



IQAS POLICY

Universitas Negeri Semarang
2025

Arranged by
Quality Assurance Team
Semarang State University



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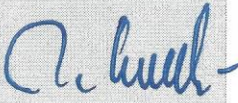

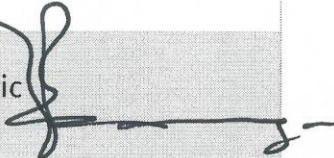

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Universitas Negeri Semarang (UNNES) kampus Sekaran
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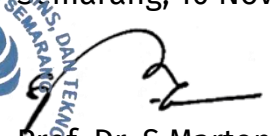
FOREWORD

All praise and gratitude are due to God Almighty for His blessings that have enabled the successful completion of the Internal Quality Assurance System (IQAS) Policy Book of Universitas Negeri Semarang (UNNES). This publication serves as a key reference for the entire academic community in implementing, developing, and ensuring quality in higher education at UNNES. As an institution devoted to conservation values and academic excellence, UNNES remains committed to establishing transparent, accountable, and sustainable governance through an integrated quality assurance framework.


This book provides comprehensive policy guidelines and strategic directions for quality assurance at UNNES, encompassing the stages of planning, implementation, evaluation, monitoring, and continuous quality improvement. Adopting a holistic and adaptive approach aligned with both national regulations and global higher education trends, this document functions as a principal reference for all organizational units to foster a consistent and pervasive culture of quality. The strength of this policy book lies in its alignment with the university's vision and mission, as well as the principles of the IQAS, emphasizing the enhancement of academic performance, service excellence, and good governance.

On behalf of the drafting committee, I would like to express my sincere appreciation to all contributors for their intellectual dedication, effort, and time in completing this important work. It is hoped that the Internal Quality Assurance System (IQAS) Policy Book will serve as both an inspiring and practical instrument in realizing UNNES's aspiration to become a world-class university grounded in excellence, integrity, and a strong commitment to conservation. I encourage all members of the academic community to thoroughly understand, implement, and continuously improve this quality policy in order to achieve the university's vision and mission with the highest standards of competitiveness and integrity.

Semarang, 10 November 2025



Prof. Dr. S Martono, M.Si.
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KEMENTERIAN PENDIDIKAN TINGGI, SAINS, DAN TEKNOLOGI
UNIVERSITAS NEGERI SEMARANG
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PREFACE

Praise be to Allah SWT for His abundant mercy and grace, through which the Quality Policy document, serving as an elaboration of the Internal Quality Assurance System (IQAS), has been successfully completed. Quality assurance in higher education is carried out through an integrated mechanism known as the Higher Education Quality Assurance System, comprising both the Internal Quality Assurance System (IQAS) and the External Quality Assurance System (EQAS). Regulation Number 39 of 2025, issued by the Minister of Higher Education, Science, and Technology, governs the quality assurance process in higher education, encompassing the stages of determination, implementation, evaluation, control, and enhancement of the Higher Education Standards (HES), all of which are grounded in data from the Higher Education Database Center.

This Internal Quality Assurance System (IQAS) Policy Book of Universitas Negeri Semarang (UNNES) has been developed as the primary guideline for implementing quality assurance across UNNES. The book outlines the policy directions, fundamental principles, and operational mechanisms of the internal quality assurance system, which serve as the foundation for all university units to maintain, develop, and continuously enhance the quality of education. Through this document, it is expected that every member of the UNNES academic community will share a common reference for understanding and fostering a culture of quality in all aspects of the Tri Dharma of higher education—education, research, and community service.

On behalf of the drafting team, we extend our profound appreciation and sincere gratitude to the Rector and the entire UNNES leadership for their unwavering support, which made the completion of this UNNES IQAS Policy Document possible. We also extend our gratitude to all members of the drafting team for their dedication, intellectual contributions, and commitment throughout the preparation process. May this UNNES IQAS Policy Book serve as a valuable instrument in realizing an excellent, sustainable, and globally competitive higher education quality assurance system.



Semarang, 10 November 2025
Head of Quality Assurance Office


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CHAPTER I

VISION AND MISSION OF UNIVERSITAS NEGERI SEMARANG

A. Brief History of Universitas Negeri Semarang (UNNES)

1960-1963

Faculty of Teacher Training and Education (FTTE) and Sports College (STO)

In 1960, the B-I and B-II Courses were integrated into Diponegoro University, leading to the establishment of the Faculty of Education. Subsequently, in 1963, the Department of Physical Education, which had previously been part of the B-II Course, was separated and reorganized into the School of Sports Science (SSO), an autonomous institution operating under the jurisdiction of the Department of Sports.

1963-1965

Institute of Teacher Training and Education Yogyakarta Branch in Semarang

In 1963, a Presidential Decree established the Institute of Teacher Training and Education (ITTE) as an institution dedicated to the preparation and professional development of educational personnel. At that time, only four ITTEs had been founded, located in Jakarta, Bandung, Malang, and Yogyakarta. The Faculty of Teacher Training and Education (FTTE) at Diponegoro University, deemed not yet sufficiently developed to operate independently, was designated as the Semarang branch of ITTE Yogyakarta.

1965-1999

ITTE Semarang

ITTE Yogyakarta Branch in Semarang experienced significant growth. To ensure a more strategic and well-directed development while awaiting the issuance of a Presidential Decree, the Minister of PTIP enacted Ministerial Decree No. 40 of 1965 on March 8, 1965. This decree officially designated the ITTE Yogyakarta branch in Semarang as ITTE Semarang, comprising the Faculty of Education, the Faculty of

Language and Arts Education, the Faculty of Social Sciences, the Faculty of Mathematics and Natural Sciences, and the Faculty of Technical Education. In 1977, the teacher education program in sports was reintegrated into its parent institution and reconstituted as a distinct entity under the name Faculty of Sports Education (FSE).

