Development of A Quality Management System Through Risk-Based Thinking

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ABSTRACT

Risk is an uncertainty that causes loss for an organization, in terms of both reputation and incompatibility between product and its specified standard. This research is conducted in Ponorogo State Islamic Institute (IAIN Ponorogo), focusing on the risks occurring and the way to overcome the risks by implementing risk-based thinking (RBT) in Quality Management System. This research uses qualitative method, and data collection was done by observation at the implementation of programs, interviews, FGD, and analysis of documents. The results show that the risks occur in the aspects of planning, service, performance, management, and budget that give further implication for the reputation of the study program. The implementation of RBT through assessment and program improvement in IAIN Ponorogo can successfully identify the risks and play a role in preventive action in maintaining the quality of the study programs in IAIN Ponorogo

INTRODUCTION

The quality of higher education becomes an important thing for academicians and stakeholders of higher education. In order to get a predicate of a high-quality institution, it is necessary to have a quality management system that is applicable, in spite of the high amount of cost and sources needed. The ideal quality management system should focus on the three rules of the higher education, internal system, and national system as well as accreditation of National Accreditation Board of Higher Education (BAN-PT).

In quantity, Islamic Religious Higher Educations (PTKI) in Indonesia is highly widespread, not less than 539 private and 59 State ones (Machasin & et al., 2011, p. 484). However, when viewed in terms of quality, on average they have not yet seen a massive and even distribution. Whereas historically, PTKI were born in the 1940s, which when measured in terms of the time dimension, the PTKI that emerged early was now in its 60s. PTKI in Indonesia which have accreditation A status number only 7. The institutions are State Islamic University (UIN) Yogyakarta, UIN Jakarta, and UIN Malang, UIN Surabaya, UIN Makassar, UIN Walisongo Semarang, and UIN Sunan Gunung Jati Bandung (Sururin, 2017). The State Institute of Islamic Studies, Ponorogo currently has 20 Study Programs, 18 S1 Study Programs, and 2 S2 Study Programs. Out of the 20 study programs, 5 study programs have met the superior accreditation (A), while the institutional accreditation is B (lpm.iainponorogo.ac.id). Such conditions have become a formidable challenge for PTKI including The State Institute of Islamic Studies Ponorogo which is in the midst of intense competition for tertiary under-graduate and post-graduate students. PTKI with various existing conditions, need to be changed systematically at the level of policymakers, leaders and program managers, and studies. The data shows that there are many problems regarding quality of PTKI and it becomes a challenge for PTKI, including IAIN Ponorogo, in the middle of tight competitiveness at both national and international levels.

The fundamental problems of Higher Education, as stated above, namely quality, relevance, and low competitiveness, will affect the number of unemployed. Therefore, the government and the leaders of Higher Education need to solve the problems. In this case, the head of IAIN Ponorogo should initiate an important policy, namely implementing Quality Management System by using RBT as an institutional quality assurance system to improve service quality and institutional quality to ensure customer satisfaction.

Two keywords are the solution to the above problems, namely strengthening the Quality Management System (SMM) (Ristek Dikti, 2018) through the implementation of risk-based thinking (RBT), as done by several countries like Oman (Al Bandary, 2005), Slovenia (Faganel and Dolinsek, 2012), and India (Siran Mukerji, 2005). It is done using a quality assurance method through a cycle that includes self-evaluation, external review, feedback, and changes monitoring in development. SMM helps coordinate and direct organizational activities to meet customer needs and place process management as a basis for measuring, observing and improving organizational tasks and activities, as well as demanding leadership involvement in the quality management system with the aim of meeting customer/stakeholder satisfaction (Arbangi, 2018). Fulfillment of these quality standards absolutely requires the commitment of leaders in encouraging the application of risk-based thinking so that the effectiveness of the quality management system run by the organization runs effectively (Mulyawan, 2015).

