

**ACADEMIC YEAR  
2024/2025**



# **INTERNAL QUALITY AUDIT REPORT LOCAL LANGUAGE AND LITERATURE EDUCATION STUDY PROGRAMME**



**LEMBAGA PENJAMINAN MUTU  
UNIVERSITAS PGRI SEMARANG**

*Melaju dengan Mutu*

**INTERNAL QUALITY AUDIT REPORT  
(AMI) 2024/2025 ACADEMIC YEAR  
LOCAL LANGUAGE AND LITERATURE EDUCATION  
STUDY PROGRAMME**



By the Auditor:

1. Dr Rosalina Br. Ginting, M.Si.
2. Dr Ali Shodiqin, S.Si, M.Si.

**QUALITY ASSURANCE  
INSTITUTE, UNIVERSITAS  
PERSATUAN GURU REPUBLIK  
INDONESIA SEMARANG  
2025**

## FOREWORD

In accordance with Law No. 12 of 2012, Chapter III on Quality Assurance, SPMI management comprises Standard Setting (P), Standard Implementation (P), Evaluation of Standard Implementation (E), Control of Standard Implementation (P), and Improvement of Higher Education Standards (P). The five stages in SPMI management are known as the PPEPP cycle. In accordance with Ministry of Research, Technology and Higher Education Regulation No. 62 of 2016, Article 5, the evaluation referred to in the PPEPP cycle is carried out through an Internal Quality Audit.

Internal Quality Audit (AMI) is a systematic, independent, and documented testing process to ensure that activities at Universitas Persatuan Guru Republik Indonesia Semarang are carried out in accordance with procedures and that the results meet the standards to achieve the institution's objectives. Thus, AMI is a highly strategic stage in the quality development of Universitas Persatuan Guru Republik Indonesia Semarang, particularly for continuous quality improvement.



Semarang, 16<sup>th</sup> October 2025  
Chair of the LPM,

Drs. Ary Susatyo Nugroho, M.Si

## TABLE OF CONTENTS

TITLE PAGE .....	1
FOREWORD .....	2
TABLE OF CONTENTS .....	3
PROCEDURES FOR CONDUCTING INTERNAL QUALITY AUDITS .....	4
SUMMARY .....	5
I. INTRODUCTION.....	6
II. AUDIT OBJECTIVES .....	6
III. SCOPE OF THE AUDIT .....	7
IV. AUDIT FINDINGS.....	12
1. AMI Score .....	12
2. Conclusion .....	22
V. APPENDIX .....	22

## **PROCEDURES FOR CONDUCTING AN INTERNAL QUALITY AUDIT**




1. The LPM draws up the AMI implementation programme
2. The LPM submits the AMI schedule to the auditee and the auditor no later than 2 days after the programme has been drawn up
3. The auditee downloads the Standard Achievement Form from SIJITU (Form 1)
4. The auditee completes and uploads the Standard Achievement Evaluation Results Form along with supporting documents to SIJITU and reports to the LPM no later than 2 weeks after receiving the AMI schedule
5. The LPM assigns the task to the validator of validating the completed Standard Achievement Evaluation Results form and reporting back to the LPM (Form 2)
6. The LPM assigns auditors the task of assessing the Standard Achievement Evaluation Results form no later than 2 days after the auditee has completed and uploaded the form.
7. Auditors download the Standard Achievement Evaluation Results Form via SIJITU and carry out the assessment independently within a maximum of 1 week of receiving the task from the LPM
8. Auditors 1 and 2 confirm (in the event of a split score) (Form 3)
9. The LPM draws up a field audit schedule for all auditors
10. The LPM assigns auditors to carry out the on-site audit.
11. Conduct of the on-site audit. The auditor prepares the Audit Report and Findings and submits them to the auditee. (Forms 4, 5 and 6)
12. Grace period for re-verification with the auditee online (maximum 5 working days)
13. The auditor prepares the audit report and findings if re-verification takes place (Forms 7 and 8)
14. The auditor uploads the field audit results to SIJITU no later than 1 week after the audit is conducted.
15. The auditor compiles the field audit report and submits it to the LPM.
16. Validation of AMI forms and reports by the LPM
17. The LPM uploads the AMI results to the LPM website for the auditee to view.
18. The LPM reports the AMI results to the rector

