital evidence available on the institutional website. The quantitative approach was used to measure the achievement level of quality culture indicators through a scoring system, while the qualitative approach was applied to interpret the findings based on the implementation of the Internal Quality Assurance System (IQAS/SPMI) and the PPEPP cycle, consisting of Establishment, Implementation, Evaluation, Control, and Improvement. This design was selected because it enables objective measurement of quality indicators while providing a comprehensive understanding of the meaning and implications of the findings(Habibi dkk., 2025; Yuliana dkk., 2026).

The object of the study was the official website of Universitas Nurul Jadid, which serves as the institution's digital representation in providing academic information, educational services, governance documents, quality assurance records, and institutional activities. The unit of analysis comprised all digital content relevant to quality culture indicators based on the IQAS/SPMI–PPEPP framework. Data were collected through virtual observation and document analysis. Virtual observation was conducted by systematically examining website pages, academic services, institutional news, quality-related documents, and other publicly accessible information. Document analysis involved collecting and classifying digital documents, including quality standards, accreditation documents, academic guidelines, activity reports, and other materials related to quality assurance implementation. To ensure data consistency, information was verified through cross-page triangulation within the institutional website(Moh Ali Fauzi dkk., 2024; Nurdin dkk., 2025).

The research instrument consisted of a digital observation checklist developed based on quality culture indicators derived from the IQAS/SPMI and PPEPP frameworks. The instrument covered five key dimensions: transparency, services, quality evidence, institutional activities, and evaluation. These dimensions were operationalized into 20 observation indicators used to identify the availability and quality of digital quality evidence displayed on the institutional website(Nurdin dkk., 2025; Yuliana dkk., 2026)

Each indicator was assessed using a four-point rating scale, ranging from 1 (indicator not available) to 4 (indicator fully available, up-to-date, easily accessible, and supported by relevant digital evidence). With a total of 20 indicators, the minimum possible score was 20 and the maximum score was 80. The results were classified into four categories: low (20–35), moderate (36–50), good (51–65), and very good (66–80), reflecting the level of digital quality culture implementation(Herminingsih & Saputra, 2025).

Data analysis was conducted in three stages. First, descriptive quantitative analysis was used to calculate the scores of each indicator, dimension, and the overall quality culture score. Second, interpretive analysis was conducted to examine the extent to which the available evidence reflected the implementation of quality standards. Third, PPEPP-based analysis was employed to map the implementation of Establishment, Implementation, Evaluation, Control, and Improvement as represented in the digital evidence available on the institutional website. The findings were presented through tables, percentages, and descriptive narratives to provide a comprehensive picture of the quality culture at Universitas Nurul Jadid and its implications for strengthening digital quality assurance practices in higher education(Moh Ali Fauzi dkk., 2024; Nurdin dkk., 2025).

The observation indicators were derived from the principles of IQAS/SPMI and the PPEPP cycle and were adapted from previous studies on digital quality assurance and quality culture in higher education. Expert review was employed to ensure content validity and indicator relevance.(Herminingsih & Saputra, 2025; Krooi dkk., 2024). The instrument was reviewed by three experts in educational management and quality assurance to assess indicator relevance, clarity, and alignment with IQAS/SPMI principles.

RESULTS AND DISCUSSION

This section presents the findings of the virtual observation conducted on the official website of Universitas Nurul Jadid as a representation of the implementation of quality culture based on the Internal Quality Assurance System (IQAS/SPMI) and the PPEPP cycle (Establishment, Implementation, Evaluation, Control, and Improvement). The analyzed data consisted of digital quality evidence available on the institutional website and were assessed using an observation instrument covering five main dimensions: transparency, services, quality evidence, institutional activities, and evaluation. The findings are presented through score-based results and descriptive explanations, followed by an interpretation using the perspectives of IQAS/SPMI, PPEPP, quality culture, and digital quality assurance.

