



Integration of Digital-Based Student Evaluations of Faculty Members to Support the Internal Quality Assurance System

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ARTICLE INFO

Article History

Received:

20 Juli 2026

Revised:

24 Agustus 2026

Accepted:

11 September 2026

Available online:

30 September 2026

Keywords

educational
management, faculty
evaluation, digital,
internal quality
assurance system
(SPMI)

ABSTRACT

This study aims to analyze the integration of the results of the digital-based Student Faculty Evaluation (EDOM) in supporting the Internal Quality Assurance System (SPMI) at universities. The study uses a quantitative approach with an evaluative-descriptive research design. Research data were obtained from the results of the digital-based EDOM through the Sevima system during the Odd Semester of the 2025/2026 Academic Year, covering 22 study programs and 15 learning evaluation indicators. Data analysis techniques included descriptive statistics, comparative analysis, gap analysis, and a learning quality analytics dashboard. The results showed that the overall average EDOM score was 3.60, which falls into the "good" category. The highest-scoring indicators were faculty readiness, faculty authority, moral exemplary behavior, and the alignment of exam materials, with an average score of 3.62, while the lowest-scoring indicator was punctuality, with a score of 3.57. The comparative analysis revealed variations in quality achievement across study programs, with the KPII Study Program achieving the highest score of 3.76 and the TIN Study Program achieving the lowest score of 3.24. The results of the gap analysis showed that all indicators remained below the higher education quality standard of 3.75. This study concludes that the digital-based EDOM plays a strategic role in supporting the implementation of PPEPP within the SPMI through continuous quality monitoring, academic quality control, and data-driven decision-making.



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How to cite:

Oktapiani, M., Fajaria, N.H., Fahrudin, M., Rapingah, S., Nurulhuda, E.S. (2026). Integration of digital-based student evaluations of faculty members to support the internal quality assurance system. *Jurnal Akuntabilitas Manajemen Pendidikan*, 14(2), 1-15. doi: <https://doi.org/10.21831/jamp.v14i2.98164>

INTRODUCTION

In the era of global competition in higher education, the quality of learning has become a key indicator in determining institutional quality. Higher education institutions are required not only to produce competent graduates but also to ensure that the learning process is effective, measurable, adaptive, and sustainable. The transformation of higher education in the 21st century positions the quality of learning as a strategic element in enhancing institutional competitiveness, both nationally and internationally. In this context, learning assessment plays a crucial role in ensuring the effectiveness of academic processes and the achievement of graduates' learning outcomes.

One of the most widely used evaluation instruments in higher education is the Student Evaluation of Faculty (EDOM) or Student Evaluation of Teaching (SET). EDOM is used to assess the effectiveness of teaching based on students' perceptions of faculty members' competencies in pedagogical, professional, social, and personal aspects. Research by Quansah et al. (2024) explains that SET is the most widely used evaluation instrument in higher education to support the evaluation of teaching quality and academic decision-making. In addition to serving as a teaching evaluation instrument, EDOM results are also utilized in various academic policies, such as faculty performance evaluations; curriculum development; strengthening teaching quality; academic promotion; and institutional decision-making.

Research by Ciuchi et al. (2024) shows that student evaluations have a significant impact on improving the quality of teaching and the professional development of faculty members in higher education institutions. Thus, EDOM plays a strategic role in supporting the higher education quality assurance system. On the other hand, advancements in information technology have driven the transformation of the learning evaluation system from a manual model to a data-driven digital system. The digitization of EDOM enables the evaluation process to be conducted quickly, in real time, transparently, and integrated with the institution's academic systems. The OECD Digital Education Outlook (2023) emphasizes that the digital transformation of education must be supported by an effective digital ecosystem, including the use of information systems and analytical dashboards for monitoring educational quality. The digitization of learning evaluation enables higher education institutions to implement data-driven decision-making through a more comprehensive analysis of learning quality data.

Digital transformation in learning evaluation also strengthens the implementation of the Internal Quality Assurance System (SPMI) at higher education institutions. Ministry of Education, Culture, Research, and Technology Regulation No. 53 of 2023 on Higher Education Quality Assurance, which integrates provisions on the Internal Quality Assurance System (SPMI), National Higher Education Standards, and accreditation into a single regulation and mandates the management of quality assurance data and information through the Higher Education Data Repository (PDDikti), the SPMI is implemented through the PPEPP cycle (Establishment, Implementation, Evaluation, Control, and Improvement). This provision is directly relevant to the digital transformation of learning evaluation, as it encourages higher education institutions to manage quality data, including EDOM results, in an integrated and digitally-based manner, so that evaluation results can be accessed, monitored, and acted upon in real-time within the PPEPP cycle. Within this cycle, EDOM results play a crucial role in the evaluation stage as a source of learning quality data used to support the continuous control and improvement of academic quality. The first issue relates to the validity and reliability of student evaluation results. Research by Quansah et al. (2024) reveals that student evaluation results remain susceptible to subjective biases, such as personal perceptions of instructors, students' learning experiences, grade expectations, and other non-academic factors.