## SUMMARY

The Internal Quality Audit (AMI) for the 2024/2025 Academic Year is an evaluation of the performance of the Local Language and Literature Education Study Programme at UPGRIS, which was conducted on 16 October 2025 by a team of auditors from the LPM, and re-verified on 16 October 2025. This report presents the AMI results, the findings and recommendations for improvement, requests for corrective action (PTK), conclusions, and supporting appendices containing scans of physical documents from the IQA. Based on the IQA results within the programme, several findings and recommendations for improvement were identified, including: the need to enhance the programme's appeal to prospective new students. The conclusions from the AMI activities in the Regional Language and Literature Education Study Programme are as follows: 1) The documentation system is ~~complete/incomplete~~<sup>\*</sup> and ~~structured/less structured~~<sup>\*</sup> to support the SPMI; 2) The work unit ~~has/has not~~<sup>\*</sup> implemented the internal SPMI consistently and sustainably, and it is well-documented; 3) Corrective Action Requests (CARs) from the previous year ~~have/have not~~<sup>\*</sup> been followed up; 4) Findings during this audit period are of a ~~minor/major~~<sup>\*</sup> nature.

\*) Delete as appropriate

I. PENDAOU LUAIN

Work Unit	Bachelor of Local Language and Literature Education	
Address	JI Gajah Raya No. 40, Semarang, Central Java	
Head of Study Programme	Yuli Kurniati W., S.S., M.A.	Signed 
Audit Date	16 October 2025	
Chair of the Audit Committee	Dr Rosalina Br. Ginting, M.Si.	Signed 
Auditor	Dr Ali Shodiqin, S.Si., M.Si.	Signed 

II. AUDIT OBJECTIVES

Tick (✓) as applicable

	Yes	No
a. To verify whether the findings/corrective action plans from previous year's audit cycle have been followed up.	✓	
b. Ensuring the alignment of the direction and implementation of quality assurance of the Study Programme with the Faculty's academic and quality documents		
c. Assessing the readiness of the Study Programme in implementing the accreditation programme		
d. Ensuring the smooth implementation of the management of the Study Programme		
e. Identifying opportunities for improving the quality of the Study Programme		
f. Other objectives, please specify		

### **III. SCOPE OF THE AUDIT**

1. Educational Standards
  - a. Graduate Competency Standards
  - b. Curriculum Content Standards
  - c. Learning Process Standards
  - d. Learning Assessment Standards
  - e. Standards for Lecturers and Educational Staff
  - f. Learning Facilities and Infrastructure Standards
  - g. Learning Management Standards
  - h. Learning Funding Standards
2. Research Standards
  - a. Research Output Standards
  - b. Research Content Standards
  - c. Research Process Standards
  - d. Research Assessment Standards
  - e. Researcher Standards
  - f. Research Facilities and Infrastructure Standards
  - g. Research Management Standards
  - h. Research Funding and Financing Standards
3. Community Service Standards
  - a. Community Service Output Standards
  - b. Standards for the Content of Community Service
  - c. Standards for the Process of Community Service
  - d. Standards for the Assessment of Community Service
  - e. Implementation Standards for Community Service
  - f. Standards for Facilities and Infrastructure in Community Service
  - g. Community Service Management Standards
  - h. Funding and Financing Standards for Community Service
4. Additional Standards
  - a. Standards for the vision, mission, objectives and targets of faculties and study programmes
  - b. Governance and administration standards
  - c. Admissions Standards
  - d. Student services standards

- e. Institutional cooperation standards
- f. Laboratory standards
- g. Student and alumni standards
- h. Programme Outcomes Standards
- i. MBKM Standards
- j. Role Model Standards
- k. Welfare Standards

**AUDIT FINDINGS FORM**  
**INTERNAL QUALITY AUDIT OF UNIVERSITAS**  
**PERSATUAN GURU REPUBLIK INDONESIA SEMARANG**  
**ACADEMIC YEAR 2024/2025**

**I. Non-conformity**

No Indicator	Indicator	Finding
14	C.3. Students C.3.4. Key Performance Indicators	The number of new students in the Regional Language and Literature Education programme is unstable and tends to decline.
15	C3.4.b ) Programme Appeal	The number of new students in the Regional Language and Literature Education programme is declining and there are currently no international students
17	C.4. Human Resources C.4.4. Key Performance Indicators C.4.4.a) Lecturer Profile Adequacy of the number of lecturers. Table 3.a.1) LKPS	Number of permanent lecturers in study programmes (DTSP) that meet the standard or are still fewer than 12 lecturers.