Results

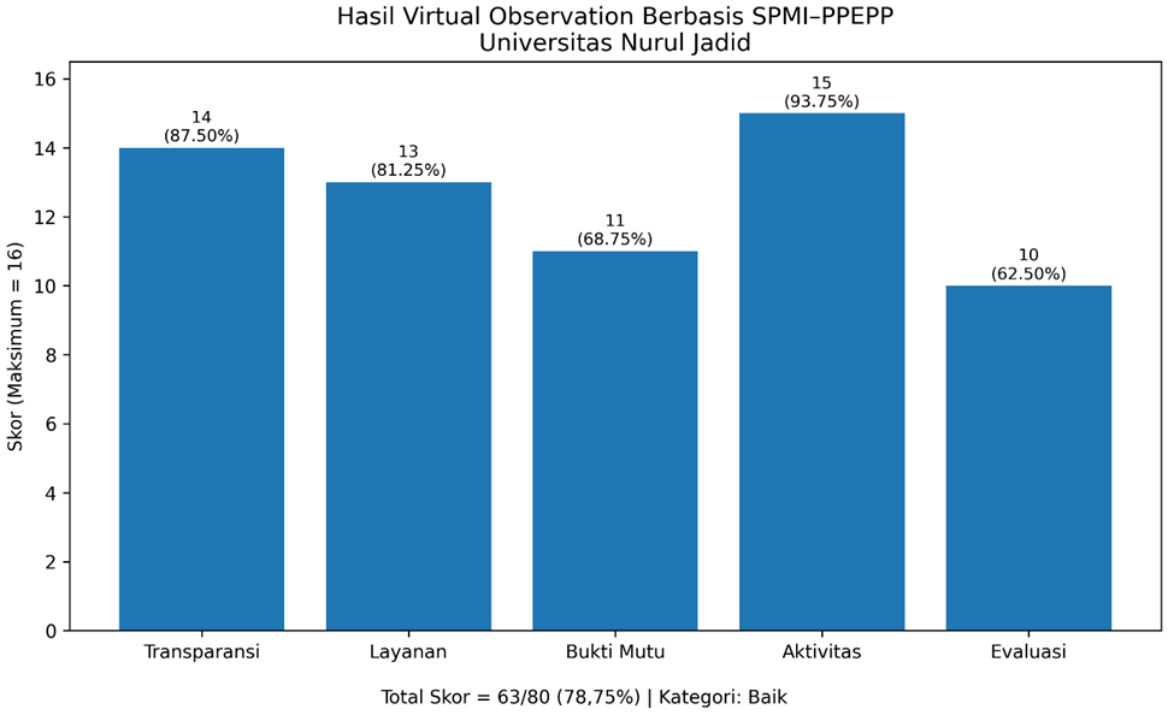
The results of the virtual observation indicate that the Universitas Nurul Jadid website has functioned effectively as a digital representation of institutional quality culture. Various forms of information related to institutional governance, academic services, quality assurance documents, higher education tridharma activities, and evaluation mechanisms are publicly accessible through the website. These findings suggest that the institution has utilized its digital platform not only as a medium for information dissemination but also as an instrument of transparency and institutional accountability.(Iswantoro dkk., 2025; Ramírez & Montero, 2024)

Based on the IQAS/SPMI–PPEPP observation instrument, the assessment was conducted across five major dimensions of digital quality culture.

Table 1. Results of Virtual Observation on Quality Culture at Universitas Nurul Jadid

Assessment Dimension	Maximum Score	Obtained Score	Percentage (%)	Category
Transparency	16	14	87.50	Very Good
Services	16	13	81.25	Good
Quality Evidence	16	11	68.75	Good

Assessment Dimension	Maximum Score	Obtained Score	Percentage (%)	Category
Institutional Activities	16	15	93.75	Very Good
Evaluation	16	10	62.50	Good
Total	80	63	78.75	Good



Overall, Universitas Nurul Jadid achieved a score of 63 out of 80, equivalent to 78.75%, which falls within the good category. Institutional activities obtained the highest score (93.75%), followed by transparency (87.50%), services (81.25%), quality evidence (68.75%), and evaluation (62.50%). These results indicate that the institutional website provides relatively comprehensive information regarding institutional activities, academic services, and organizational profiles. However, evidence related to quality evaluation, internal audits, monitoring processes, and quality improvement follow-up actions remains less visible compared to other dimensions.