Cook's (2024) study also confirms that student evaluations of instructors are often influenced by emotional factors and students' individual experiences, which can potentially affect the objectivity of the evaluation results. This indicates that while EDOM is important in learning evaluation, the results must be analyzed comprehensively to yield valid and reliable information. The second issue is the suboptimal utilization of EDOM results in managerial decision-making. At many universities, EDOM results are still limited to routine administrative reports and have not been systematically integrated into the development of learning quality. Crimmins' (2025) research indicates that many higher education institutions still face a gap between the collection of student evaluation data and the implementation of follow-up actions to improve academic quality. The third issue relates to the low level of integration of EDOM results into the PPEPP cycle within the Internal Quality Assurance System (SPMI). Conceptually, however, learning evaluation results should serve as the basis for quality monitoring, faculty development, academic standards enforcement, and continuous improvement of learning quality.

The fundamental issue is that the current EDOM digitization systems generally stop at the stage of compiling and presenting raw data, without being equipped with analytical mechanisms capable of detecting assessment bias patterns or automatically providing recommendations for follow-up actions. As a result, EDOM results have not yet fully functioned as a data-driven decision-

making tool integrated with the PPEPP cycle but remain dependent on the manual interpretation of program directors. Therefore, this study aims to develop a model for integrating digital EDOM results equipped with an analytical dashboard to reduce subjective bias in student evaluations and optimize the use of EDOM data in managerial decision-making at every stage of the PPEPP cycle within the Internal Quality Assurance System (SPMI). The OECD (2023) emphasizes that modern quality assurance systems must be supported by the integration of digital data and analytical dashboards that enable institutions to monitor quality in real time. However, in practice, many universities do not yet have an EDOM analytical dashboard system capable of visualizing quality achievements, identifying the lowest-performing indicators, providing an early warning system, and supporting data-driven decision-making. Research by Buinytska et al. (2025) shows that the use of digital tools in quality assurance can improve the effectiveness of learning quality monitoring and accelerate the academic quality control process. This indicates that digital transformation in learning evaluation must be accompanied by the strengthening of quality analytics systems and the integration of academic data.

In the context of previous research, most studies on EDOM have focused on analyzing student satisfaction, evaluating faculty performance, assessing the validity of evaluation instruments, and examining the relationship between student perceptions and the quality of learning. Spooren et al. (2013) explain that research on SET has so far primarily addressed the validity of instruments and student perceptions of learning, but has not extensively examined the integration of evaluation results into higher education quality assurance systems. The study by Henriquez Ritchie et al. (2025) also places greater emphasis on student perceptions of faculty performance and the measurement of evaluation instruments. Consequently, there is a research gap between the strategic potential of EDOM as a quality assurance instrument and its actual implementation in higher education institutions. To date, there has been limited research that comprehensively integrates digital-based EDOM, analytical dashboards, data-driven decision-making, and the PPEPP cycle within the Internal Quality Assurance System (SPMI).

The novelty of this study lies in the development of a model for integrating the results of the digital Student Evaluation of Faculty (EDOM) to support the Internal Quality Assurance System (SPMI) through a data-driven decision-making approach. Unlike previous studies, which generally stopped at a descriptive analysis of EDOM results, this study offers a solution in the form of integrating gap analysis and EDOM analytical dashboards into every stage of the PPEPP cycle, so that evaluation results are not only reported but also directly serve as the basis for quality control and improvement actions. This study not only examines learning evaluation results but also analyzes how EDOM data is utilized in quality evaluation, quality control, academic monitoring, and continuous improvement of learning quality through a digital-based analytical dashboard.

METHOD

This study employs a quantitative approach using an evaluative-descriptive research design. A quantitative approach was chosen because the study focuses on analyzing numerical data from the digital Student Evaluation of Faculty (EDOM) obtained through the Sevima EdLink Akademik academic system at the university. An evaluative research approach was used to assess the utilization of EDOM results in supporting the Internal Quality Assurance System (SPMI), particularly within the PPEPP cycle (Establishment, Implementation, Evaluation, Control, and Improvement). The quantitative approach was chosen because the research data consisted of student evaluation scores of faculty members, measured using specific indicators and analyzed using descriptive statistics. Creswell explains that quantitative research is used to test numerical data through statistical procedures to objectively explain research phenomena. This study did not use interviews or observations because all research data were obtained from the results of the digital EDOM system already available on the Sevima platform. Thus, the study focused on analyzing the evaluation results of learning outcomes and program quality, the integration of EDOM results into the PPEPP cycle, and the utilization of the learning quality analytics dashboard.

An evaluative research design was chosen because the study aims to assess the effectiveness of utilizing EDOM results in supporting academic quality assurance at the university. The evaluation examined the achievement of learning indicators, compliance with quality standards, and the effectiveness of implementing digital-based learning evaluations. Research Location and Timeframe The research was conducted at As-Syafi'iyah Islamic University, focusing on the implementation of the digital Student Evaluation of Faculty (EDOM) via the Sevima platform. The research was carried out during the Odd Semester of the 2025/2026 Academic Year. The research object is the integration of results from the digital Student Evaluation of Faculty (EDOM) to support the Internal Quality Assurance System (SPMI). The research focuses on EDOM outcomes, learning quality analysis, the integration of evaluation results into the PPEPP, the quality analytics dashboard, and data-driven decision making. This study uses secondary data sourced from the Sevima digital EDOM system. The research data was obtained from: "Summary of EDOM Faculty Evaluations by Question for Semester 20242," which contains the average faculty evaluation scores, achievement levels for each indicator, the highest- and lowest-performing study programs, and learning evaluation results across 22 study programs. The analyzed data consists of 15 faculty evaluation indicators.