**II. Recommendations for improvement**

No Indicator	Indicator	Findings
14	C.3. Students C.3.4. Key Performance Indicators	Enhancing strategies for recruiting prospective students and expanding cooperation with education authorities, local authorities and overseas partners
15	C3.4.b ) Programme Appeal	Improving strategies for recruiting prospective students and expanding cooperation with local education authorities or districts and overseas
17	C.4. Human Resources C.4.4. Key Performance Indicators C.4.4.a) Lecturer Profile Adequacy of the number of DTSP. Table 3.a.1) LKPS	The number of lecturers teaching core programme courses (NDTSP) could be further strengthened.


### III. Audit Conclusions

The audit team concludes:

1. The documentation system is sufficiently comprehensive and structured to support the Internal Quality Assurance System. ~~\*(Yes/No/Other )~~
2. The study programme has implemented the Internal Quality Assurance System consistently and continuously. ~~\*(Yes/No/Other .....~~)
3. Requests for Corrective Action (RCA) regarding findings from the previous audit have been effectively followed up. ~~\*(Yes/No)~~ If not, state the audit team's recommendations:.....
4. The findings for this audit period are: Non-conformities  
~~\*(KTS)/Observation/No findings~~

  
Yuli kurniati W., S.S., M.A  
NPP. 088301215

Semarang, 16 – 10 - 2025

  
(Dr. Rosalina Br. Ginting, M.Si.)  
Ketua Auditor

*\*cross out as irrelevant*

**FORM FOR REQUEST OF CORRECTIVE ACTION (PTK)  
FOR THE INTERNAL QUALITY AUDIT OF UNIVERSITAS  
PERSATUAN GURU REPUBLIK INDONESIA SEMARANG  
ACADEMIC YEAR 2024/2025**

Faculty	: Language and Literature Education		
Study Programme	: Regional Language and Literature Education		
Head of Programme	: Yuli Kurniati W., S.S., MA		
Head of Auditors	: Dr Rosalina Br. Ginting, M.Si.	Audit Date	: 16 October 2025
PTK 1 Description: The need for a strategy in recruiting prospective students and increasing cooperation with education authorities or districts and overseas			
Indicator No.: 14	Category:	<input type="checkbox"/> Non-conformity	<input checked="" type="checkbox"/> Observation
Description of PTK 2: The need for a strategy in recruiting prospective students and increasing cooperation with the education department or the district and overseas			
Indicator No.: 15	Category:	<input type="checkbox"/> Discrepancy	<input checked="" type="checkbox"/> Observation
Description of PTK 3: The need to increase the number of lecturers teaching core subjects in the study programme (NDTPS)			
Indicator No.: 17	Category:	<input type="checkbox"/> Discrepancy	<input checked="" type="checkbox"/> Observation

Semarang, 16<sup>th</sup> October 2025



(Dr Rosalina Br. Ginting, M.Si.)  
Chair of the Audit Committee

#### IV. T AUDIT RESULTS

##### 1. Audit Score

No.	Criteria/Elements/Indicators	Auditor's Score	Weight	Score x Weight
1	A. External Conditions Consistency with the results of the SWOT analysis and/or other analyses, as well as future development plans.	4	1.0	4
2	B. Profile of the Programme Management Unit Comprehensiveness of information in the profile and consistency between the profile and the data and information presented under each criterion, as well as demonstrating a conducive environment for development and a reputation as a reference in its field of study.	4	1.0	4
3	C. Criteria C.1. Vision, Mission, Objectives and Strategy C.1.4. Key Performance Indicators for the Alignment of Vision, Mission, Objectives and Strategy (VMTS) of the Programme Management Unit (UPPS) with the VMTS of the Higher Education Institution (PT) and the academic vision of the Study Programme (PS) it manages.	4	0.51	2.04
4	Mechanisms and stakeholder involvement in the formulation of the UPPS VMTS.	4	1.02	4
5	Strategies for achieving objectives are formulated based on systematic analysis, and their implementation is subject to monitoring and evaluation, with follow-up actions taken.	4	1.53	6.13
6	C.2. Governance, Management and Cooperation C.2.4. Key Performance Indicators C.2.4.a) Governance System A. The completeness of the organisational structure and the effectiveness of organisational management. B. The realisation of good governance and fulfilment of the five pillars of the governance system, which include: 1) Credibility, 2) Transparency, 3) Accountability, 4) Responsibility, 5) Fairness.	3.87	0.34	1.32