The distribution of scores across the five dimensions indicates that digital quality culture at Universitas Nurul Jadid is relatively balanced, although variations remain among dimensions. Institutional activities and transparency achieved the highest scores, suggesting that the institution has successfully utilized its website as a medium for public communication and accountability. In contrast, quality evidence and evaluation obtained comparatively lower scores, indicating that documentation related to monitoring, evaluation, internal audits, and continuous quality improvement remains less visible. This pattern suggests that digital quality culture is currently more oriented toward information dissemination than toward the comprehensive representation of quality assurance processes.

The quality evidence dimension obtained a score of 11 out of 16 (68.75%). Various documents related to institutional quality, including accreditation information, academic guidelines, institutional policies, and activity reports, were available online. Nevertheless,

documents related to internal quality audits, monitoring and evaluation reports, and corrective action plans were not yet comprehensively documented on the institutional website.

Discussion

The findings demonstrate that digital transformation has contributed significantly to strengthening the quality culture of Universitas Nurul Jadid. The institutional website functions as a transparency platform that enables stakeholders to access academic information, educational services, and institutional activities. These findings support previous studies indicating that the digitalization of higher education governance enhances accountability, information transparency, and the effectiveness of quality assurance systems(Benavides dkk., 2020; GEM Report UNESCO, 2023; Nazyrova dkk., 2025)

This finding indicates that digital technologies are increasingly embedded within institutional governance and quality assurance practices. The availability of quality-related information through the institutional website enables stakeholders to access evidence concerning academic services, institutional performance, and quality assurance implementation. Consequently, digital platforms become important instruments for supporting evidence-based governance and stakeholder engagement in higher education.

From a quality culture perspective, the high scores achieved in transparency and institutional activities suggest that the university has established effective mechanisms for public communication and information disclosure. The strong performance in transparency also demonstrates the institution's commitment to stakeholder engagement and public information disclosure. The availability of information regarding institutional governance, academic regulations, accreditation status, and organizational activities enables stakeholders to access relevant information efficiently and supports institutional accountability. In the context of higher education governance, transparency is increasingly regarded as a critical component of quality culture because it strengthens public trust and facilitates evidence-based assessment of institutional performance (Harvey & Stensaker, 2008; Ramírez & Montero, 2024). Information related to teaching, research, community engagement activities, academic services, and institutional achievements is openly accessible, thereby strengthening stakeholder trust. This finding is consistent with studies by Nurdin et al., which emphasize that digital quality culture is determined not only by the availability of information but also by its accessibility, currency, and traceability.(Harvey & Stensaker, 2008; Krooi dkk., 2024)

The high transparency score also reflects the institution's commitment to public information disclosure and stakeholder trust. Open access to institutional profiles, accreditation information, academic regulations, and organizational activities strengthens institutional legitimacy and supports accountability mechanisms. Such transparency is increasingly recognized as a key indicator of digital quality culture because it enables external stakeholders to evaluate institutional performance using publicly available evidence.

When examined through the IQAS/SPMI framework, the website reflects substantial evidence of quality standard implementation. Information concerning academic programs, governance structures, institutional achievements, and tridharma activities demonstrates the institution's commitment to documenting and communicating quality assurance practices. This finding supports, who argue that digital systems improve the traceability of quality evidence and strengthen the relationship between quality assurance implementation and institutional performance.(Moh Ali Fauzi dkk., 2024; Sampe & Arifin, 2024).

Furthermore, the availability of digital quality evidence enhances the traceability of quality assurance implementation. Through systematic documentation and publication of institutional information, higher education institutions can demonstrate compliance with established quality standards while simultaneously providing evidence to support evaluation and continuous improvement processes. Consequently, institutional websites increasingly function as repositories of quality evidence that contribute to the effectiveness of internal quality assurance systems (Krooi dkk., 2024; Sampe & Arifin, 2024).