Theoretically RBT can minimize the obstacles of tertiary institutions in carrying out programs that have been designed by taking into account and considering all risks in every decision making. What risks are there? For example, what

happens when a university creates a new program, will it bring forth new achievements? What are the risks if you need a large budget? From there, universities can decide on the actions needed. For example, leaving the proposed program as is, or canceling the program or modifying the program to conform to the quality standards set by SN Dikti and the quality criteria from BAN PT would be essential. The study focused on the emergence of risks and the implementation of RBT at IAIN Ponorogo.

Implementation of risk-based thinking is very relevant and urgent. RBT has been able to analyze the conditions of IAIN Ponorogo and the possible opportunities for improvement based on quality standards. RBT will have moved the management at the State Institute of Islamic Studies, Ponorogo to determine factors that can cause quality management processes and systems to deviate from the results set based on standards from the National Accreditation Board for Higher Education (BAN PT).

LITERATURE REVIEW
The study of risk, was well described by William J. (Bernstein, 1957). He says that risk, like pornography, is difficult to define, but we think we know it when we see it. While Joel Besiss (Besiss, 2010) defines risk as an uncertainty caused by changes. Bringham & Gapenski, 1999) state that risk is a danger of possible loss. The terminology of risk-based thinking first appeared in the ISO 9001 document: 2015 released by the International Organization for Standardization (ISO) in September 2015. The real risk began to be discussed by many parties long before ISO 9001: 2015 was ratified by ISO namely since the Draft International Standard (DIS) of the ISO 9001: 2015 document was released to the public by ISO/TC 176 in May 2014 (Subekti, 2019). Risk usually has a negative connotation, something that is not liked, something you want to avoid (Mahmud, 2014).

Risk is perceived as something that leads to uncertainty over the occurrence of an event during a certain time interval in which the event causes a loss whether it is a small loss that is not so significant or a large loss that affects the survival of an educational organization that occurs in a certain period (Williems & Heins, 1985). This context is risk management which is very important for universities.

Risk based thinking is related to the planning and leadership by paying attention and considering all risks in every decision making (Geir Grasmo & Gøril Hannås, 2017). What risks exist, for example, if the organization will create new programs and services, or will execute new programs, or will offer programs to new customers? What are the risks if you want to use a new device? From there, the organization can decide on the actions needed. For example, leaving the program design as is, modifying the program design or possibly canceling the program design.

Furthermore, how does SMM with RBT help universities to make it happen? And how then is risk-based thinking when it becomes an important part of maintaining the quality of products produced by universities, First of all, you should re-examine the essence of the quality management system. Whatever the

shape, size, and purpose, each college must have a customer/consumer/user or at least have a target customer, that is, those who have, or are expected by the college to want or will, use the products and or services produced by the college These college customers are desirous, or at least willing, to get in touch with one tertiary institution in order to obtain the products and or services produced by the tertiary institution because it is triggered by the desire of consumers to obtain a quality of the product or service to be enjoyed as a benefit. Goetsch says that the customer is the absolute determinant of quality (Goetsch & Davis, 2000). Quality is a perfect result, outstanding performance that focuses on the fulfillment of a predetermined set of standards, specifications, and requirements exceeding the highest standard in reaching for excellence and exclusivity (Laura Schindler, Sarah Puls-Elvidge, Heather Welzant, and Linda Crawford, 2015, p. 5).

Thus, SMM with RBT wants to get used to thinking on the basis of risk for every important decision in the management of higher education. This is the essence of risk-based thinking. RBT will guide university leaders in determining how to handle risks and look for opportunities to meet quality standards. That is, top leaders also need to play an active role in encouraging the application of risk-based thinking and understanding the steps of risk management so that the effectiveness of the quality management system carried out by the organization runs effectively (Mulyawan, 2015).