No.	Criteria/Element/Indicator	Auditor's Score	Weight	Score x Weight
7	C.2.4.b) Leadership and Managerial Capabilities A. Commitment of UPPS leadership. B. Capabilities of UPPS leadership, covering the following aspects: 1) planning, 2) organising, 3) staffing, 4) implementation, 5) control and supervision, and 6) reporting, which forms the basis for follow-up.	3.87	0.34	1.32
8	C.2.4.c) Cooperation The quality, benefits, satisfaction and sustainability of educational, research and community engagement partnerships relevant to the study programme. UPPS has valid evidence that existing collaborations have fulfilled the following three aspects: 1) providing benefits to the study programme in fulfilling the learning, research and community engagement processes; 2) enhancing the performance of the three pillars of higher education and the supporting facilities of the study programme; 3) ensuring the satisfaction of industry partners and other collaboration partners, as well as guaranteeing the sustainability of the collaboration and its outcomes.	3.8	0.68	2.59
9	A. Education, research, and community engagement collaborations relevant to the study programme and managed by UPPS over the past 3 years. B. International, national, regional/local collaborations relevant to the study programme and managed by the UPPS over the past 3 years. Table 1 LKPS	4	0.34	1.36
10	C.2.5 Additional Performance Indicators Exceeding SN-DIKTI (additional performance ) set by the UPPS for each criterion.	3.8	0.68	2.59

11	C.2.6 Performance Achievement Evaluation Analysis of the success and/or failure of the UPPS in achieving the performance targets set for each criterion covers the following two aspects: 1) performance achievements are measured using appropriate methods, and the results are analysed and evaluated, and 2) the analysis of performance achievements includes the identification of root causes, factors supporting success and factors hindering the achievement of standards, and a brief description of the follow-up actions to be taken.	3.8	1.02	3.88
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No.	Criteria/Element/Indicator	Auditor's Score	Weight	Score x Weight
12	C.2.7. Quality Assurance The implementation of the Internal Quality Assurance System (academic and non-academic), as evidenced by the presence of five aspects: 1) legal documents establishing the quality assurance implementation units, 2) the availability of quality documents: the Internal Quality Assurance Policy, the Internal Quality Assurance Manual, the Internal Quality Assurance Standards, and the Internal Quality Assurance forms, 3) the implementation of the quality assurance cycle (PPEPP cycle), 4) valid evidence of the effectiveness of quality assurance implementation, and 5) the use of external benchmarking for quality improvement.	3.9	1.36	5.32
13	C.2.8. Stakeholder Satisfaction Measurement of management service satisfaction among stakeholders: students, lecturers, educational staff, graduates, users and partners, which fulfils the following aspects: 1) uses valid, reliable and user-friendly satisfaction instruments, 2) is carried out periodically, and the data is comprehensively recorded, 3) analysed using appropriate methods and useful for decision-making, 4) satisfaction levels and feedback are followed up to improve and enhance the quality of outcomes on a regular and systematic basis, 5) a review is conducted of the implementation of lecturer and student satisfaction measurements, and 6) the results are published and easily accessible to lecturers and students.	4	1.36	5.45

14	C.3. Students C.3.4. Key Performance Indicators C.3.4.a) Quality of Student Intake A. Recruitment methods and selection rigour. Table 2.a LKPS	2.1	4.60	9.65
15	C.3.4.b) Programme Appeal A. Increased interest among prospective students. Table 2.a LKPS B. International students Table 2.b LKPS	0.67	3.07	2.04
16	C.3.4.c) Student Services A. Availability of student services in the areas of: 1) reasoning, interests and talents, 2) welfare (guidance and counselling, scholarship services, and health services), and 3) career guidance and entrepreneurship. B. Access to and quality of student services.	3.87	1.53	5.93

No.	Criteria/Element/Indicator	Auditor's Score	Weight	Score x Weight
17	C.4. Human Resources C.4.4. Key Performance Indicators C.4.4.a) Lecturer Profile Adequacy of the number of DTPS. Table 3.a.1) LKPS	2.89	0.74	2.15
18	Academic qualifications of DTPS. Table 3.a.1) LKPS	4	0.99	3.96
19	Academic position DTPS. Table 3.a.1) LKPS	4	0.50	1.98
20	Ratio of the number of students in the study programme to the number of DTPS. Table 2.a LKPS Table 3.a.1) LKPS	4	0.50	1.98
21	Assignment of DTPS as the main supervisor for students' final projects. Table 3.a.2) LKPS	4	0.99	3.96
22	Full-time teaching equivalence (DTPS). Table 3.a.3) LKPS	4	0.25	0.99
23	Non-permanent lecturers. Table 3.a.4) LKPS	4	0.50	1.98
24	C.4.4.b) Lecturer Performance Recognition of expertise, achievements and performance of DTPS. Table 3.b.1) LKPS	4	0.81	3.24

