

**ACADEMIC YEAR
2024/2025**



INTERNAL QUALITY AUDIT REPORT INDONESIAN LANGUAGE AND LITERATURE STUDY PROGRAMME



**LEMBAGA PENJAMINAN MUTU
UNIVERSITAS PGRI SEMARANG**

Melaju dengan Mutu

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



By the Auditor:

1. Dr Agus Sutono, S.Fil., M.Phil.
2. Dr Emawati Saptaningrum, M.Pd.

**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 the Setting of Standards (S), Implementation of Standards (I), Evaluation of Standard Implementation (E), Control of Standard Implementation (C), and Improvement of Higher Education Standards (I). 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, 15th October 2025
Chair of the LPM,


Drs. Ary Susatyo Nugroho, M.Si

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PROCEDURES FOR CONDUCTING THE INTERNAL QUALITY AUDIT



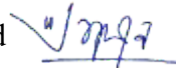
1. The LPM draws up the AMI implementation programme
2. The LPM submits the AMI schedule to the auditee and the auditor no later than 2 days after the programme has been drawn up
3. The auditee downloads the Standard Achievement Form from SIJITU (Form 1)
4. The auditee completes and uploads the Standard 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 Minutes and Audit Findings and submits them to the auditee. (Forms 4, 5, and 6)
12. The grace period for re-verification with the auditee is conducted online (maximum of 5 working days)
13. The auditor prepares the minutes and audit 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 was an evaluation of the performance of the Indonesian Language and Literature Education Study Programme at Universitas Persatuan Guru Republik Indonesia Semarang, conducted on 14th October 2025 by a team of auditors from the LPM, and re-verified on 15th October 2025. This report presents the IQA scores, IQA findings and recommendations for improvement, requests for corrective action (RCA), conclusions, and supporting appendices containing scans of physical documents resulting from the IQA. Based on the IQA results within the Study Programme, several findings and recommendations for improvement were identified, including: the provision of facilities for international students. The conclusions from the AMI activities in the Indonesian Language and Literature Education Study Programme are as follows: 1) Documentation system is ~~complete/incomplete~~* and ~~structured/less-structured~~* to support the Internal Quality Assurance System (SPMI); 2) The work unit ~~has/has not~~* implemented the internal SPMI consistently and sustainably, and is well-documented; 3) Corrective Action Requests (CARs) ~~from~~ the previous year ~~have/have not~~* been followed up; 4) Findings during this audit period are of a ~~minor/major~~* nature.

*) Delete as appropriate

I. INTRODUCTION

Work Unit	Bachelor of Indonesian Language and Literature Education	
Address	JI Gajah Raya No. 40, Semarang, Jawa Tengah	
Head of Study Programme	Dr Eva Ardiana Indrariansi, S.S., M.Hum	Signed 
Audit Date	14 th October 2025	
Chair of the Auditor	Dr Agus Sutono, S.Fil., M.Phil.	Signed 
Auditor	Dr Emawati Saptaningrum, M.Pd	Signed 

II. AUDIT OBJECTIVES

Tick (√) as applicable

	Yes	No
a. Ensure that 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. Mapping the readiness of the Study Programme to carry out the accreditation programme	√	
d. Ensuring the smooth implementation of the programme Study	√	
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. Standards for Community Service Outcomes
 - b. Content Standards for Community Service
 - c. Community Service Process Standards
 - d. Community Service Assessment Standards
 - e. Implementation Standards for Community Service
 - f. Facilities and Infrastructure Standards for 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 collaboration standards
- f. laboratory standards
- g. Student and alumni standards
- h. Programme Outcomes Standards
- i. MBKM Standards
- j. Role Model Standards
- k. Welfare Standards

I. Non-conformities

No	Indicator	Finding
15	C.3.4.b) Study Programme Appeal A. Increased interest among prospective students. Table 2.a LKPS B. International students Table 2.b LKPS	Minor finding: no international students

II. Recommendations for improvement

No	Indicator	Recommendation
15	C.3.4.b) Study Programme Appeal A. Increased interest among prospective students. Table 2.a LKPS B. International students Table 2.b LKPS	Expanding international cooperation networks to attract international students

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. Corrective Action Requests (CARs) relating to previous audit findings have been effectively addressed. ~~*(Yes/No)~~ If not, please state the audit team's recommendations.
4. Findings for this audit period are: Non-conformities
~~*(KTS)/Observations/No findings~~