	No.	Question
 Class Details	A	PEDAGOGICAL ASPECT
 Lecturer	1	The lecturer explains the course contract/RPS at the beginning of the course.
 Class Participants	2	The lecturer is well-prepared to conduct the course and begins the class with greetings and prayer.
 Course Contract	3	The use of instructional media and learning technology.
 Class Schedule	4	The lecturer relates the course/learning materials to Islamic values.
 Class Attendance	5	The lecturer provides feedback on assignments.
 Examination Schedule	6	The examination materials are consistent with the course materials.
 Course Grades	7	The lecturer covers the course materials as outlined in the RPS.
 Questionnaire Summary	8	The grades awarded are consistent with the students' learning outcomes.
 Course Syllabus (RPS)	B	PROFESSIONAL ASPECT
 Course Assignments	1	The lecturer conducts classes punctually according to the scheduled timetable.
	2	The lecturer demonstrates mastery of the subject matter and provides motivation for learning.
	C	PERSONAL ASPECT
	1	The lecturer is open to criticism and suggestions.
	2	The lecturer demonstrates appropriate authority and professionalism.
	3	The lecturer serves as a role model and instills moral values.
	D	SOCIAL ASPECT
	1	The lecturer interacts easily and positively with students.
	2	The lecturer responds promptly and appropriately to communication from students.

Figure 1. Digital EDOM Indicators via Sevima

Data collection was conducted through digital documentation. This documentation was used to obtain EDOM summary results, evaluation dashboards, learning quality reports, and faculty evaluation statistics available in the Sevima system. Sugiyono explained that documentation is a data collection technique used to obtain research data through records, archives, reports, or documents relevant to the research subject in this study; documentation is carried out by accessing and processing lecturer evaluation data stored in the Sevima digital EDOM system. The research instrument utilized the EDOM instrument already available in the Sevima system and officially used by universities in learning evaluations. The instrument consists of 15 assessment indicators that reflect lecturers' pedagogical, professional, social, and personal competencies. Each indicator uses a Likert scale with a score range of 1–4 (Poor–Excellent) to measure students' perceptions of the quality of lecturers' teaching. The research flowchart is illustrated in the Figure 2.

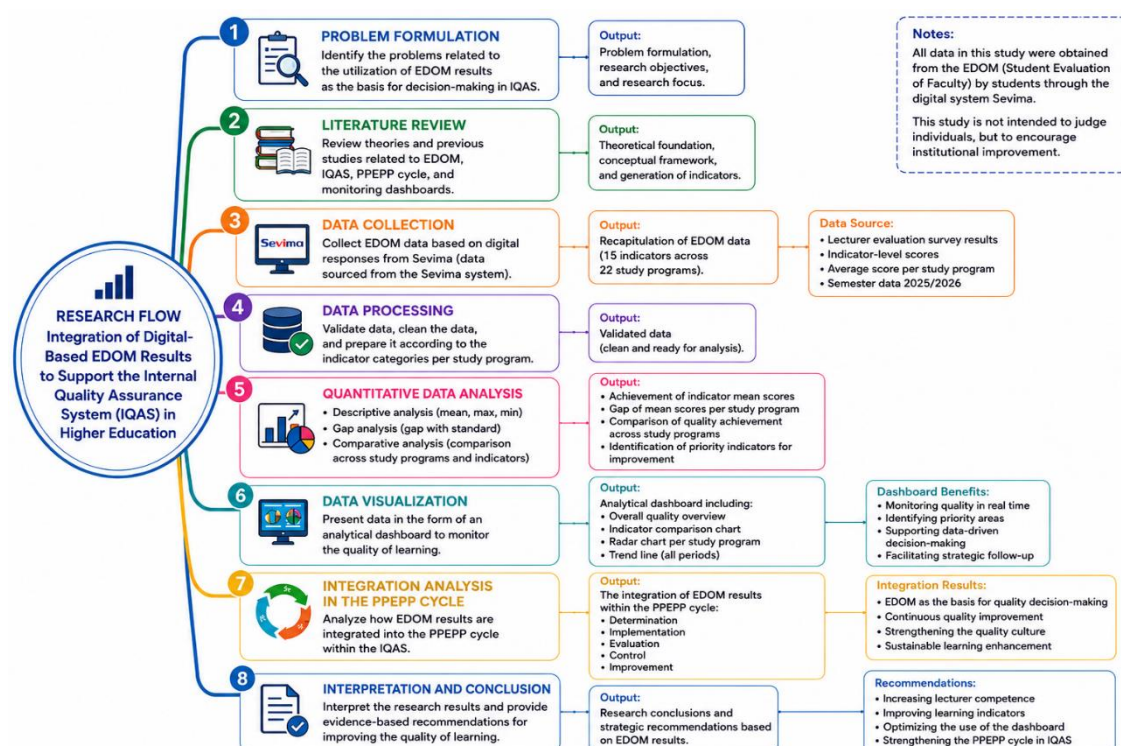


Figure 2. Research Flowchart

RESULTS AND DISCUSSION

Results

Descriptive statistical analysis in this study was used to provide an overview of the results of the digital-based Student Faculty Evaluation (EDOM) for the Odd Semester of the 2025/2026 Academic Year. This analysis was conducted to determine: the average EDOM score, the level of teaching quality, the indicators with the highest and lowest scores, and variations in teaching quality across study programs. Statistical data were obtained from student evaluations of the lecturers' teaching processes, which were processed through the Sevima digital EDOM system. The use of a digital system enables data collection and processing to be carried out more quickly, accurately, and systematically, while being integrated with academic quality monitoring needs.