Further more there is need to know how risk-based thinking is implemented, and why this thinking is important for quality management systems in tertiary organizations. The application of RBT in developing the Quality Management System in universities including that in IAIN Ponorogo starts from the questions as above, such as: who is the customer, who receives the customer, who arranges the program, who implements the program (Budiono, 2007), who evaluates the program, who verifies and validates the program, who supports the process from planning to evaluation, who outsources if there is no need for HR in the organization. The answer to this question is followed by the preparation of the business process flow that will determine risk control (Pusdiklawas BPKP, 2007). The business process is a series of activities that exist within an organization/institution, which is the flow of inputs and outputs related from one work unit to another work unit or from customers to the organization. The method used in the implementation of RBT is based on the suggestion from Billing (2004), namely self-evaluation, peer review, external peer-review, and performance indicator measurement.
This research will answer two important questions, namely i) "What are the risks occurring in the Quality Management System applied in IAIN Ponorogo?" and ii) "How is the implementation of Risk-Based Thinking in the Quality Management System applied in IAIN Ponorogo?"

RESEARCH METHOD
This research is a descriptive method applying qualitative approach using participants' meaning and inductive data analysis (Creswell, 2015). This research is conducted in IAIN Ponorogo. The subjects of this research are five (5) Heads of Study Program. The subjects and the time of research are Islamic

Economics (ES) conducted on 13 August 2019), Islamic Education Management (MPI) conducted on 15 July 2019, Islamic Banking (PS) conducted on 20 August 2019, Natural Sciences (IPA) conducted on 22 August 2019, and Islamic Communication and Broadcasting (KPI) conducted on 26 July 2019. Besides the heads of study program, there are other four auditors and auditee.

This research is not in the context of measuring data but uses data as a means of increasing understanding through in-depth analysis and interpretation. (Gunn-Burtonshaw, 2011). This research analyzes entities from the application of management functions (Noor, 2015) RBT perspectives in the development of Quality Management Systems in 5 Study Programs (MPI, ES, PS, KPI, PIAUD, and PS) at The State Institute of Islamic Studies Ponorogo and their influence on compliance with standards based on criteria of accreditation quality and user satisfaction through purposive sampling (Sugiyono, 2018).

Data Collection Method and analysis

Data collection was done from 6 April to 30 July 2019 which includes observations done continuously to observe the behavior and culture of quality, both in personal and organizational terms (Black, 2009, p. 287), and the recording of Internal Quality Audit (which includes informal interviews with auditors done randomly). Formal interview, focus group sessions and literature, and analysis on the implementation of Internal Quality Audit (AMI) is carried out by auditors. Interview is a conversation in a particular time between interviewer and interviewee (Basrowi & Suwandi, 2008). It is a technique to construct about people, events, activities, organization, feelings, and motivation (Moleong, 2006). Interview was conducted in the department room at the time of the internal audit. Interview results were recorded and stored using cellphone then analyzed. During the interview, the researcher asked about the programming mechanism and whether they have considered the risks. To find the risks that arise, researchers investigated the documentation of the programs and checked whether it has been in accordance with standard (Muhadjir, 1998).

Qualitative research data analysis is inductive which was (Creswell, 2015, p. 469) carried out from the beginning of the research activities to the end in the hope of consistency in data analysis. Analysis of the data used in this research uses descriptive analysis with interactive analysis models from Miles and Huberman (Miles & Huberman, 1992, p. 16). As stated by Sugiyono, the interactive analysis model from Miles and Huberman consists of data reduction, data presentation and drawing conclusions (Sugiyono, 2018, p. 15). These three processes occur continuously during the course of the research, both in the data collection period and after all data has been collected.

Data collection, analysis and discussion

The data collection involved observation of participation (pelaksanaan program), interviews and focus group sessions and retrieval and analysis of documents. The Research Questions will be systematically responded to below:

i)   What are the risks that occur in the Quality Management System in IAIN Ponorogo?