(Dr Eva Ardiana Indrariansi, S.S., M.Hum)
Auditee

Semarang, 14th October
2025



(Dr Agus Sutono, S.Fil., M.Phil)
Chair of the Auditors

**cross out as appropriate*

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

Faculty	: Language and Arts Education		
Study Programme	: Indonesian Language and Literature Education		
Head of Study Programme	: Dr Eva Ardiana Indrariansi, S.S., M.Hum		
Chair of the Auditors	: Dr Agus Sutono, S.Fil., M.Phil.	Audit Date	: 14 th October 2025
Description of PTK 1 : Fulfilment of Foreign Student Quota			
Indicator No.: 15	Category:	<input checked="" type="checkbox"/> Non-compliance	<input type="checkbox"/>

Semarang, 14th October 2025



(Dr Agus Sutono, S.Fil., M.Phil.)
Chair of the Auditors

IV. 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.	4.00	1.00	4.00
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.	4.0	1.0	4.0
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) Study Programme Management Unit (UPPS) in relation to the VMTS of the Higher Education Institution (PT) and the academic vision of the Study Programme (PS) it manages.	4.00	0.51	2.04
4	Mechanisms and stakeholder involvement in the formulation of the UPPS VMTS.	4.00	1.02	4.09
5	Strategies for achieving objectives are formulated based on systematic analysis, and their implementation is subject to monitoring and evaluation with follow-up actions.	3.70	1.53	5.67
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) Accountable, 4) Responsible, 5) Fair.	3.67	0.34	1.25

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. The capabilities of UPPS management encompass 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 action.	4.00	0.34	1.36
8	C.2.4.c) Collaboration Quality, benefits, satisfaction and sustainability of educational, research and community engagement collaborations relevant to the study programme. UPPS has valid evidence that existing cooperation has fulfilled the following three aspects: 1) providing benefits to the study programme in fulfilling the learning, research and community engagement processes; 2) improving the performance of the three pillars of higher education and the supporting facilities of the study programme; 3) providing satisfaction to industry partners and other cooperation partners, as well as ensuring the sustainability of the cooperation and its outcomes.	4.00	0.68	2.73
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 last 3 years. Table 1 LKPS	4.00	0.34	1.36
10	C.2.5 Additional Performance Indicators for Exceeding SN-DIKTI (additional performance) set by the UPPS for each criterion.	4.00	0.68	2.73

No.	Criteria/Element/Indicator	Auditor's Score	Weight	Score x Weight
11	C.2.6 Evaluation of Performance Achievement The analysis of the success and/or failures in achieving the UPPS performance targets set for each criterion must fulfil the following two aspects: 1) performance is measured using appropriate methods, and the results are analysed and evaluated; and 2) the analysis of performance covers the identification of root causes, factors contributing to success and factors hindering the achievement of standards, and a brief description of the follow-up actions to be taken.	4.00	1.02	4.09
12	C.2.7. Quality Assurance Implementation of the Internal Quality Assurance System (academic and non-academic), evidenced by the presence of 5 aspects: 1) legal documents establishing the quality assurance implementation units, 2) availability of quality documents: SPMI policies, SPMI manuals, SPMI standards, and SPMI forms, 3) 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 in quality improvement.	4.00	1.36	5.45

13	C.2.8. Stakeholder Satisfaction Measurement of management service satisfaction among stakeholders: students, lecturers, educational staff, graduates, users and partners, covering the following aspects: 1) using valid, reliable and user-friendly satisfaction instruments; 2) conducted periodically, with data recorded comprehensively; 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 outputs on a regular and systematic basis, 5) a review is conducted of the implementation of lecturer and student satisfaction measurement, and 6) the results are published and easily accessible to lecturers and students.	4.00	1.36	5.45
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No.	Criteria/Elements/Indicators	Auditor's Score	Weight	Score x Weight
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	4.00	4.60	18.40
15	C.3.4.b) Programme Appeal A. Increased interest among prospective students. Table 2.a LKPS B. International students Table 2.b LKPS	1.17	3.07	3.59
16	C.3.4.c) Student Services A. Availability of student services in the following areas: 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.	4.00	1.53	6.13
17	C.4. Human Resources C.4.4. Key Performance Indicators C.4.4.a) Lecturer Profile Adequacy of the number of DTSPS. Table 3.a.1) LKPS	4.00	0.74	2.97