a. Descriptive Statistics for Each Indicator

Table 1. Descriptive Statistics for Each Indicator

No	EDOM Indicator	Mean
1	Course Contract/RPS	3.62
2	Faculty Readiness	3.62
3	Use of Technology	3.60
4	Integration of Islamic Values	3.58
5	Assignment Feedback	3.59
6	Appropriateness of Exam Material	3.62
7	Mastery of Material	3.61
8	Grade Fairness	3.61
9	Timeliness	3.57
10	Mastery of Material	3.61

No	EDOM Indicator	Mean
11	Openness to Criticism and Suggestions	3.60
12	Lecturer's Authority	3.62
13	Moral Exemplarity	3.62
14	Sociability	3.59
15	Communication Skills	3.60

To support the report in table 1, the achievements of the EDOM indicators are also illustrated in a graph according to each EDOM indikator, as shown in figure 3.

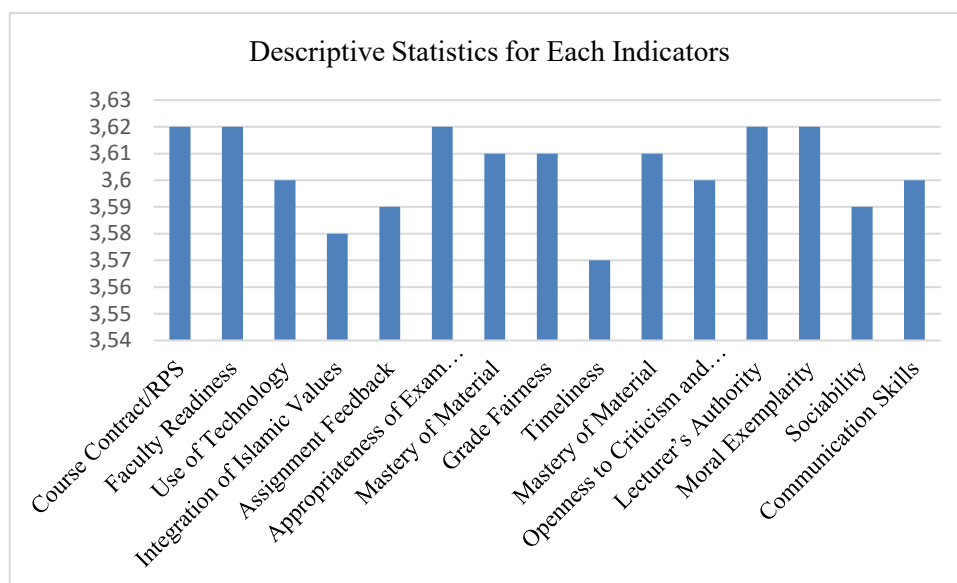


Figure 3. EDOM Indicators

Based on the results of descriptive statistical analysis, the overall average EDOM score was 3.60. This score indicates that the quality of learning at the university falls into the “good” category. This result suggests that, in general, students give positive evaluations of the quality of instruction provided by faculty members.

b. Descriptive Statistics by Study Program

Table 2. Descriptive Statistics by Study Program

Study Program	Mean
KPII	3.76
PS	3.75
KPI	3.73
KPN	3.67
MM	3.67
TP	3.67
PAI	3.66
IHH	3.66
BK	3.65
MAN	3.63
PN	3.63
ID	3.63
TM	3.62

Study Program	Mean
TI	3.62
IHHH	3.61
IH	3.60
IK	3.57
AKT	3.55
BIO	3.51
PBI	3.47
MAT	3.40
TIN	3.24

To support the report above, a graph comparing EDOM achievements across study programs is also provided at figure 4.

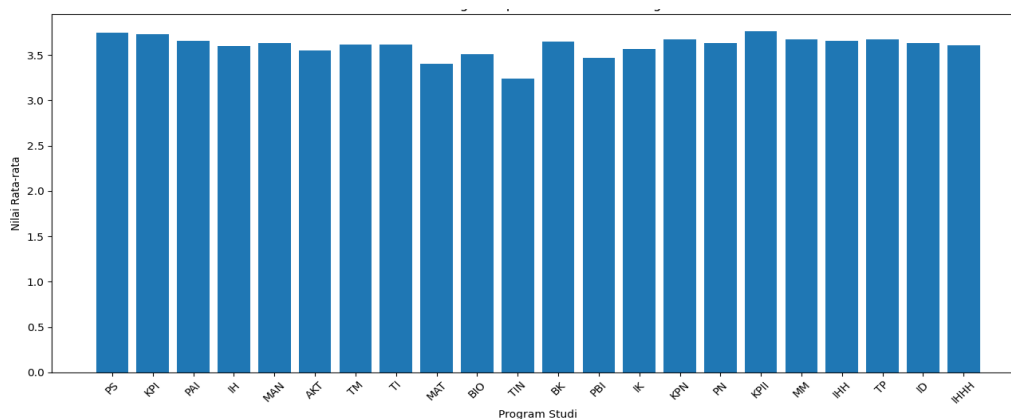


Figure 4. Graph Comparing EDOM Achievement Across Study Programs

Descriptive statistical analysis across study programs reveals variations in learning quality outcomes. The KPII study program achieved the highest score of **3.76**, while the TIN study program achieved the lowest score of **3.24**. Study programs with high scores demonstrate effective learning, sound academic management, and optimal implementation of learning quality.