Data to answer this research question mainly comes from documents studied, from the literature, from observations done by the researcher on the implementation of program itself, from responses of interview participants and discussions at focus group sessions involved Kaporodi (K1, K2, K3, K4, K5), auditor and auditee (A1, A2, A3, A4), LPM (L1, L2).

The Internal Quality Assurance System (SPMI) compiled by the Ponorogo State Islamic Institute of Religion includes SPMI activities in the academic and non-academic fields which adopt 8 (eight) mandatory minimum SNP standards as regulated in PP No. 19/2005 concerning SNP and Permendikbud No. 49 of 2014 concerning SNPT coupled with 4 (four) other SPMI Standards set forth in the SPMI Policy of the Islamic State Institute of Ponorogo 2018-2022 which aims to facilitate the SPMI implementation process and the study program accreditation process and evaluation of the implementation of SPMI-PT (SPMI IAIN Ponorogo, 2018)

The SPMI implementation is through a stage of determining, implementing/fulfilling, evaluating, controlling and developing/improving on an ongoing basis using the PPEPP quality control management model (Quality Manual of IAIN Ponorogo, 2018) that refers to the Vision, Mission, and Objectives of the State Islamic Institution of Ponorogo, the State Islamic Institution of Ponorogo, the policy of the SPMI Ponorogo State Islamic Institute of Religion and the Ponorogo State Islamic Institute's academic policy number:: 538/In32.1/05/2018 (Academic Policy of the State Institut of Islamic Studies, Ponorogo, 2018) in one cycle, which is one year or one academic calendar and followed by the same cycle in subsequent years. All these were confirmed by the LPM (L1, L2).

The implementation of a quality assurance system with risk-based thinking has been able to detect risks that may arise in the implementation of programs at the State Institute of Islamic Studies, Ponorogo. The assessment and identification of risks in this research uses an internal quality audit instrument that has been adjusted to the accreditation instrument of BAN PT totaling 7 standards and assessment by internal customers (L1). Audit assessment covers all aspects related to the implementation of education which includes education, research and community service totaling 24 standards that describe the input, process, output, and outcome which can be described as follows:

In the assessment and identification of various faculties and unit activities programs in the IAIN Ponorogo environment along with a record of

opportunities for improvement, IAIN Ponorogo has formulated a clear quality policy, manual and procedure. The policy taken is to describe and define the risk management philosophy so that it can be adjusted to the criteria of higher education quality standards. This has determined the direction in developing a framework for the State Institute of Islamic Studies, Ponorogo development model in accordance with SN Dikti.

Based on the review, assessment, and identification of emerging risks, risks occur in aspects of service, performance, governance, budgeting, and institutional reputation (accreditation) as well as study programs that are spread in 7 standards (A1, A2, A3, A4), namely; 1) Study Program Vision, Mission, Objectives and Targets, 2) Governance, leadership, management, and quality assurance systems, 3) Students and graduates, 4) Human resources, 5) Curriculum, learning, and academic atmosphere, 6) Funding, facilities and infrastructure, and information systems, 7) Research, community service, and collaboration.

Table 1. Reputation of Study Programs (A1, A2, A,3, A4)

No	Study Programs	AMI	Level of accreditation
1	Islamic Education Management (Masters – S2)	347	B
2	Syariah Economics (Masters - S2)	330	B
3	Islamic and Communication Broadcasting (Undergraduate -S1)	336	B
4	TADRIS Natural Sciences (Undergraduate- S1)	316	B
5	Syariah Banking (Undergraduate -S1)	330	B

By examining the results of an internal assessment of the 5 Study Programs above, it shows that the risks in the aspects of input, process, output, and output are still very high, which results in accreditation reputation risk, namely the B score means that the risk is more focused on the technical implementation of the educational program alone (Munawwaroh, 2017) not on the results of the program. This program assessment is a form of risk measurement that has given birth to the concept of maximum probable loss (Darmawi, 2015 p. 51) where losses or risks that arise can be observed. The audit results mentioned above were linear with the assessment and satisfaction of students with various student service programs at the State Institute of Islamic Studies, Ponorogo in the academic year 2018/2019. It was only considered "good". The quality of lecture service carried out by the lecturers is in "good" category of satisfaction, the quality of administration service is in "good" category, while the quality of health program and service is in "adequate" category. All these were confirmed by the Kaprodi (K1, K2, K3, K4, K5).