Despite these positive outcomes, the quality evidence and evaluation dimensions received lower scores than the other dimensions. From the perspective of the PPEPP cycle, this finding indicates that the Establishment and Implementation stages are more visible and better documented than the Evaluation, Control, and Improvement stages. The dominance of information concerning programs, activities, and policies over evaluation reports, quality audits, and improvement initiatives suggests that institutional digital documentation remains largely focused on activity dissemination rather than on demonstrating the complete quality assurance cycle. Similar findings were reported by(Krooi dkk., 2024; Schellekens dkk., 2023), who observed that many higher education institutions possess extensive academic information but provide limited evidence regarding evaluation processes and continuous quality improvement.

This imbalance suggests that the visibility of quality assurance implementation remains concentrated on the Establishment and Implementation stages of the PPEPP cycle. Although institutional programs, activities, and policies are extensively documented, evidence related to Evaluation, Control, and Improvement processes remains less accessible through the institutional website. As a result, stakeholders may find it difficult to assess the effectiveness of quality improvement initiatives and the extent to which evaluation findings are translated into corrective actions and institutional development strategies.

The imbalance among PPEPP stages suggests that quality assurance implementation is more visible during the establishment and implementation phases than during evaluation and improvement processes. This finding implies that institutional quality assurance practices may already be functioning internally but are not yet systematically represented through digital documentation. As a result, stakeholders may encounter difficulties in assessing the effectiveness of quality improvement initiatives solely through publicly available information.

Within the context of digital quality assurance, openly documented quality evidence is essential for supporting monitoring, evaluation, and evidence-based decision-making. As emphasized by (Krooi dkk., 2024), modern internal quality assurance systems should move beyond administrative compliance toward the provision of verifiable evidence demonstrating the actual implementation of quality processes. Therefore, strengthening the publication of internal audit reports, monitoring and evaluation results, corrective action documentation, and continuous improvement initiatives is strategically important for Universitas Nurul Jadid to ensure that its website comprehensively represents the entire PPEPP cycle.

In contemporary higher education, digital quality assurance requires the integration of information systems, quality documentation, performance indicators, and evaluation mechanisms within a unified digital ecosystem. The effectiveness of such systems depends not only on technological infrastructure but also on the completeness, accessibility, and sustainability of quality evidence. Therefore, strengthening digital documentation practices is

essential for ensuring that quality assurance processes remain transparent, measurable, and continuously improved over time (Benavides dkk., 2020; Schellekens dkk., 2023)

Collectively, the findings reveal that digital quality culture is not represented by a single dimension but emerges from the interaction between transparency, service quality, institutional activities, quality evidence, and evaluation mechanisms. Strong performance in one dimension cannot fully compensate for weaknesses in another because sustainable quality culture requires the continuous integration of all quality assurance processes. Therefore, institutions need to ensure that digital platforms represent not only achievements and activities but also evaluation outcomes and improvement initiatives.

Overall, the findings indicate that the digital quality culture of Universitas Nurul Jadid is at a good level and is supported by strong transparency and institutional activity dimensions. However, further enhancement of digital evidence related to evaluation, control, and improvement processes is necessary to ensure that the implementation of IQAS/SPMI through the PPEPP framework is fully represented. These findings reinforce the argument that institutional websites can serve as strategic instruments for developing a sustainable, transparent, and evidence-based quality culture in the era of digital transformation (Krooi dkk., 2024; Nurdin dkk., 2025; Yuliana dkk., 2026)

The findings indicate that transparency, academic services, quality evidence, institutional activities, and evaluation are interconnected dimensions that collectively represent the maturity of digital quality culture. High performance in transparency and institutional activities strengthens institutional visibility, while weaknesses in evaluation and quality evidence indicate challenges in completing the continuous improvement cycle. Therefore, digital quality culture should be understood as an integrated system rather than separate dimensions.(Krooi dkk., 2024). This finding corroborates (Ramírez & Montero, 2024), who identified digital transparency as a determinant of institutional accountability. Similar patterns were reported by (Benavides dkk., 2020), indicating that digital transformation enhances stakeholder trust through accessible quality information.

