

**ACADEMIC YEAR  
2024/2025**



# **INTERNAL QUALITY AUDIT REPORT GUIDANCE AND COUNSELLING STUDY PROGRAMME**



**LEMBAGA PENJAMINAN MUTU  
UNIVERSITAS PGRI SEMARANG**

*Melaju dengan Mutu*

**INTERNAL QUALITY AUDIT REPORT (AMI)  
ACADEMIC YEAR 2024/2025  
GUIDANCE AND COUNSELLING STUDY  
PROGRAMME**



By the Auditor:

1. Dr Ary Susatyo Nugroho, M.Si
2. Ismatul Khasanah, S.Pd.I., M.Pd

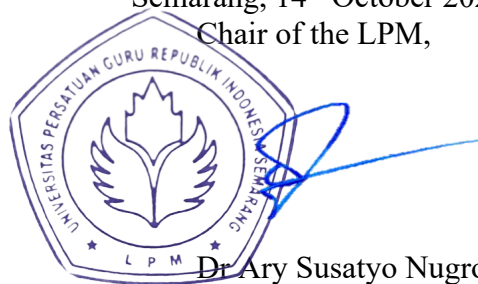
**QUALITY ASSURANCE  
INSTITUTE, UNIVERSITAS  
PERSATUAN GURU REPUBLIK  
INDONESIA SEMARANG  
2025**

## FOREWORD

In accordance with Law No. 12 of 2012, Chapter III on Quality Assurance, SPMI management comprises 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 for achieving 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, 14<sup>th</sup> October 2025  
Chair of the LPM,



Dr Ary Susatyo Nugroho, M.Si

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




1. The LPM draws up a programme for the implementation of the AMI
2. The LPM shall provide the AMI schedule to the auditee and the auditor no later than two days after the programme has been finalised
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 validator to validate the completed Standard Achievement Evaluation Results Form and report back to the LPM (Form 2)
6. The LPM assigns an auditor to assess the Standard Achievement Evaluation Results form no later than 2 days after the auditee has completed and uploaded the form.
7. The auditor downloads the Standard Achievement Evaluation Results Form via SIJITU and carries out the assessment independently within one week of receiving the assignment from the LPM
8. Auditors 1 and 2 confirm (if there is 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 field 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. 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. Auditors upload the field audit results to SIJITU no later than 1 week after the audit has been carried out.
15. The auditor compiles a report on the results of the field audit 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 so that the auditee can view them.
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 Guidance and Counselling Study Programme at UPGRIS, which was conducted on 14 October 2025 by a team of auditors from the LPM, and re-verified on 15 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 AMI results within the Study Programme, several findings and recommendations for improvement were identified, including: **developing a procedure for updating the Study Programme's VMTS and completing the VMTS preparation report to include the involvement of internal and external stakeholders.** The conclusions from the AMI activities in the Guidance and Counselling 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 continuously, 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. INTRODUCTION

Work Unit	Guidance and Counselling	
Address	Jl. Sidodadi Timur No. 24, Semarang	
Head of Programme	Dr Dini Rakhmawati, S.Pd., M.Pd.	
Audit Date	14 <sup>th</sup> October 2025	
Head of Auditors	Dr Ary Susatyo Nugroho, M.Si.	
Auditor	Ismatul Khasanah, S.Pd.I, M.Pd.	

## II. AUDIT OBJECTIVES

Tick (√) the relevant box

	Yes	No
a. Ensure that 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 the Study Programme's quality assurance with academic documents and Quality	√	
c. Assessing the Study Programme's readiness to undertake 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: To provide recommendations for improving the mechanism for developing the VMTS for the Study Programme and <b>to finalise the VMTS development report, which includes the involvement of internal and external stakeholders</b>		

### **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 Community Service Facilities and Infrastructure
  - g. Standards for the Management of Community Service
  - 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

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

**I. Non-conformity**

No. Indicator	Indicator	Finding
4	Mechanisms and stakeholder involvement in the development of the UPPS VMTS.	No SOPs or mechanisms for updating the VMTS
14	Quality of Student Intake	The number of applicants for the Counselling and Guidance programme tends to rise gradually
15	Attractiveness of the Programme	There are currently no international students in the Counselling and Guidance programme
47	Student Satisfaction	Student satisfaction levels are fairly good across the four criteria in question
58	Academic Success	Graduation rates across each cohort are not yet consistent