The results above is proof that many programs have not been suitable or of good quality, because they have not met the requirements of customer needs (Rodin, 2015, p. 107). Various elements contained in the AMI instruments can be used as a reference to evaluate the service system program, and can be used as a guideline for performance improvement in the framework of providing facilities and infrastructure, as well as adequate human resources (Slamet, 2012, p. 102). Therefore, the index per service and program can be used to see shortcomings and as feedback (Nasuition, 2000, p. 102) from the system in a work unit, user complaints, things that must be prioritized, and elements that must be improved and must be maintained.

The suitability of the service program is stated in the service standard and the program provided. The assessment is lacking from students point of view. It needs attention from management and unit heads at the State Institute of Islamic Studies, Ponorogo to review the programs that have been carried out and evaluate the implementation of Standard Operating Procedures (SOPs) in each service. From this evaluation, the next step can be taken is whether the SOPs need to be revised or not. The revised SOP can be the basis for setting service standards that can regulate aspects of service program inputs, processes, and outputs (Dwiyanto, 2015, p. 37)

ii)   How effective is the implementation of Risk-Based Thinking in the Quality Management System in IAIN Ponorogo?

To minimize the risk and to increase the quality of program and service through RBT, the following steps were performed: First, a diagnosis is made of the emergence of risks that cause low quality of the program. This stage is carried out by the researcher and the auditor team under the coordination of the Quality Assurance Agency (LPM) by conducting an assessment, a review of the IAIN Ponorogo strategic plan which has produced a strategic quality direction 'which will be used to plan and implement a quality plan for the *tri dharma* (three pillars) program that is in line with national standards of higher education.

Second, program quality planning based on SN Dikti and accreditation criteria from BAN PT while still considering the direction and vision of the State Institute of Islamic Studies, Ponorogo contained in the Statute (PMA Number 59 of 2016), Ortaker (PMA Number 49 Year 2016), and the Strategic Plan to be achieved by the State Institute of Islamic Studies, Ponorogo. This stage was carried out with FGD which then developed a number of quality component agreements that had to be improved at the State Institute of Islamic Studies, Ponorogo. This included; a) The learning process, b) The curriculum of the study program, c). Lecturer, d). Academic atmosphere, e). Research and publication, and f). Community service. The results of this, is the formation of a program quality plan which will then be a reference in planning and implementation of programs at IAIN Ponorogo in the next academic year. Third, the preparation of program quality plan documents (K1, K2, K3, K4, K5). This stage was directly under the coordination of LPM the State Institute of Islamic Studies, Ponorogo together with the Head of Planning and Finance. This stage resulted in recommendations that were approved by the Chancellor and then

disseminated and disseminated to all study program management units.

The first step in the implementation of RBT is the assessment to the forms of SPMI of MPI, ES, IPA, IPS, and PS study programs. The standard used for the assessment is the one of 2019 referring to seven (7) standards of BAN PT according to the Regulations of BAN PT No. 4/2017 from visions, missions, and purposes of IAIN Ponorogo. It is added with the National Standard of Higher Education (SN of Directorate General) that has not been accommodated in the standards of BAN PT. Assessment in each implementation of SPMI for all Study Programs in IAIN Ponorogo on each indicator uses the scale from 0-4. The value of each standard in the seven standards are 1) Vision, Mission, Purposes, and Target of Study Program, 2) Governance, leadership, management system, and quality assurance, 3) Students and graduates, 4) Human Resources, 5) Curriculum, learning process, and academic situation, 6) Financing, facilities and infrastructure, and information system, and 7) Research, community service, and cooperation.