c. Comparative Analysis Across Study Programs

Table 3. Comparative Analysis Across Study Programs

No	Study Program	Mean
1	KPII	3.76
2	PS	3.75
3	KPI	3.73
4	KPN	3.67
5	MM	3.67
6	TP	3.67
7	PAI	3.66
8	IHH	3.66
9	BK	3.65
10	MAN	3.63
11	PN	3.63
12	ID	3.63

No	Study Program	Mean
13	TM	3.62
14	TI	3.62
15	IHHH	3.61
16	IH	3.60
17	IK	3.57
18	AKT	3.55
19	BIO	3.51
20	PBI	3.47
21	MAT	3.40
22	TIN	3.24

Based on the results of the comparative analysis, the KPII Study Program achieved the highest score of 3.76, followed by the PS Study Program at 3.75, and the KPI Study Program at 3.73. The high quality achievements in these study programs indicate that the learning process has been effective, faculty members are well-prepared, academic communication is optimal, and learning management aligns with quality standards. From an SPMI perspective, these results indicate that a culture of academic quality has been consistently maintained at the program level. The TIN program received the lowest score of 3.24, followed by the MAT program at 3.40, and the PBI program at 3.47. The low quality scores in these programs indicate that there are still several areas requiring improvement, particularly in learning management, technology utilization, academic communication, and learning quality monitoring. These findings indicate that study programs with low scores require: faculty development, more intensive quality monitoring, and the strengthening of an academic quality culture. In the context of educational management, comparative analysis across study programs serves as a quality monitoring tool, a basis for quality control, and an instrument for academic decision-making.

d. Comparative Analysis Across EDOM Indicators

Table 4. Comparative Analysis Across EDOM Indicators

No	Indicator	Mean
1	Course Contract/RPS	3.62
2	Faculty Readiness	3.62
3	Use of Technology	3.60
4	Integration of Islamic Values	3.58
5	Assignment Feedback	3.59
6	Appropriateness of Exam Material	3.62
7	Mastery of Material	3.61
8	Grade Fairness	3.61
9	Timeliness	3.57
10	Mastery of Material	3.61
11	Openness to Criticism and Suggestions	3.60
12	Lecturer's Authority	3.62
13	Moral Exemplarity	3.62
14	Sociability	3.59
15	Communication Skills	3.60

A comparative analysis was also conducted on the scores for each EDOM indicator. The indicators with the highest scores were lecturer preparedness, lecturer authority, moral exemplary behavior, course syllabi, and alignment of exam material, with an average score of 3.62. The high scores on these indicators indicate that students perceive faculty members as having prepared their courses well, mastering the course material, possessing academic integrity, and conducting course

evaluations objectively. These findings suggest that aspects of faculty professionalism and character are key strengths in the quality of instruction.

The indicators with the lowest scores were Punctuality (3.57), Integration of Islamic Values (3.58), and Assignment Feedback (3.59). The low score for punctuality indicates that academic discipline, time management in the classroom, and the effectiveness of lectures still need improvement. Meanwhile, the low level of integration of Islamic values indicates that the internalization of religious values in the learning process is not yet optimal across all courses. As for the assignment feedback indicator, it shows that students still expect faster responses, academic guidance, and more constructive assignment evaluations.