**II. Recommendations for improvement**

No Indicator	Indicator	Recommendation
4	Mechanisms and stakeholder involvement in the development of the VMTS UPPS.	Please develop a mechanism/guideline for updating the VMTS.
14	Quality of Student Intake	Conduct promotional activities to attract prospective new students
15	Attractiveness of the Study Programme	Widespread promotion via multimedia to recruit international students
47	Student Satisfaction	improving results to 'very good' or 'excellent' in the 4 criteria in question
58	Academic success	Programmes have been established to improve and accelerate student graduation rates

### III. Audit Conclusions

The audit team concluded:

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: establish a mechanism for developing the Study Programme's VMTS
4. Findings during this audit period are: Non-conformities  
\*(Non-conformity)/Observation/No findings

Semarang, 14 Oktober 2025



(Dr. Dini Rakhmawati, S.Pd., M.Pd.)

*Auditee*



(Dr. Ary Susatyo Nugroho, M.Si.)

*Ketua Auditor*

*\*cross out as appropriate*

**CORRECTIVE ACTION REQUEST (CAR) FORM FOR  
THE INTERNAL QUALITY AUDIT OF UNIVERSITAS PGRI  
SEMARANG ACADEMIC YEAR 2024/2025**

<b>Faculty</b>	Faculty of Education		
<b>Study Programme</b>	Guidance and Counselling		
<b>Head of Study Programme</b>	Dr Dini Rakhmawati, M.Pd.		
<b>Head of Auditors</b>	Dr Ary Susatyo Nugroho, M.Si	<b>AUDIT DATE</b>	14 <sup>th</sup> October 2025
<b>DESCRIPTION OF PTK 1:</b> Indicator 4. Please develop a mechanism/guideline for updating the VMTS that includes the involvement of internal and external stakeholders			
No. Indicator 4	Category	<input type="checkbox"/> Non-conformity	<input checked="" type="checkbox"/> Observation
<b>DESCRIPTION OF PTK 2:</b> Indicator 14 Quality of Student Intake Conducting promotional activities to attract prospective new students			
No. Indicator	Category	<input type="checkbox"/> Non-conformity	<input type="checkbox"/> Observation
<b>DESCRIPTION OF PTK 3:</b> Indicator 15: Programme Appeal Widespread promotion via multimedia to recruit international students			
No. Indicator	Category	<input type="checkbox"/> Non-conformity	<input type="checkbox"/> Observation
<b>DESCRIPTION OF PTK 4:</b> Indicator 47 Student Satisfaction improving results to 'very good' or 'excellent' in the 4 criteria in question			
No Indicator	Category	<input type="checkbox"/> Non-conformity	<input type="checkbox"/> Observation
<b>DESCRIPTION OF PTK 5:</b> Indicator 58: Academic Success A programme has been established to improve and accelerate student graduation rates			
No Indicator	Category	<input type="checkbox"/> Non-conformity	<input type="checkbox"/> Observation

Semarang, 14<sup>th</sup> October 2025



(Dr Ary Susatyo Nugroho, M.Si.)  
*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 climate for development and a reputation as a reference in its field of study.	4.00	1.00	4.00
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.	4.00	0.51	2.04
4	Mechanisms and stakeholder involvement in the formulation of the UPPS VMTS.	2.00	1.02	2.04
5	Strategies for achieving objectives are formulated based on systematic analysis, and their implementation is subject to monitoring and evaluation with follow-up actions.	4.00	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 the organisation's operations. 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.	3.93	0.34	1.34

No.	Criteria/Element/Indicator	Auditor's Score	Weight	Score x Weight
7	<p>C.2.4.b) Leadership and Managerial Capabilities</p> <p>A. Commitment of UPPS management.</p> <p>B. The capabilities of UPPS leadership, covering the following aspects:</p> <p>1) planning, 2) organising, 3) staffing, 4) implementation, 5) control and supervision, and 6) reporting, which forms the basis for follow-up actions.</p>	4.00	0.34	1.36
8	<p>C.2.4.c) Collaboration</p> <p>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.</p>	4.00	0.68	2.73
9	<p>A. Education, research, and community engagement collaborations relevant to the study programme and managed by UPPS over the past 3 years.</p> <p>B. International, national, regional/local collaborations relevant to the study programme and managed by the UPPS over the past 3 years.</p> <p>Table 1 LKPS</p>	4.00	0.34	1.36
10	<p>C.2.5 Additional Performance Indicators</p> <p>Exceeding SN-DIKTI (additional performance ) set by the UPPS for each criterion.</p>	4.00	0.68	2.73

