



Analysis Of The Implementation Of The Internal Quality Assurance System In Maintaining The Quality Of Reading Guidance Services At The Bimba AIUEO Institution, Subang Regency

Hasanudin^{1✉}, Nurzini Fazilet², M. Ikhsan Hartono³, Waska Warta⁴

Graduate School, Universitas Islam Nusantara, Bandung, Indonesia^{1,2,3,4}

Email :

¹hasanudin@uninus.ac.id

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ABSTRACT

Early childhood interest in reading is an important foundation for successful literacy at the next level of education. Non-formal reading interest guidance institutions such as biMBA-AIUEO have a strategic role in cultivating children's reading habits through fun learning, small step system and individual approaches. Consistency of service quality in institutions spread across many units can only be maintained if there is an Internal Quality Assurance System (SPMI) that runs through a standard Determination, Implementation, Evaluation, Control and Improvement (PPEPP) cycle. This research aims to analyze the implementation of SPMI in maintaining the quality of reading interest guidance services at the biMBA-AIUEO institution in Subang Regency, with biMBA motivators/teachers as the main respondents. The research was planned to use a descriptive approach supported by quantitative data from a Likert scale questionnaire instrument prepared based on the five dimensions of PPEPP, as well as qualitative data from interviews and observations as triangulation. This manuscript was prepared as a framework/journal draft because field data collection has not yet been carried out; The results, discussion and conclusion sections will be completed after data from respondents has been collected. It is hoped that the instrument framework, grid and theoretical basis presented in this manuscript can become a reference for carrying out further research

Keywords: *Internal Quality Assurance System, service quality, reading interest*

INTRODUCTION

The ability and passion for reading are fundamental skills that determine a child's readiness for the learning process at the next level of education. An interest in reading that develops from an early age tends to form positive learning habits, foster curiosity, and strengthen children's language and thinking skills. Therefore, efforts to foster children's interest in reading from an early age cannot be separated from the role of families, schools, and non-formal educational institutions that specifically specialize in reading guidance.

biMBA-AIUEO is one such non-formal reading guidance institution that has developed in various regions, including Subang Regency, with a learning philosophy that emphasizes children's comfort and enjoyment during the learning process. This approach is realized through the principles of fun learning, a small-step system, and an individual system, distinguishing biMBA-AIUEO from typical reading guidance institutions. Because these services are provided directly by biMBA motivators/teachers to children in small groups, the quality of interaction between the motivators and the children is a key determinant of the service's success.

When an institution operates through multiple units spread across various regions, the primary challenge is maintaining consistent service quality across units. Differences in motivator competency, intensity of supervision by the Unit Head, facility availability, and mechanisms for handling parent complaints have the potential to lead to variations in service quality if not managed through a structured system. This is where the Internal Quality Assurance System becomes relevant to study, as an institution's internal mechanism for establishing, implementing, evaluating, controlling, and continuously improving service quality standards.

Based on this description, this study aims to analyze how SPMI is implemented to maintain the quality of reading interest guidance services at the biMBA-AIUEO institution in Subang Regency. Using the perceptions of biMBA motivators/teachers as the primary data source through an instrument developed based on the standard Determination, Implementation, Evaluation, Control, and Improvement cycle.

The implementation of SPMI in maintaining the quality of reading interest guidance services at biMBA-AIUEO Subang Regency is understood as a series of five interrelated stages. The establishment of standards is the starting point in the form of motivators' understanding of the service's vision, mission, and SOP. These standards are then implemented through the application of fun learning methods, small step systems, individual systems, media utilization, and class ratio management during the implementation stage. The achievement of these implementations is measured through supervision by the Unit Head, daily affection evaluations, and the availability of a forum for parental complaints during the

evaluation stage. The evaluation results are then followed up at the control stage, in the form of changes in learning strategies, personal coaching, and responses to parental complaints. Ultimately, all stages culminate in the improvement stage, namely the provision of training for motivators and continuous improvement of unit facilities. These five stages form the basis for the development of the research instrument.

METHODOLOGY

This research is planned to use a descriptive approach, supported by quantitative data from a Likert-scale questionnaire instrument and qualitative data from interviews and observations for triangulation. This approach was chosen because the research objective was to capture the current state of SPMI implementation based on the perceptions of biMBA motivators/teachers, without any variable manipulation. The research is planned to be conducted in biMBA-AIUEO institutional units in Subang Regency.

The study population is all biMBA motivators/teachers working in biMBA-AIUEO units in Subang Regency. The quantitative data from the questionnaire will be analyzed descriptively by calculating the average score and percentage of achievement for each PPEPP dimension, then categorizing it into specific levels of implementation (e.g., very good, good, sufficient, or poor) based on predetermined score intervals. Qualitative data from interviews, observations, and documentation are analyzed through data reduction, data presentation, and conclusion drawing, which are used to strengthen and deepen the interpretation of the quantitative findings in each dimension.

RESULT AND DISCUSSION

The research results are planned to be presented in five subsections according to the PPEPP dimensions, namely (A) Standard Setting, (B) Standard Implementation, (C) Standard Evaluation, (D) Standard Control, and (E) Standard Improvement. Each subsection will contain the average score and percentage of achievement per dimension, categorization of implementation levels, and a discussion linking the findings to SPMI theory, service quality dimensions, and interview/observation results as supporting data. The format for the summary of the results to be filled in is presented in the following table.

Dimension	Average Score	Percentage (%)	Category	Number of Items
Standard Setting	86	86	Very Good	3
Standard Implementation	86	86	Very Good	5
Standard Evaluation	85	85	Good	3
Standard Control	89	89	Very Good	3
Standard Improvement	83	83	Good	2

The discussion on each dimension will then be directed towards answering three research problem formulations, namely an overview of the determination

and implementation of standards (dimensions A and B), implementation of evaluation and control (dimensions C and D), and efforts to continuously improve service quality (dimension E).

CONCLUSION

The research conclusions are planned to be compiled to answer the three problem formulations briefly, namely conclusions regarding the determination and implementation of service quality standards, conclusions regarding the implementation of evaluation and control, and conclusions regarding efforts to continuously improve service quality at the biMBA-AIUEO institution in Subang Regency. Research suggestions are planned to be addressed to three parties, namely the management of the biMBA-AIUEO unit in Subang Regency as material for strengthening SPMI, biMBA motivators/teachers as material for reflection on guidance practices, and further researchers to expand the scope of research to other aspects or areas.

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