25	DTPS research activities relevant to the field of study in the last 3 years. Table 3.b.2) LKPS	4	0.81	3.24
26	DTPS Community Service Activities relevant to the field of study over the last 3 years. Table 3.b.3) LKPS	4	0.41	1.62
27	Scientific publications on topics relevant to the field of study produced by the DTPS in the last 3 years. Table 3.b.4) LKPS	4	0.81	3.24
28	Scientific articles by DTPS cited in the last 3 years. Table 3.b.5) LKPS	4	0.81	3.29
29	Research and community engagement outputs produced by DTPS over the last 3 years. Table 3.b.7) LKPS	4	0.81	3.24
30	C.4.4.c) Staff Development: Initiatives for staff development.	4	2.23	8.92

No.	Criteria/Elements/Indicators	Auditor's Score	Weight	Score x Weight
31	C.4.4.d) Educational Staff A. Qualifications and adequacy of educational support staff based on their job type (administration, librarians, technicians, etc.) B. Qualifications and adequacy of laboratory assistants to support the learning process in accordance with the needs of the study programme.	4	1.12	4.46
32	C.5. Finance, Facilities and Infrastructure C.5.4. Key Performance Indicators C.5.4.a) Finance Operational costs of education. Table 4 LKPS	4	0.77	3.07
33	DTPS research funds. Table 4 LKPS	4	0.77	3.07
34	DTPS community service funds. Table 4 LKPS	4	0.38	1.53
35	Realisation of investment (human resources, facilities and infrastructure) supporting the implementation of the three pillars of higher education.	4	0.38	1.53
36	Sufficient funding to ensure the achievement of learning outcomes.	4	0.77	3.07

37	C.5.4.b) Facilities and Infrastructure The adequacy, accessibility and quality of facilities and infrastructure to ensure the achievement of learning outcomes and enhance the academic environment.	3.9	3.07	11.96
38	C.6. Education C.6.4. Key Performance Indicators C.6.4.a) Curriculum A. Stakeholder involvement in the curriculum evaluation and updating process. B. Alignment of learning outcomes with graduate profiles and KKNI/SKKNI levels. C. Appropriateness of the curriculum structure in the formulation of learning outcomes.	4	2.51	10.04
39	C.6.4.b) Characteristics of the Learning Process Fulfilment of the characteristics of the learning process, comprising the following features: 1) interactive, 2) holistic, 3) integrative, 4) scientific, 5) contextual, 6) thematic, 7) effective, 8) collaborative, and 9) student-centred.	4	0.84	3.35

No.	Criteria/Element/Indicator	Auditor's Score	Weight	Score x Weight
40	C.6.4.c) Learning Process Plan A. Availability and completeness of the semester learning plan (RPS) documents. B. The depth and breadth of the RPS are consistent with the graduate learning outcomes.	4	1.67	6.69

41	<p>C.6.4.d) Implementation of the Learning Process</p> <p>A. Forms of interaction between lecturers, students and learning resources.</p> <p>B. Monitoring of the alignment of the process with the learning plan.</p> <p>C. The learning process related to research must refer to the Higher Education Research Standards:</p> <p>1) research results: must contribute to the development of science and technology, improve community welfare, and enhance national competitiveness. 2) research content: must meet the depth and breadth of research material in accordance with learning outcomes. 3) research process: covers planning, implementation, and reporting. 4) Research assessment must fulfil the elements of being educational, objective, accountable, and transparent.</p> <p>D. Learning processes related to Community Engagement (PkM) must comply with the Higher Education Standards (SN Dikti) for PkM: 1) PkM outcomes: must contribute to the development of science, technology, engineering, and mathematics (IPTEKS), improve community welfare, and enhance national competitiveness. 2) PkM content: must meet the depth and breadth of PkM material in accordance with learning outcomes. 3) PkM process: covers planning, implementation, and reporting. 4) PkM assessment must fulfil the elements of being educational, objective, accountable, and transparent.</p> <p>E. Alignment of teaching methods with learning outcomes. Examples: RBE (research-based education), IBE (industry-based education), teaching factory/teaching industry, etc.</p>	3.84	1.12	4.29
42	<p>Learning delivered through practical sessions, studio practice, workshop practice or fieldwork.</p> <p>Table 5.a LKPS</p>	3.97	0.56	2.21