11	C.2.6 Performance Achievement Evaluation An 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.	4.00	1.02	4.09
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No.	Criteria/Element/Indicator	Auditor's Score	Weight	Score x Weight
12	C.2.7. Quality Assurance Implementation of the Internal Quality Assurance System (academic and non-academic) as 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) 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.	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, 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 measurement, and 6) the results are published and easily accessible to lecturers and students.	4.00	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	1.94	4.60	8.91
15	C.3.4.b) Programme Appeal A. Increased interest among prospective students. Table 2.a LKPS B. International students Table 2.b LKPS	0.79	3.07	2.41
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.	4.00	1.53	6.13

No.	Criteria/Elements/Indicators	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 DTSPS. Table 3.a.1) LKPS	4.00	0.74	2.97
18	Academic qualifications of DTSPS. Table 3.a.1) LKPS	4.00	0.99	3.96
19	Academic position DTSPS. 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 DTSPS. Table 2.a LKPS Table 3.a.1) LKPS	4.00	0.50	1.98
21	Assignment of DTSPS as the main supervisor for students' final projects. Table 3.a.2) LKPS	4.00	0.99	3.96
22	Full-time teaching equivalence (DTSPS). Table 3.a.3) LKPS	4.00	0.25	0.99
23	Non-permanent lecturers. 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 DTSPS. Table 3.b.1) LKPS	4.00	0.81	3.24

25	DTPS research activities relevant to the field of study in the last 3 years. Table 3.b.2) LKPS	4.00	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	3.53	0.41	1.43
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	4.00	0.81	3.24
28	DTPS scientific articles 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

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.	4.00	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	3.73	0.77	2.86
33	DTPS research funds. Table 4 LKPS	4.00	0.77	3.07
34	DTPS community service fund. Table 4 of the LKPS	4.00	0.38	1.53
35	Realisation of investment (human resources, facilities and infrastructure) supporting the implementation of the three pillars of higher education.	4.00	0.38	1.53
36	Sufficient funding to ensure the achievement of learning outcomes.	4.00	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.	4.00	3.07	12.27
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

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 in line with graduate learning outcomes.	4.00	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: 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. The learning process associated with Community Engagement (PkM) must comply with the Higher Education Directorate General's (SN Dikti) PkM guidelines: 1) PkM outcomes: must contribute to the development of science, technology, and innovation (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>	4.00	1.12	4.46
42	<p>Learning conducted 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

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>	4.00	2.51	10.04
44	<p>C.6.4.f) Learning Assessment</p> <p>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, and carried out in an integrated manner.</p> <p>B. The assessment process comprises 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 a rubric, and/or, 2) outcome assessment in the form of a portfolio, or 3) design work.</p> <p>C. The implementation of assessment includes the following elements: 1) having an assessment plan agreement, 2) carrying out 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 learning outcomes of students, 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 plans and having implemented improvement processes based on the results of assessment monitoring and evaluation.</p>	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
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No.	Criteria/Element/Indicator	Auditor's Score	Weight	Score x Weight
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, academic seminars, book reviews.	4.00	2.51	10.04
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.	2.67	3.35	8.92
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 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.	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

No.	Criteria/Element/Indicator	Auditor's Score	Weight	Score x 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 PkM 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 PkM in accordance with the PkM roadmap, 3) evaluating the alignment of lecturers' and students' PkM with the roadmap, and 4) using the evaluation results to improve the relevance of PkM and the academic development of the study programme.	4.00	0.51	2.04
51	C.8.4.b) PkM for Lecturers and Students PkM DTSPS which, in its implementation, involved students from the study programme over the last 3 years. Table 7 LKPS	4.00	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 following aspects: 1) comprehensiveness, 2) depth, and 3) the usefulness of the analysis, as demonstrated by the increase in CPL over the past three years.	4.00	1.92	7.67
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	4.00	2.88	11.50
55	Student achievements in non-academic fields over the last 3 years. Table 8.b.2) LKPS	3.90	0.96	3.74
56	Duration of study. Table 8.c LKPS	3.70	1.92	7.09