18	Academic qualifications of DTPS. Table 3.a.1) LKPS	4.00	0.99	3.96
19	Academic position DTPS. Table 3.a.1) LKPS	4.00	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	4.00	0.50	1.98
21	Assignment of DTPS as the main supervisor for students' final projects. Table 3.a.2) LKPS	4.00	0.99	3.96
22	Full-time Teaching Equivalence (DTPS). Table 3.a.3) LKPS	4.00	0.25	0.99
23	Non-permanent lecturer. Table 3.a.4) LKPS	4.00	0.50	1.98
24	C.4.4.b) Lecturer Performance Recognition of expertise, achievements and performance of DTPS. Table 3.b.1) LKPS	4.00	0.81	3.24

No.	Criteria/Elements/Indicators	Auditor's Score	Weight	Score x Weight
25	DTPS research activities relevant to the field of study in the last 3 years. Table 3.b.2) LKPS	4.00	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	3.56	0.41	1.44
27	Scientific publications on topics relevant to the study programme produced by DTPS in the last 3 years. Table 3.b.4) LKPS	4.00	0.81	3.24
28	Scientific articles by DTPS cited in the last 3 years. Table 3.b.5) LKPS	4.00	0.81	3.24
29	Research and Community Engagement (PkM) outputs produced by DTPS over the last 3 years. Table 3.b.7) LKPS	4.00	0.81	3.24
30	C.4.4.c) Lecturer Development Efforts to develop lecturers.	4.00	2.23	8.92

31	C.4.4.d) Educational Support 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.	3.50	1.12	3.90
32	C.5. Finance, Facilities and Infrastructure C.5.4. Key Performance Indicators C.5.4.a) Finance Operational costs for education. Table 4 LKPS	4.00	0.77	3.07
33	DTPS research funds. Table 4 LKPS	4.00	0.77	3.07
34	DTPS community service funds. Table 4 LKPS	4.00	0.38	1.53
35	Implementation of investments (human resources, facilities and infrastructure) to support the fulfilment of the three pillars of higher education.	4.00	0.38	1.53
36	Sufficiency of funds to ensure the achievement of learning outcomes.	3.00	0.77	2.30

No.	Criteria/Element/Indicator	Auditor's Score	Weight	Score x Weight
37	C.5.4.b) Facilities and Infrastructure Adequacy, accessibility and quality of facilities and infrastructure to ensure the achievement of learning outcomes and enhance the academic atmosphere.	3.50	3.07	10.73
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.	4.00	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.	4.00	0.84	3.35
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 in line with graduate learning outcomes.	4.00	1.67	6.69

No.	Criteria/Elements/Indicators	Auditor's Score	Weight	Score x Weight
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 the alignment of the process with the learning plan.</p> <p>C. Learning processes related to research must refer to the Higher Education Research Standards:</p> <p>1) research outcomes: must contribute to the development of science, technology, engineering and mathematics (STEM), improve community welfare, and enhance national competitiveness. 2) research content: must meet the depth and breadth of research material in line with learning outcomes. 3) research process: must cover planning, implementation and reporting. 4) research assessment must fulfil the elements of being educational, objective, accountable and transparent.</p> <p>D. The learning process related to Community Engagement (PkM) must comply with the Higher Education Standards for Community Engagement (SN Dikti PkM): 1) Community Engagement outcomes: must contribute to the development of science, technology, engineering, and mathematics (IPTEKS), improve community welfare, and enhance national competitiveness. 2) Community Engagement content: must meet the depth and breadth of Community Engagement material in line with learning outcomes. 3) Community Engagement process: must include planning, implementation, and reporting. 4) PkM assessment must fulfil the principles 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>	4.00	1.12	4.46
42	<p>Learning delivered in the form of practical sessions, studio practice, workshop practice or field practice.</p> <p>Table 5.a LKPS</p>	4.00	0.56	2.23

43	C.6.4.e) Monitoring and Evaluation of the Learning Process 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.	4.00	2.51	10.04
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No.	Criteria/Elements/Indicators	Auditor's Score	Weight	Score x Weight
44	C.6.4.f) Assessment of Learning A. The quality of the implementation of learning assessment (the process and outcomes of student learning) 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. 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. C. The assessment process includes the following elements: 1) having an assessment plan agreement, 2) carrying out the assessment in accordance with the agreement, 3) providing feedback and giving students the opportunity to question the results, 4) maintaining documentation of the assessment of the process and students' learning outcomes, 5) having procedures covering the planning stage, the assignment of tasks or questions, performance observation, the return of observation results, and the awarding of final marks, 6) assessment reporting in the form of a qualification of the student's success in completing a course in the form of letters and numbers, 7) having evidence of the plan and having carried out the process improvements based on the results of the monitoring and evaluation assessment.	4.00	1.67	6.69