No.	Criteria/Element/Indicator	Auditor's Score	Weight	Score x Weight
43	<p>C.6.4.e) Monitoring and Evaluation of the Learning Process</p> <p>Monitoring and evaluation of the implementation of the learning process covers the characteristics, planning, implementation, learning process and student workload to achieve graduate learning outcomes.</p>	3.8	2.51	9.53
44	<p>C.6.4.f) Learning Assessment</p> <p>A. The quality of the implementation of learning assessment (the process and learning outcomes of students) to measure the achievement of learning outcomes based on assessment principles that include: 1) educational, 2) authentic, 3) objective, 4) accountable, and 5) transparent, carried out in an integrated manner.</p> <p>B. The implementation of assessment consists of assessment techniques and instruments. Assessment techniques consist of: 1) observation, 2) participation, 3) performance, 4) written tests, 5) oral tests, and 6) questionnaires. Assessment instruments consist of: 1) process assessment in the form of rubrics, and/or, 2) outcome assessment in the form of portfolios, or 3) design projects.</p> <p>C. The assessment process comprises the following elements: 1) having an assessment plan in place, 2) conducting the assessment in accordance with the plan or agreement, 3) providing feedback and giving students the opportunity to question the results, 4) maintaining documentation of the assessment process and students' learning outcomes, 5) having procedures covering the planning stage, the setting of assignments or questions, performance observation, the return of observation results, and the awarding of final marks, 6) assessment reporting in the form of a letter and numerical grade indicating the student's success in completing a course, 7) having evidence of plans and having implemented improvement processes based on the results of assessment monitoring and evaluation.</p>	4	1.67	6.67

45	C.6.4.g) Integration of research and community engagement activities into teaching Integration of research and PkM activities into learning by DTSPS over the last 3 years. Table 5.b LKPS	4	1.67	6.67
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No.	Criteria/Elements/Indicators	Auditor's Score	Weight	Score x Weight
46	C.6.4.h) Academic Atmosphere The implementation and continuity of programmes and activities outside of structured learning activities to enhance the academic atmosphere. Examples: student association activities, public lectures/studium generale, scientific seminars, book reviews.	3.8	2.51	9.53
47	C.6.4.i) Student Satisfaction A. Level of student satisfaction with the educational process. Table 5.c LKPS B. Analysis and follow-up of the results of the student satisfaction survey.	3.87	3.35	12.94
48	C.7. Research C.7.4. Key Performance Indicators C.7.4.a) Research Relevance Research relevance at UPPS encompasses the following elements: 1) having a roadmap that covers the research themes of lecturers and students, 2) lecturers and students conducting research in accordance with the lecturers' research agenda, which refers to the research roadmap, 3) evaluating the alignment of lecturers' and students' research with the roadmap, and 4) using the evaluation results to improve the relevance of research and the academic development of the study programme.	3.8	1.53	5.83
49	C.7.4.b) Lecturer and Student Research DTSPS research involving students from the study programme over the last 3 years. Table 6.a LKPS	4	3.07	12.27

No.	Criteria/Element/Indicator	Auditor's Score	Weight	Scorex Weight
50	C.8. Community Service C.8.4. Key Performance Indicators C.8.4.a) Relevance of Community Service The relevance of Community Service at UPPS encompasses the following elements: 1) having a roadmap that encompasses the Community Service themes of lecturers and students as well as the commercialisation/application of the academic discipline of the study programme, 2) lecturers and students carrying out Community Service in accordance with the Community Service roadmap, 3) conducting an evaluation of the alignment of lecturers' and students' Community Service with the roadmap, and 4) using the evaluation results to improve the relevance of Community Service and the academic development of the study programme.	3.8	0.51	1.94
51	C.8.4.b) PkM for Lecturers and Students PkM DTSPS in its implementation involving students on the programme over the last three years. Table 7 LKPS	4	1.02	4.09
52	C.9. Outputs and Achievements of the Tridharma C.9.4. Key Performance Indicators C.9.4.a) Educational Dharma Outcomes Analysis of the fulfilment of graduate learning outcomes (GLOs) measured using valid and relevant methods, covering the aspects of: 1) comprehensiveness, 2) depth, and 3) the usefulness of the analysis, demonstrated by an increase in LLO over time in the last 3 years.	3.8	1.92	7.28
53	Graduates' GPA. Table 8.a LKPS	4	1.92	7.67
54	Student academic achievements over the last 3 years. Table 8.b.1) LKPS	3	2.88	8.63
55	Student achievements in non-academic fields over the last 3 years. Table 8.b.2) LKPS	4	0.96	3.83
56	Duration of study. Table 8.c LKPS	3.61	1.92	6.91