Table 2 Results of Internal Assessment in Islamic Economics (S2) (A1, A3)

No	Standard	Descriptions of Standard	Total value of standard
1	1	Vision, Mission, Purposes, and Target of Study Program	11.44
2	2	Governance, leadership, management system, and quality assurance	22.88
3	3	Students and graduates	27.3
4	4	Human Resources	79.01
5	5	Curriculum, learning process, and academic situation	63.84
6	6	Financing, facilities and infrastructure, and information system	62.31
7	7	Research, community service, cooperation	63.86
Total			330.64

Table 3 Results of Internal Assessment in Islamic Communication and Broadcasting (A2, A4)

No	Standard	Descriptions of Standard	Total value of standard
1	1	Vision, Mission, Purposes, and Target of Study Program	9
2	2	Governance, leadership, management system, and quality assurance	16.68
3	3	Students and graduates	52.92
4	4	Human Resources	71.59
5	5	Curriculum, learning process, and academic situation	73.2
6	6	Financing, facilities and infrastructure, and information system	52.84
7	7	Research, community service, cooperation	60.27
Total			336.5

Table 4. Results of Internal Assessment in Tadris Natural Science (A3, A2)

No	Standard	Descriptions of Standard	Total value of standard
1	1	Vision, Mission, Purposes, and Target of Study Program	10.4
2	2	Governance, leadership, management system, and quality assurance	18.03
3	3	Students and graduates	34.45
4	4	Human Resources	63.89
5	5	Curriculum, learning process, and academic situation	60.99
6	6	Financing, facilities and infrastructure, and information system	59.46
7	7	Research, community service, cooperation	69.49
Total			316.71

Table 5. Results of Internal Assessment in Islamic Management Education (A4, A1)

No	Standard	Descriptions of Standard	Total value of standard
1	1	Vision, Mission, Purposes, and Target of Study Program	12.48
2	2	Governance, leadership, management	22.19

No	Standard	Descriptions of Standard	Total value of standard
		system, and quality assurance	
3	3	Students and graduates	44.2
4	4	Human Resources	79.01
5	5	Curriculum, learning process, and academic situation	63.84
6	6	Financing, facilities and infrastructure, and information system	62.31
7	7	Research, community service, cooperation	63.86
Total			347.89

Table 6. Results of Internal Assessment in Islamic Banking (A4, A3)

No	Standard	Descriptions of Standard	Total value of standard
1	1	Vision, Mission, Purposes, and Target of Study Program	12.48
2	2	Governance, leadership, management system, and quality assurance	22.19
3	3	Students and graduates	44.2
4	4	Human Resources	79.01
5	5	Curriculum, learning process, and academic situation	63.84
6	6	Financing, facilities and infrastructure, and information system	49.04
7	7	Research, community service, cooperation	60.1
Total			330.86

According to the assessment on 7 important standards conducted in 5 study programs in IAIN Ponorogo, each study program gets the score below 360, which means that the reputation of the study program is in predicate "B". To reach the predicate "A", the score should be more than 361. Accreditation itself is an assessment to determine the feasibility of Study Programs and Higher Education. According to the Regulation of the Ministry of Education and Culture of Republic of Indonesia (Number 87 of 2014), the rank of accreditation is as follow: Score 361 – 400 : A, Score 301 – 360 : B, Score 200 – 300 : C, Score < 200 : not accredited. The results show that IAIN Ponorogo still needs to do more in increasing the reputation of the study programs by minimizing the risks and maximizing the opportunity for improvement.

But this matter really requires joint commitment so as to anticipate the risks that might arise and to realize how these risks can hinder the achievement of objectives (Istiningrum, 2011, p. 19). In addition, the Hose of Risk (HOR) method is also needed to proactively manage risk, where the risk agent identified as the cause of a risk event can be managed by giving a sequence based on the magnitude of the impact that may occur (Nurlela & Suprapto, 2014, p. 119).