45	C.6.4.g) Integration of research and community engagement activities into teaching Integration of research and PkM activities into learning by DTSP over the last 3 years. Table 5.b LKPS	4.00	1.67	6.69
46	C.6.4.h) Academic Atmosphere The implementation and regularity 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.	4.00	2.51	10.04

No.	Criteria/Elements/Indicators	Auditor's Score	Weight	Score x Weight
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.	4.00	3.35	13.38
48	C.7. Research C.7.4. Key Performance Indicators C.7.4.a) Research Relevance The relevance of research at UPPS encompasses the following elements: 1) having a roadmap that encompasses 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.	4.00	1.53	6.13
49	C.7.4.b) Lecturer and Student Research DTSP research involving students from the study programme over the last 3 years. Table 6.a LKPS	4.00	3.07	12.27

50	<p>C.8. Community Service</p> <p>C.8.4. Key Performance Indicators</p> <p>C.8.4.a) Relevance of Community Service</p> <p>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.</p>	4.00	0.51	2.04
51	<p>C.8.4.b) Community Service (PkM) by Lecturers and Students: PkM DTSP activities that have involved students from the study programme over the last 3 years.</p> <p>Table 7 LKPS</p>	4.00	1.02	4.09

No.	Criteria/Element/Indicator	Auditor's Score	Weight	Score x Weight
52	C.9. Outputs and Achievements of the Tridharma C.9.4. Key Performance Indicators C.9.4.a) Educational Outcomes: Analysis of the fulfilment of graduate learning outcomes of graduates (CPL) measured using valid and relevant methods, covering the aspects of: 1) comprehensiveness, 2) depth, and 3) the usefulness of the analysis, as demonstrated by an increase in CPL over the past three years.	3.01	1.92	5.77
53	Graduates' GPA. Table 8.a LKPS	4.00	1.92	7.67
54	Student academic achievements over the last 3 years. Table 8.b.1) LKPS	3.00	2.88	8.63
55	Student achievements in non-academic fields over the last 3 years. Table 8.b.2) LKPS	3.00	0.96	2.88
56	Duration of study. Table 8.c LKPS	4.00	1.92	7.67
57	On-time graduation. Table 8.c LKPS	4.00	1.92	7.67
58	Academic success. Table 8.c LKPS	4.00	1.92	7.67
59	The implementation of the tracer study covers the following five aspects: 1) the tracer study is coordinated at the 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.	4.00	2.88	11.50
60	Waiting time. Table 8.d.1) LKPS	4.00	2.88	11.50
61	Job suitability. Table 8.d.2) LKPS	4.00	1.92	7.67
62	Level and size of graduates' workplaces. Table 8.e.1) LKPS	4.00	1.92	7.67
63	Graduate user satisfaction levels. Table 8.e.2) LKPS	3.79	3.83	14.53

No.	Criteria/Element/Indicator	Auditor's Score	Weight	Score x Weight
64	C.9.4.b) Research and Community Engagement Outputs Student scientific publications, produced independently or in collaboration with DTSP, with titles relevant to the field of study within the last 3 years. Table 8.f.1) LKPS	3.00	2.88	8.63
65	Research and Community Service (PkM) outputs produced by students, either independently or in collaboration with DTSP, over the last 3 years. Table 8.f.4) LKPS	4.00	0.96	3.83
66	D Analysis and Determination of Development Programmes D.1 Analysis and Performance Outcomes: Comprehensiveness (completeness, breadth and depth), accuracy, precision and relevance of the analysis of performance outcomes, as well as consistency with each criterion.	3.50	1.50	5.25
67	D.2 SWOT Analysis or Other Relevant Analysis Accuracy of the SWOT analysis or relevant analysis in developing the strategy.	3.00	2.0	6.00
68	D.3 Development Programme Accuracy in setting development programme priorities.	3.0	1.50	4.50
69	D.4 Sustainability Programme UPPS has policies, available resources, the capacity to implement, and the feasibility of the programme.	3.00	1.00	3.00
TOTAL SCORE				373.05

The score obtained is **373.05** out of a total of 400.

2. Conclusion

The conclusions from the AMI activities in the Indonesian Language and Literature Education Study Programme are: 1) Documentation system is ~~complete/incomplete~~* and ~~structured/less structured~~* to support SPMI; 2) Work units ~~have/have not~~* implemented internal SPMI consistently and sustainably, and are well documented; 3) Corrective Action Requests (CARs) ~~from~~ the previous year ~~have/have not~~* been followed up; 4) The findings for this audit period are of a ~~minor or major~~ nature*).