57	On-time graduation. Table 8.c LKPS	4	1.92	7.67
58	Academic success. Table 8.c LKPS	4	1.92	7.67

No.	Criteria/Element/Indicator	Auditor's Score	Weight	Score x Weight
59	Conduct of a tracer study covering the following 5 aspects: 1) the tracer study is coordinated at university level, 2) tracer study activities are carried out regularly every year and are documented, 3) the questionnaire covers all core questions of the DIKTI tracer study, 4) it targets the entire population (graduates from TS-4 to TS-2), and 5) the results are disseminated and used for curriculum and learning development.	3.8	2.88	10.93
60	Waiting time. Table 8.d.1) LKPS	3.5	2.88	10.06
61	Job suitability. Table 8.d.2) LKPS	3.79	1.92	7.27
62	Level and size of graduates' workplaces. Table 8.e.1) LKPS	3	1.92	5.75
63	Graduate user satisfaction levels. Table 8.e.2) LKPS	3.87	3.83	14.83
64	C.9.4.b) Research and Community Engagement Outputs Student scientific publications, produced independently or in collaboration with DTPS, with titles relevant to the field of study within the last 3 years. Table 8.f.1) LKPS	3	2.88	8.63
65	Research and Community Service (PkM) outputs produced by students, either independently or in collaboration with DTPS, over the last 3 years. Table 8.f.4) LKPS	4	0.96	3.83
66	D Analysis and Determination of Development Programmes D.1 Analysis and Performance Achievement Comprehensive coverage (completeness, breadth and depth), accuracy, precision and relevance of the performance achievement analysis, as well as consistency with each criterion.	3.8	1.50	5.7

67	D.2 SWOT Analysis or Other Relevant Analysis The accuracy of the SWOT analysis or relevant analysis in developing the strategy.	3.8	2.00	7.6
68	D.3 Development Programme Accuracy in setting development programme priorities.	3.8	1.50	5.7

No.	Criteria/Element/Indicator	Auditor's Score	Weight	Score x Weight
69	D.4 Sustainability Programme UPPS has policies, available resources, the capacity to implement, and the feasibility of the programme.	3.8	1.00	3.8
<b>TOTAL SCORE</b>				<b>364.03</b>

The score obtained was 364.03 out of a total of 400.

## 2. Conclusion

The conclusions from the AMI activities in the Regional Language and Literature Education Study Programme are: 1) A documentation system <sup>that</sup> is ~~complete/incomplete~~\* and ~~structured/less-structured~~\* to support the SPMI; 2) Work units ~~have/have not~~\* implemented the internal SPMI consistently and sustainably, and are well documented; 3) Corrective Action Requests (CARs) <sup>from</sup> the previous year ~~have/have not~~\* been followed up;

4) Findings during this audit period are of a minor/major nature<sup>\*)</sup>.

## V. APPENDIX

1. AMI Attendance List
2. Minutes of the AMI Implementation
3. AMI Implementation Documentation
4. AMI Implementation Assignment Letter

*\*cross out what is not required*



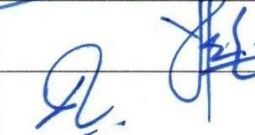
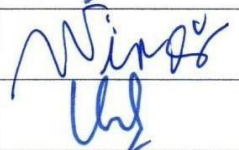
**ATTENDANCE LIST FOR  
THE IMPLEMENTATION OF AMI AT  
UNIVERSITAS PERSATUAN GURU REPUBLIK  
INDONESIA SEMARANG**

Name of Study Programme /Auditee : Regional Languages and Literature

Name of Chair of the Auditors : Dr Rosalina Br. Ginting, M.Si


Date of Audit : 16<sup>TH</sup> October 2025

Venue of Audit : Transit Room, Campus 4, Upgris


No	Name	Position	Tanda Tangan
1.	Dr Rosalina Br. Ginting, M.Si.	Head of Auditors	
2.	Dr Ali Shodiqin, S.Si., M.Si.	Auditor	
3.	Siti Musarokah, B.Ed., M.Ed.	Dean of the Faculty of Education	
4.	Raden Yusuf Sidiq Budiawan, S.Pd., M.A.	Vice-Dean I	
5.	Yuli Kumiati Werdiningsih, S.S., M.A.	Head of Programme	
6.	Dr Sunarya, S.S., M.Hum. Secretary	Programme	