e. Gap Analysis Chart

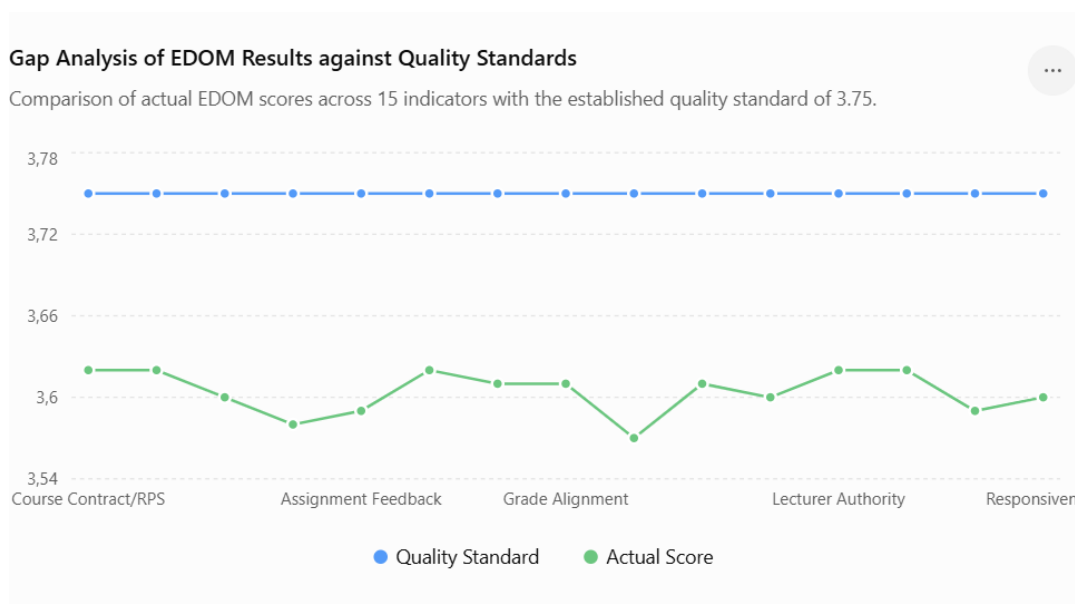


Figure 5. Gap Analysis of EDOM Results

A gap analysis was conducted to compare the actual results of the Student Evaluation of Faculty (EDOM) with the learning quality standards established by the university. In this study, the quality standard was set at 3.75 for each learning indicator. This analysis aims to identify gaps between actual conditions and quality standards, determine priority indicators for improvement, and support the process of academic quality control and improvement within the Internal Quality Assurance System (SPMI). Based on the results of the gap analysis, it was found that all EDOM indicators still fall below the established quality standards. Nevertheless, in general, the difference between actual scores and quality standards remains relatively small, indicating that the quality of learning is proceeding well, although certain aspects still require strengthening. The indicators with the smallest gaps were found in the course syllabus/RPS, faculty preparedness, appropriateness of exam materials, faculty authority, and moral exemplary behavior, with an average score of 3.62—a difference of only 0.13 from the quality standards. These findings indicate that faculty members have been able to prepare their courses well, conduct instruction in accordance with the RPS, demonstrate academic integrity, and build positive learning relationships with students. Conversely, the indicators with the largest gaps were: punctuality, integration of Islamic values, and assignment feedback. The punctuality indicator received a score of 3.57, resulting in a gap of 0.18 from the quality standard. These results indicate that lecturers' time management in conducting classes still needs improvement, whether in starting classes, ending sessions, or managing academic time overall. Meanwhile, the indicator for the integration of Islamic values received a score of 3.58, with a gap of 0.17. This finding suggests that the internalization of Islamic values in the learning process has not been optimal.

across all courses. Yet, as a university grounded in Islamic values, the integration of moral values and religiosity should be a crucial component of the learning process. The assignment feedback indicator scored 3.59 with a gap of 0.16. This indicates that students still expect faster responses, more constructive assignment evaluations, and more intensive academic guidance from faculty members. From the perspective of the Internal Quality Assurance System (SPMI), gap analysis serves strategic functions as: a quality monitoring tool, a foundation for academic quality control, an instrument for identifying improvement priorities, and a support for data-driven decision-making. Through gap analysis, higher education institutions can identify indicators that still fall below standards, determine priorities for faculty development, monitor the quality of learning, and formulate strategies for continuous quality improvement. Additionally, the results of the gap analysis also indicate that the implementation of a digital-based EDOM system can support the quality evaluation process in a more systematic and measurable manner. The use of an analytics dashboard allows higher education institutions to visualize learning quality achievements in real time, enabling the quality control process to be carried out more quickly and effectively. Thus, gap analysis not only serves to identify gaps in learning quality but also forms the basis for developing sustainable academic quality improvement strategies within the PPEPP cycle of the Internal Quality Assurance System (SPMI).

f. Mapping the Integration of EDOM into the PPEPP Cycle

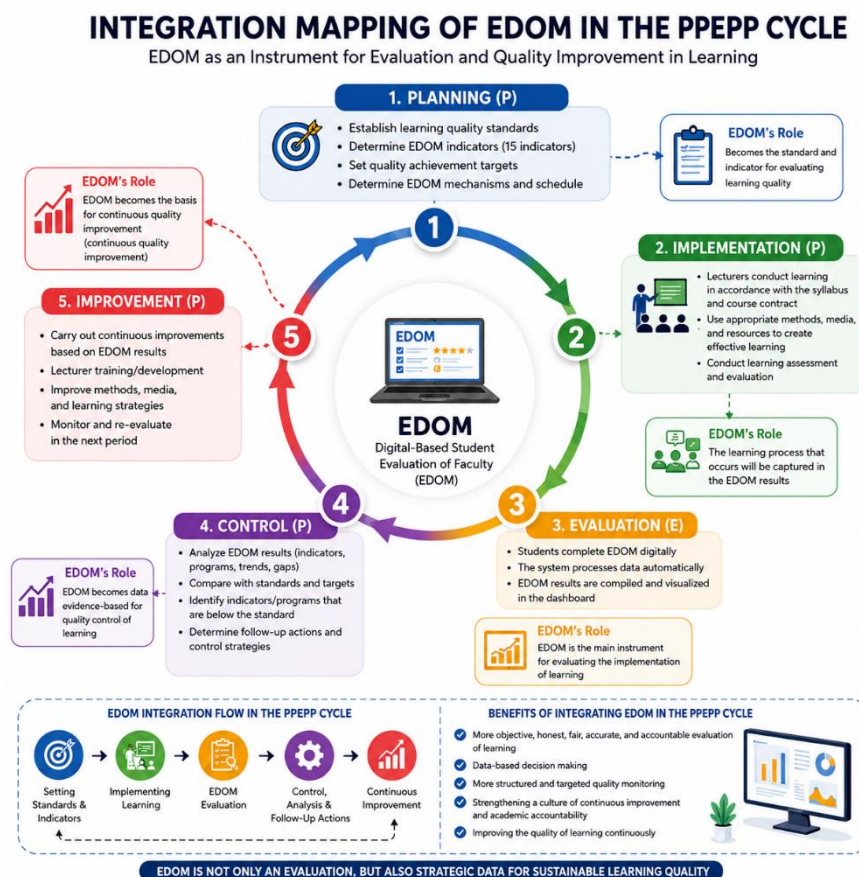


Figure 6. Mapping the integration of EDOM within the PPEPP cycle

The research results indicate that the digital Student Evaluation of Faculty (EDOM) makes a significant contribution to supporting the implementation of the Internal Quality Assurance System (SPMI) through the PPEPP cycle (Establishment, Implementation, Evaluation, Control, and Improvement). The role of EDOM at each stage of the PPEPP cycle is not merely as a data-collection tool but also as a strategic information source for decision-making regarding the quality of learning.