57	On-time graduation. Table 8.c LKPS	4.00	1.92	7.67
58	Academic success. Table 8.c LKPS	1.95	1.92	3.74

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.	4.00	2.88	11.50
60	Waiting time. Table 8.d.1) LKPS	4.00	2.88	11.50
61	Suitability of the field of work. Table 8.d.2) LKPS	4.00	1.92	7.67
62	Level and size of graduates' workplaces. Table 8.e.1) LKPS	3.24	1.92	6.22
63	Graduate user satisfaction levels. Table 8.e.2) LKPS	3.78	3.83	14.49
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	3.00	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	4.00	0.96	3.83
66	D Analysis and Determination of Development Programmes D.1 Analysis and Performance Achievements Comprehensiveness (completeness, breadth and depth), accuracy, precision and relevance of the performance achievement analysis, as well as consistency with each criterion.	4.00	1.50	6.00

67	D.2 SWOT Analysis or Other Relevant Analysis The accuracy of SWOT analysis or relevant analysis in developing strategies.	4.00	2.00	8.00
68	D.3 Development Programme Accuracy in setting development programme priorities.	4.00	1.50	6.00

No.	Criteria/Elements/Indicators	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.	4.00	1.00	4.00
<b>TOTAL SCORE</b>				<b>363.96</b>

The score obtained is 363.96 out of a total of 400.

## 2. Conclusion

The conclusions from the AMI activities in the Guidance and Counselling Study Programme are: 1) The documentation system is ~~complete/incomplete~~\* and ~~structured/less-structured~~\* to support the 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/has not~~\* been followed up; 4) Findings during this audit period are of a minor/major\* nature.

## V. APPENDIX

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

*\*cross out what is not required*






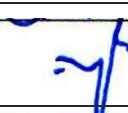


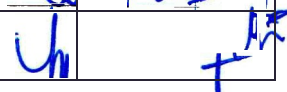
**LIST OF ATTENDEES FOR THE IMPLEMENTATION OF AMI  
UNIVERSITAS PERSATUAN GURU REPUBLIK INDONESIA SEMARANG**

Name of Study Programme/ Auditee : Dr Dini Rakhmawati, S.Pd., M.Pd

Names of Chair of the auditors : Dr. Ary Susatyo Nugroho, M.Si

Audit Date Audit : 14<sup>th</sup> October 2025

Location : Guidance and Counselling Laboratory Room, GU 1<sup>st</sup> Floor

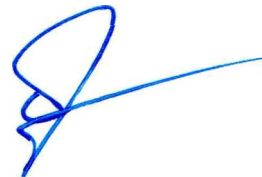
No	Name	Position	Signature
1.	Dr Ary Susatyo Nugroho, M.Si	Auditor	
2.	Ismatul Khasanah, S.Pd.I., M.Pd	Auditor	
3.	Sukamto, M.Pd.	Vice Dean 2, Faculty of Education	
4.	Dr Dini Rakhmawati, S.Pd., M.Pd.	Head of the Guidance and Counselling Study Programme	
5	Dr. Suhendri, S.Pd., M.Pd.; Consultant	Secretary of the Guidance and Counselling Study Programme	
6.	Dr Venty, S.Ag., M.Pd.	Head of the Guidance and Counselling Department	
7.	Desi Mauliq, S.Psi., M.Psi.	Guidance and Counselling Study Programme AMI Team,	
8.	Farikha Wahyu Lestari, S.Pd, M.Pd	SUPMPS	
9	Dr Yunita Dwi Setyoningsih, S.Psi., M.Pd.	SUPMPS	

Semarang, 14<sup>th</sup> October 2025



(Dr Dini Rakhmawati, S.Pd., M.Pd.)

Auditee



(Dr. Ary Susatyo Nugroho, M.Si.)

Chair of the Auditors



QUALITY ASSURANCE INSTITUTE (LPM)  
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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  
No.: ...../LPM/UPGRIS/..... /2025

On Tuesday, 14<sup>th</sup> October 2025, from 13:00 to 16:00 WIB, the Internal Quality Audit (AMI) was conducted by AMI auditors from Universitas Persatuan Guru Republik Indonesia Semarang in the Guidance and Counselling Laboratory Room on the 1st floor of the GU building, regarding:

Study Programme: Guidance and Counselling

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. Form for Action Requests. Corrections

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

Auditee  
Head of the Study Programme,

(Dr Dini Rakhmawati, S.Pd., M.Pd.)