Semarang, 16<sup>th</sup> October 2025

*Auditee*

  
Yuli kurniati W., S.S., M.A  
NPP. 088301215

*Chair of the Auditors*

  
Dr Rosalina Br. Ginting, M.Si  
NPP. 196409241988032002



QUALITY ASSURANCE INSTITUTE (LPM)  
UNIVERSITAS PERSATUAN GURU REPUBLIK  
INDONESIA SEMARANG

Jl. Sidodadi Timur No. 24 Semarang  
Telp /Fax: (024) 8444967 <http://lpm.upgris.ac.id> email : [lpm@upgris.ac.id](mailto:lpm@upgris.ac.id)

MINUTES OF THE INTERNAL QUALITY AUDIT OF THE STUDY PROGRAMME  
Number...../LPM/UPGRIS/X/2025

Today, Wednesday 16 October 2025, from 09.00 to 12.00 WIB, at  
the Local Language and Literature Education Study Programme Room  
Internal Quality (AMI) by AMI Auditors from Universitas Persatuan Guru Republik Indonesia  
Semarang regarding the Local Language and Literature Education Study Programme  
Academic Year 2024/2025

The Internal Quality Audit was attended by the Head of the Programme and his staff. The audit results  
are recorded in the form:

1. AMI Assessment Results
2. Audit Findings Form
3. Corrective Action Request Form

This report has been drawn up truthfully for information and use as required

Auditee  
Head of the Study  
Programme,

Semarang. 16<sup>th</sup> October 2025  
Head of Auditors.

  
(Yuli Kurniati W., S.S., MA)

  
(Dr Rosalina Br. Ginting, M.Si.)

Mengetahui  
Dekan  
  
(Siti Musarokah, S.Pd., M.Hum.)  
FPBS

## Documentation of the Implementation of AMI



Figure 1: Implementation of AMI in the PBSB Study Programme, 16<sup>th</sup> October 2025



Figure 1: Implementation of AMI in the PBSB Study Programme, 16<sup>th</sup> October 2025

Letter of Assignment for the Implementation of AMI



**LEMBAGA PENJAMINAN MUTU (LPM)  
UNIVERSITAS PGRI SEMARANG**

Jl. Sidodadi Timur No. 24 Semarang  
Telp/Fax. (024) 8444967 <http://lpm.upgris.ac.id> email : [lpm@upgris.ac.id](mailto:lpm@upgris.ac.id)

ASSIGNMENT LETTER

No.: 033/LPM/UPGRIS/X/2025

The Quality Assurance Institute of UPGRIS, hereby assigns the following tasks to the individuals listed below

Name : Dr Rosalina Br. Ginting, M.Si.  
NIDN : 0024096401  
Position : Head of  
Occupation : Lecturer in Pancasila and Citizenship Education  
Day, Date : Thursday, 16<sup>th</sup> October 2025  
Purpose : To conduct an Internal Quality Audit (AMI) on the  
Local Language and Literature Education Study Programme  
Venue : Study Programme Office

This letter of assignment is issued to be carried out to the best of one's ability and with full responsibility.

Telah melaksanakan tugas:



Sri Mekarokah, M.Hum.  
NIP 107801314

Semarang, 13 Oktober 2025  
Ketua LPM,



Dr. Ary Susatyo Nugroho,  
NIP 196908261994031003



QUALITY ASSURANCE INSTITUTE (LPM)  
**UNIVERSITAS PERSATUAN GURU  
REPUBLIK INDONESIA SEMARANG**

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Telp/Fax: (024) 8444967 <http://lpin.uperis.ac.id> email: [lym@uperis.ac.id](mailto:lym@uperis.ac.id)

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ASSIGNMENT LETTER

Number: 033/LPM/UPGRIS/X/2025

The Quality Assurance Agency of Universitas Persatuan Guru Republik Indonesia Semarang hereby assigns the following task to the person named below:

Name : Dr Ali Shodiqin, S.Si., M.Si.  
NIDN : 0603108102  
Position : Lecturer  
Job : Lecturer in Mathematics Education  
On Day, Date : Thursday, 16<sup>th</sup> October 2025  
Purpose : To conduct an Internal Quality Audit (AMI) for the  
Local Language and Literature Education Study Programme  
Venue : Study Programme Office

This letter of assignment is hereby issued to be carried out to the best of one's ability and with full responsibility.

Telah melaksanakan tugas:



Sri Musarokah, M.Hum  
NIP 107801514

Semarang, 13 Oktober 2025  
Ketua LPM,



Dr. Ary Susatyo Nugroho, M.Si  
NIP 196908261994031003