In the Setting stage, EDOM results are used as the basis for formulating learning quality standards, establishing faculty performance indicators, and determining the quality targets to be achieved in the next period. Thus, the standards set are not merely normative but are also based on empirical data derived from students' learning experiences. EDOM helps ensure that the established quality standards are relevant to learning needs and real-world conditions in the classroom.

During the Implementation phase, EDOM serves as a tool that guides faculty members to conduct instruction in accordance with established standards. The presence of EDOM indicators encourages faculty members to pay attention to key aspects such as teaching readiness, the use of instructional methods, the utilization of technology, the provision of feedback, and academic communication. In other words, EDOM functions as a mechanism for reinforcing a culture of quality throughout the learning process. In the Evaluation stage, EDOM serves as the primary instrument for measuring the degree to which learning quality standards have been met. Data collected from students provide insight into the quality of the learning process carried out by faculty members. Through a digital system, EDOM data can be quickly collected, processed, and visualized, yielding objective, accurate, and easily analyzable information. At this stage, EDOM's contribution is crucial because it provides evidence-based data that forms the basis for evaluating learning quality. During the Control stage, EDOM results are used to identify gaps between actual achievements and established quality standards. Analysis of indicators with low scores and degree programs with achievements below target enables higher education institutions to implement targeted corrective actions. Thus, EDOM serves as a quality control tool that assists the leadership of higher education institutions, faculties, and degree programs in determining improvement priorities based on valid data. In the Improvement phase, EDOM results form the basis for developing continuous quality improvement programs for learning. The information obtained is used to design faculty training, refine teaching methods, strengthen the use of educational technology, and improve academic policies. In this context, EDOM serves as an instrument for reflection and improvement, ensuring that quality enhancement is carried out systematically and continuously.

Overall, this study shows that EDOM plays an integral role in all stages of the PPEPP. EDOM's contribution extends beyond its evaluative function; it also serves as the foundation for setting standards, quality control, and improving the quality of learning. Therefore, digital-based EDOM can be positioned as a strategic tool in fostering a culture of quality and data-driven decision-making (data-driven quality assurance) in higher education institutions. Through a digital EDOM system, higher education institutions can monitor the quality of learning in a more systematic, objective, and data-driven manner. In addition, the EDOM analytics dashboard helps higher education leaders identify priority indicators, determine follow-up improvement actions, and support academic decision-making within the PPEPP cycle. Thus, EDOM functions not only as a learning evaluation tool but also as a vital component in fostering a culture of quality and continuous quality improvement at higher education institutions.

Discussion

The research results indicate that the implementation of the digital EDOM system via the Sevima platform supports the learning evaluation process in a more systematic, measurable, and data-driven manner. Based on the results of descriptive statistical analysis, the overall average EDOM score was 3.60, which falls into the "good" category. These results indicate that, in general, faculty members have conducted instruction in accordance with academic standards, demonstrated mastery of the course material, employed effective teaching methods, and fostered academic communication with students. These findings suggest that the higher education institution's instructional system is operating in accordance with the quality standards established in the Internal Quality Assurance System (SPMI).

From an educational management perspective, these achievements indicate that the management of the learning process has supported the creation of relatively good academic quality. These findings align with the concept of quality assurance, which states that the quality of higher education must be measured through the effectiveness of the learning process and continuous quality

evaluation (Harvey & Green, 1993). According to Harvey and Green (1993), learning evaluation is a crucial instrument in continuous quality improvement because it provides empirical data used as the basis for controlling and enhancing academic quality. Thus, the use of the digital-based EDOM in this study supports the implementation of data-driven quality assurance in higher education institutions.

Furthermore, the research results indicate that the highest scores were found in the aspects of faculty preparedness, faculty authority, moral exemplary behavior, and the appropriateness of exam materials. The high scores on these indicators suggest that students perceive faculty members as possessing strong professionalism, competence, and academic integrity in the learning process. This finding reinforces the results of Ciuchi et al. (2024), who stated that students' positive perceptions of teaching quality are closely related to faculty professionalism, the quality of academic interactions, and the perceived effectiveness of learning.

This study is also supported by research on digital transformation, educational leadership, and quality assurance in higher education management. Oktapiani (2025) explains that digital transformation within educational organizations can enhance the effectiveness of governance, data-driven decision-making, and the strengthening of an academic quality culture. These findings align with the results of this study, which show that the implementation of a digital-based EDOM through the Sevima system supports the monitoring of learning quality, the visualization of quality achievements, and academic decision-making within the PPEPP cycle.

Furthermore, Oktapiani and A'yun (2025) emphasize that a quality assurance system requires the integration of continuous academic evaluation so that the processes of quality control and improvement can proceed systematically. These findings support the results of this study, which indicate that a digital-based EDOM not only functions as a learning evaluation tool but also serves as a strategic component in the implementation of the Internal Quality Assurance System (SPMI), particularly during the stages of evaluation, control, and improvement of academic quality.