Assessment, review of programs through FGD can be considered as prevention, as it develops this program in accordance to criteria of quality standards that have been set and which is an important part in developing a culture of risk-conscious organizations so as to produce a culture of services and programs that meet needs (Ratminto & Ratminto, 2018). Thus, in this context, the State Institute of Islamic Studies, has actually displayed quality leadership that is able to direct the organization's movement for continuous improvement and organizational sustainability. Because administratively and substantially if the organization is not healthy, the planned programs will not be in accordance to the standards of the tertiary institutions and the accreditation criteria of BAN PT.

Taking into account the risk mitigation described above in the form of various programs that are in line with higher education standards and BAN PT accreditation criteria, then this research has been able to predict that the entire system and all processes allow for it to achieve goals and results that are more consistent and that are able to meet quality standards. The application of RBT in the QMS at the State Institute of Islamic Studies, Ponorogo is clearly capable of providing benefits, namely: a) improving organizational governance, b) building a strong knowledge base, c) build a proactive culture to always make improvements, d) follow applicable laws and regulations, e) ensure consistency of product and service quality, f) increase customer trust and satisfaction.

Observing various risk findings and improvement opportunities compiled through RBT, the State Institute of Islamic Studies, Ponorogo at the institute and faculty level has paid attention to how the study program quality is planned both in terms of the aspects of the quality components and the program quality standards that they want to achieve (K1, K2). The accreditation standard consists of several parameters (assessment elements) that can be used as a basis for measuring and determining the quality and feasibility of study programs to carry out its programs (Husein, 2012).

Risk mitigation through the review and FGD above, has been carried out on the three provisions of the concept of anticipation and how to control it, namely; 1) be prepared (always friendly), 2) be available (always present not evasive), and 3) be credible (always responsible) or in other words, the manager of the study program must be able to exercise self-control (Ratminto & Ratminto, 2018). Anticipation and face risks with this concept has been proven to create a good image, has been proven internationally that it can alleviate the crisis for many organizations. Thus, leaders and managers of study programs have begun to realize that risks can occur at any time, and should not be complacent because they are in a comfort zone with programs that have been running which can contribute to operational risks (Mc. Luhan, 1964, p. 322) that cause disruption to performance.

Based on the explanation above, substantially there are 3 main things that should be observed as the core of the findings of this research, namely; 1), the program quality management system in the six study programs is basically already good

even though it has not been able to run optimally, because it is still very possible there could be emergence of risks that can potentially bring forth obstacles in achieving the vision, mission, and goals, 2), the quality culture through the quality management system and internal quality audit is basically already good although not yet fully developed and operating optimally, and 3), the impact of the implementation of the quality management system through the internal quality audit cycle is basically positive even though it has not run consistently. Therefore, to reduce various risks and at the same time resolve these problems, it is necessary to improve the quality of the quality management system consistently by carrying out the SPMI cycle through PPEPP at the State Institute of Islamic Studies, Ponorogo. There must also be effort taken to increase the professionalism of internal academic auditors in accordance with the 9 new accreditation criteria from BAN PT. There must be efforts to improve on the studies concerning the impact of risks in program planning and implementation.

CLOSING

Risk-based thinking (RBT) in quality planning, quality implementation, and quality evaluation, has been considering the risks inherent in all aspects of the quality management system according to each set standard. The risks that may occur can be minimized, both in terms of service, performance, governance, budget, and the reputation of the institution and study program. RBT in the quality management system at the State Institute of Islamic Studies, Ponorogo has provided benefits, namely: a) improving organizational governance, b) building a strong knowledge base, c) building a proactive culture to always make improvements, d) following applicable laws and regulations, e) ensuring consistency of product and service quality, f) increasing customer trust and satisfaction. Risk-based thinking has become a way of thinking that is inherent to stakeholders and in every decision-maker in the organization and is applied to every aspect of the quality management system.

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