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*




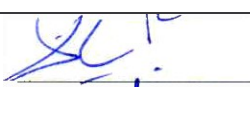
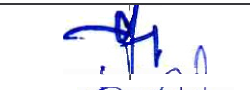



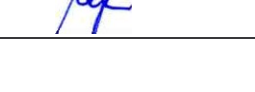
**ATTENDANCE LIST FOR
THE IMPLEMENTATION OF AMI AT UNIVERSITAS PERSATUAN
GURU REPUBLIK INDONESIA SEMARANG**

Name of /Faculty : Indonesian Language and Literature Education

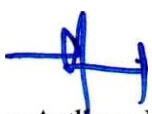
Chair of the Auditors : Dr. Agus Sutono, S.Fil., M.Phil.


Audit Date : 14th October 2025

Audit Place : Room 209 (PBSI Lab)

No.	Name	Position	Signature
1.	Dr Agus Sutono, S.Fil., M.Phil.	Chair of the Auditors	
2.	Dr Emawati Saptaningrum, M.Pd.	Auditee	
3.	Siti Musarokah, S.Pd., M.Hum.	Dean of the Faculty of Language and Arts Education	
4.	Raden Yitsnf Sidiq Biidiawan, BEd, MA	Vice Dean I, Faculty of Language and Arts Education	
5.	Dr Eva Ardiana Indrariansi, S.S., M.Hum.	Head of Study Programme	
6.	Dr Setia Naka Andrian, S.Pd., M.Pd.	Secretary of Study Programme	
7.	Latif Anshori Kurniawan, BEd, MEd		
8.	Siti Ultiyani, BEd, MEd		
9.	Rawinda Fitrotul Mualafina, B.A., M.A.		

Semarang, 14th October 2025


(Dr Eva Ardiana Indrariansi, S.S., M.Hum.)
Auditee


(Dr Agus Sutono, S.Fil., M.Phil.)
Chair of the Auditors



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

Jl. Sidodadi Timur No. 24, Semarang

Tel.: (024) 8444967 Website: [lps://lpm.upgris.ac.id](https://lpm.upgris.ac.id) email: lpm@upgris.ac.id

**NEWS LETTER OF THE INTERNAL QUALITY AUDIT OF INDONESIAN LANGUAGE AND
LITERATURE EDUCATION STUDY PROGRAMME**

No.:/LPM/UPGRIS/./2025

On this day, **Tuesday 14th October**. Year 2025 Time 08.00–12.00 WIB, held in the **Indonesian Language and Literature Study Programme's Head Office**, an Internal Quality Audit (AMI) was conducted by the AMI Auditors from Universitas Persatuan Guru Republik Indonesia Semarang on:

Study Programme: Indonesian Language and Literature Education.

Academic Year : 2024/2025

The Internal Quality Audit was attended by the Head of the Study Programme and the staff.

The audit results were 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 appropriate.

Auditee
Head of the Study Programme,

(Dr Eva Ardiana Indrariansi, S.S., M.Hum)

Semarang, 14th October 2025
Head of the Audit Team,

(Dr. Agus Sutono, S.Fil., M.Phil.)

In the presence
of the Dean

(Siti Musarokah, S.Pd., M.Hum.)

Documentation of AMI Implementation





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

Jl. Sidodadi Timur No. 24 Semarang

Tel/Fax: (024) 8444967 <http://lpm.upgris.ac.id> email : lpm@upgris.ac.id

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 Agus Sutono, S.Fil., M.Phil.
NIDN : 0601017807
Position : Senior Lecturer
Role : Lecturer in Pancasila and Citizenship Education
On Day, Date : Tuesday, 14th October 2025
Purpose : To conduct an Internal Quality Audit (AMI) for the
Indonesian Language and Literature Education
Place : 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.



Semarang, 13 Oktober 2025
Ketua LPM,



Dr. Ary Susatyo Nugroho, M.Si.
NIP 196908261994031003



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

Jl. Sidodadi Timur No. 24, Semarang

Tel/Fax: (024) 8444967 <http://lpm.upgris.ac.id> email: lpm@upgris.ac.id

ASSIGNMENT LETTER

No.: 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 Ernawati Saptaningrum, M.Pd.
NIDN : 0622017901
Position : Lecturer
Occupation : Lecturer in Physics Education
On Day, Date : Tuesday, 14th October 2025
Purpose : To conduct an Internal Quality Audit (AMI) for the
Indonesian Language and Literature Education
Venue : Programme Office

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



Has carried out the following tasks:



Semarang, 13 Oktober 2025
Ketua LPM,

Dr. Ary Susatyo Nugroho, M.Si.
NIP 196908261994031003