The results of this study are also consistent with research (Budiningsih et al., 2024; Budiningsih et al., 2026) showing that digital-based learning influences student satisfaction and the effectiveness of the learning process. The use of digital technology enables the learning process to be more interactive, flexible, and responsive to students' needs. These findings reinforce the results of this study, which indicate that the use of digital-based analytical dashboards and EDOM can enhance the effectiveness of learning quality monitoring and support the implementation of data-driven decision-making in higher education management. Furthermore, the OECD (2023) emphasizes that digital transformation in higher education must be supported by analytical systems capable of providing quality information quickly, accurately, and sustainably to support improvements in educational quality.

In the context of Islamic-values-based higher education institutions, these findings indicate that faculty members' personality traits are a key strength in fostering academic culture and learning quality. These findings align with the research by Ciuchi et al. (2024), which states that student evaluations of faculty members not only measure pedagogical competence but also reflect the quality of academic relationships and faculty professionalism in the learning process. The study explains that faculty members with good instructional readiness and academic communication skills tend to achieve higher levels of student satisfaction. However, the results also indicate that several indicators remain in the low category, particularly punctuality, the integration of Islamic values, and assignment feedback.

The punctuality indicator received the lowest score of 3.57. This finding suggests that academic discipline in managing instructional time remains a challenge in implementing instructional quality. The low score for this indicator may be attributed to faculty members' heavy workloads, suboptimal management of instructional time, and insufficient digital-based monitoring of academic discipline.

From an educational management perspective, time discipline is a crucial component of an educational organization's quality culture. Therefore, the low achievement of this indicator highlights the need for strengthened academic quality control and more intensive monitoring of the learning process. The findings of this study also align with the research by Quansah et al. (2024), which explains that Student Evaluation of Teaching (SET) results often show variations in the aspects

of communication and learning management. This study confirms that student evaluations can serve as a vital source of information for identifying priority areas for improving the quality of learning.

Furthermore, the indicator for the integration of Islamic values received a relatively low score compared to other indicators. This finding suggests that the internalization of moral values and religiosity in the learning process has not yet been optimized across all courses. This situation may be influenced by a learning focus that remains predominantly on cognitive aspects, the lack of integration of Islamic values across all courses, and differences in lecturers' approaches to implementing values-based learning. In the context of higher education policy based on Islamic values, these findings highlight the need to strengthen integrative curricula, provide faculty development, and develop value-based learning models.

The results of the comparative analysis show variations in quality outcomes across study programs. The KPII study program achieved the highest score of 3.76, while the TIN study program achieved the lowest score of 3.24. These differences in outcomes indicate that the quality of learning across study programs is not yet uniform. Study programs with high outcomes demonstrate that the implementation of learning, quality monitoring, and academic management have been more effective compared to other study programs. Conversely, study programs with low scores indicate the need to strengthen a culture of quality, faculty development, academic quality monitoring, and increased utilization of learning technologies.

From an educational administration perspective, the results of this comparative analysis highlight the importance of academic leadership in managing the quality of learning at the program level. Program directors and academic leaders play a strategic role in controlling the quality of learning, monitoring faculty performance, and ensuring the consistent implementation of academic quality standards. The results of the gap analysis show that all indicators remain below the higher education quality standard of 3.75. The largest gaps are found in timeliness, the integration of Islamic values, and assignment feedback. These findings indicate that although learning quality falls into the "good" category, the institution still needs to engage in continuous quality improvement. From an SPMI perspective, gap analysis serves a crucial function as a quality monitoring tool, a foundation for quality control, and an instrument for data-driven decision-making. The findings of this study support the theory proposed by Marsh, Pane, and Hamilton (2006) regarding data-driven decision-making, which states that the use of educational evaluation data can help institutions determine priorities for quality improvement in a more objective and targeted manner. Furthermore, the research results indicate that a digital EDOM analytics dashboard makes a significant contribution to supporting the management of learning quality. The analytics dashboard enables higher education institutions to visualize quality achievements, identify priority indicators, conduct real-time quality monitoring, and support academic decision-making. These findings align with the OECD Digital Education Outlook (2023), which explains that the digital transformation of higher education must be supported by integrated quality analytics and academic data management systems. From the perspective of educational administration and management, this study contributes to several fields, namely educational leadership, policy, and planning.

CONCLUSION

This study demonstrates that the integration of digital Student Evaluation of Faculty (EDOM) results through the Sevima system has supported the implementation of the Internal Quality Assurance System (SPMI) in higher education institutions, particularly within the PPEPP cycle through data-driven processes of evaluation, control, and improvement of learning quality. The research results indicate that the quality of learning is generally in the "good" category, with an average EDOM score of 3.60, suggesting that faculty members have conducted instruction in accordance with academic standards, demonstrate strong mastery of the subject matter, and are capable of establishing effective academic communication with students. Nevertheless, several indicators still require improvement, particularly regarding timeliness, the integration of Islamic values, and assignment feedback, which reveal gaps relative to higher education quality standards. The use of a digital-based analytical dashboard has proven to help universities visualize quality

achievements, identify priority indicators, and support data-driven decision-making in a more effective and measurable manner. The findings of this study indicate that EDOM not only functions as a learning evaluation tool but also serves as a strategic data source for the continuous control and improvement of academic quality. Therefore, higher education institutions need to optimize the use of EDOM results by strengthening quality monitoring, developing more integrated analytical dashboards, enhancing faculty development, and reinforcing a culture of academic quality so that the implementation of a digital-based SPMI can proceed more effectively, adaptively, and sustainably.

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