Semarang, 14<sup>th</sup> October 2025  
Chair of the Auditors,

(Dr. Ary SUsatyo Nugroho,

Mengetahui  
Dekan

(Dr. Arri Handayani, S.Psi, M.Si)



# QUALITY ASSURANCE INSTITUTE (LPM)

UNIVERSITAS PERSATUAN GURU REPUBLIK INDONESIA SEMARANG

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Tel/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

Noinor: ...../LPM/UPGRIS/. ...../2025

On Tuesday, 14<sup>th</sup> October 2025 at 13:00 WIB, an Internal Quality Audit (AMI) was conducted by the AMI Auditors Universitas Persatuan Guru Republik Indonesia Semarang in the Guidance and Counselling Laboratory Room on the 1st floor of the GU building, regarding:

Study Programme: Guidance and Counselling.

Academic Year : 2024/2025

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

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

This official record has been drawn up truthfully for information and use as appropriate.

Semarang, 14<sup>th</sup> October 2025

.Auditee  
Head of the Study Programme,

(Dr Dini Rakhmawati, S.Pd.,  
M.Pd)

Chair of the Auditors

(Dr Ary Susatyo Nugroho, M.Si)

Mengetahui  
Dekan

(Dr. Arri Handayani, S.Psi, M.Si)



QUALITY ASSURANCE INSTITUTE (LPM)  
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Tel/Fax: (0271) 8444707 / <http://ipm.upgris.ac.id> Email: [ipm@upgris.ac.id](mailto:ipm@upgris.ac.id)

MINUTES OF THE PTK CONFIRMATION AND RE-VERIFIED INTERNAL QUALITY AUDIT OF  
THE STUDY PROGRAMME  
Number: ...../LPM/UPGRIS/...../2025

On Tuesday, 14<sup>th</sup> October 2025, from 13:00 to 16:00 WIB, an Internal Quality Audit (AMI) was conducted by AMI auditors from Universitas Persatuan Guru Republik Indonesia Semarang in the Guidance and Counselling Laboratory Room on the 1st floor of the GU building, regarding:

Study Programme : Guidance and Counselling  
Academic Year : 2024/2025

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

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

This report has been drawn up truthfully for the purposes of reference and use as intended.

Auditee  
Head of the Study Programme,

(Dr Dini Raklunawati, S.Pd., M.Pd.)

Semarang, 14<sup>th</sup> October 2025  
Chair of the Auditors,

(Dr. Ary Susatyo Nugroho, M.Si)

Mengetahui  
Dekan  
  
(Dr. Arri Handayani, S.Psi, M.Si)



## QUALITY ASSURANCE INSTITUTE (LPM)

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### ASSIGNMENT LETTER

No.: 033fLPM/UPGITIS/X/2025

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

Name : Dr Ary Susatyo Nugroho, M.Si.  
NIDN : 0026086901  
Position : Senior Lecturer  
Occupation : Lecturer in the Magister of Science Education  
Day, Date : Tuesday, 14 October 2025  
Purpose : To conduct an Internal Quality Audit (AMI) for the  
Guidance and Counselling Study Programme  
Venue : Study Programme Office

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

Telah melaksanakan assignments:  
  
Dr. Ari Handayani., S.Psi., M.Si.  
NPP 997401149

Semarang, 13<sup>th</sup> October 2025  
KChair of the LPM,  
  
Dr. Ary Susatyo Nugroho, M.Si.  
NIP 196908261994031003



## QUALITY ASSURANCE INSTITUTE (LPM)

UNIVERSITAS PERSATUAN GURU REPUBLIK INDONESIA SEMARANG

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

### ASSIGNMENT LETTER

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

The Quality Assurance Institute of Universitas Persatuan Guru Republik Indonesia Semarang hereby assigns the following task

To the person named below:

Name : Isniatul Kliasonah, S.Pd., M.Pd  
NIDN : 0610107804  
Position : Lecturer  
Occupation : Lecturer in Early Childhood Education Teacher Training  
On Day, Date : Tuesday, 14 October 2025  
Purpose : To conduct an Internal Quality Audit (AMI) for the  
Guidance and Counselling 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:

Dr. A. Handa Ayan S. B. S. M. Si.  
NPP 997401149

Semarang, 13<sup>th</sup> October 2025  
KChair of the LPM,

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

AMI Guidance and Counselling Study Programme Documentation 2025