The findings of this study provide several practical implications for higher education institutions seeking to strengthen digital quality assurance. Institutional websites should be developed not only as information dissemination platforms but also as integrated repositories of quality evidence. Greater attention should be directed toward publishing monitoring reports, internal quality audit results, evaluation findings, corrective actions, and quality improvement initiatives. Such efforts would enhance transparency, accountability, and evidence-based decision-making processes within higher education institutions.

From a theoretical perspective, this study contributes to the literature on quality culture and internal quality assurance by demonstrating that digital evidence available through institutional websites can be utilized as observable indicators of IQAS/SPMI implementation. The proposed virtual observation approach extends existing quality assurance frameworks by integrating digital transparency, quality evidence, and the PPEPP cycle into a single evaluative model for assessing digital quality culture in higher education.

CONCLUSION

This study demonstrates that virtual observation based on the Internal Quality Assurance System (IQAS/SPMI) and the PPEPP cycle can serve as an effective approach for evaluating

and mapping digital quality culture in higher education through the analysis of evidence available on institutional websites. The findings indicate that the digital quality culture of Universitas Nurul Jadid is categorized as good, as reflected in the high levels of information transparency, academic services, and the publication of institutional activities. These results confirm that digital transformation functions not only as a medium for information dissemination but also as a strategic instrument for strengthening accountability, transparency, and data-driven quality governance (Krooi dkk., 2024)(Benavides dkk., 2020).

However, the study also reveals that the digital representation of quality assurance processes does not yet fully reflect the complete implementation of the PPEPP cycle. Documentation related to evaluation, control, internal quality audits, and quality improvement follow-up actions remains less visible than information concerning institutional programs and activities. This finding highlights the need for stronger integration between information systems, quality documentation, and continuous quality improvement mechanisms to ensure that all stages of the PPEPP cycle are systematically documented and publicly accessible.(Schellekens dkk., 2023)

Theoretically, this study contributes to the growing discourse on quality culture and internal quality assurance in higher education by demonstrating how digital evidence published through institutional websites can be utilized to assess the implementation of IQAS/SPMI and the PPEPP cycle. The study extends previous quality assurance frameworks by integrating virtual observation with quality culture indicators, thereby offering a practical conceptual model for evaluating the visibility of quality assurance processes in digital environments. This finding reinforces the argument that digital platforms can function not only as communication tools but also as strategic instruments for monitoring and strengthening institutional quality culture(Harvey & Stensaker, 2008; Krooi dkk., 2024). Theoretically, this study extends quality culture literature by demonstrating that institutional websites can function as observable repositories of quality evidence. Practically, the proposed virtual observation model may assist higher education institutions in monitoring the visibility of IQAS/SPMI implementation and strengthening digital quality assurance practices.

The primary contribution of this study lies in the development of an IQAS/SPMI–PPEPP-based virtual observation model as an efficient, objective, and replicable alternative for quality evaluation in higher education. Practically, the findings provide a foundation for developing more integrated digital quality assurance systems by optimizing institutional websites as repositories of quality evidence and tools for evidence-based decision-making. Nevertheless, because this study was conducted within a single institution and focused solely on publicly available digital evidence, future research should expand the scope of investigation by incorporating multiple institutions and combining virtual observation with interviews, quality audits, or comparative studies to generate a more comprehensive understanding of IQAS/SPMI–PPEPP-based quality culture implementation across different higher education contexts (Sampe & Arifin, 2024; Schellekens dkk., 2023)

This study has several limitations. First, it was conducted in a single higher education institution. Second, the analysis relied exclusively on publicly available digital evidence. Third, the observation approach could not capture internal quality assurance practices that were not published online.

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