1999

Universitas Negeri Semarang

Following the issuance of Presidential Decree No. 124 of 1999 concerning the conversion of ITTE institutions in Semarang, Bandung, and Medan into universities, ITTE Semarang was officially renamed *Universitas Negeri Semarang* (UNNES). In 2000, the university restructured and renamed its faculties as follows: the Faculty of Education, the Faculty of Languages and Arts, the Faculty of Social Sciences, the Faculty of Mathematics and Natural Sciences, the Faculty of Engineering, the Faculty of Sports Sciences, and the Graduate Program. Subsequently, in 2006, the Faculty of Economics was established, followed by the formation of the Faculty of Law in 2007. The creation of these two additional faculties reflected the institutional expansion and academic diversification resulting from UNNES's transformation into a university.

2022

Universitas Negeri Semarang PTN-BH

Pursuant to Government Regulation of the Republic of Indonesia No. 36 of 2022, effective October 20, 2022, Universitas Negeri Semarang (UNNES) formally transitioned from the status of a Public Service Agency State University (*Perguruan Tinggi Negeri Badan Layanan Umum*, PTN-BLU) to that of a Legal Entity State University (*Perguruan Tinggi Negeri Badan Hukum*, PTN-BH).

B. Vision

"To Become a World-class Reputable University, a Pioneer of Excellence in Education with a Conservation Perspective."

A World-Class, Reputable University signifies that Universitas Negeri Semarang (UNNES) maintains a positive image and strong reputation

within the international academic community, serving as a benchmark for the implementation of the *Tridharma* of higher education—education, research, and community service—at the global level. Consequently, UNNES must continuously enhance the quality and excellence of its *Tridharma* activities to achieve greater international recognition. The university's global reputation is reflected in its performance and standing within international ranking systems such as the Quacquarelli Symonds (QS) World University Rankings and the Times Higher Education (THE) World University Rankings.

A Pioneer of Educational Excellence implies that UNNES is expected to develop and implement an educational model capable of nurturing a generation that embodies both intellectual superiority and moral integrity. Over the next two decades, the university's learning processes should be grounded in research-based approaches to ensure high-quality education that is responsive to learners' needs and aligned with the dynamics of societal progress and development.

A Conservation Perspective refers to a worldview and behavioral orientation founded on the principles of conservation—preservation, maintenance, protection, sustainability, and development—of both natural resources and socio-cultural values. Accordingly, all academic activities encompassing teaching, research, and community engagement must incorporate and promote conservation values. A key performance indicator of this commitment is the enhancement of the university's *green campus* ranking, as measured by instruments such as the UI GreenMetric World University Ranking or equivalent sustainability assessment frameworks.

C. Mission

1. Organizing education that is brilliant and has a world reputation;
2. Carry out research in developing science and technology;
3. Carry out community service to solve problems, empower, and prosper the community;
4. Implement good governance and be able to adapt and synergize with the environment in a sustainable manner; and
5. Carry out cooperation in building reputation.

D. Goals

1. Realizing brilliant education and learning;
2. Produce graduates who have educational and non-educational science competencies with character, professional, competent, and competitive characteristics;
3. Produce and disseminate scientific and technological works of world reputed conservation perspective;
4. Realizing effective, creative, and productive educational and governance institutions; and
5. Realizing institutional cooperation in supporting educational and institutional excellence.

CHAPTER II

BACKGROUND AND OBJECTIVES OF INTERNAL QUALITY ASSURANCE SYSTEM (IQAS)

A. Background

In formulating and developing its programs, Universitas Negeri Semarang (UNNES) systematically refers to the outcomes of both internal and external evaluations. Internal evaluation results are derived from leadership coordination forums, including university and faculty-level work meetings. Furthermore, additional evaluation data are obtained through institutional audit mechanisms. Academic audits are conducted by the Quality Assurance Office through Internal Quality Audit (IQA) activities, whereas non-academic audits are undertaken by the Internal Supervisory Unit through regular audit procedures.

The internal quality assurance system at UNNES is operationalized through the **Internal Quality Audit (IQA)** framework. This audit serves as a systematic instrument for assessing the attainment of quality performance targets as stipulated in the university's Strategic Plan. The audit process encompasses all organizational levels, including study programs, faculties, agencies, institutions, and technical implementation units (TIUs), extending to the institutional level as a whole. The results of these audits are analyzed and disseminated transparently through the university's quality audit information system, accessible via the website <https://unnes.ac.id/kpm>.

To ensure accountability and continuous improvement, the findings from these audits are subjected to a root cause analysis and deliberated upon in the Management Review Meeting (MRM), held annually at the end of the year. The MRM also functions as a forum for year-end reflection, where discussions generate recommendations that inform the planning of subsequent programs. These recommendations prioritize performance indicators that have not yet been achieved, thereby guiding all university units in formulating more strategic and targeted action plans for the following year.

The Internal Quality Assurance System (IQAS) at UNNES is driven by a strong institutional commitment to cultivating a culture of quality that aligns with the university's distinctive identity and strategic vision.

Consequently, Internal Quality Assurance System policies are formulated in alignment with the overarching policy directions outlined in the Institutional Development Master Plan (IDMP) and the Strategic Plan, ensuring coherence between quality assurance initiatives and the long-term vision of UNNES as a university of excellence and integrity.

B. Objectives of the Internal Quality Assurance System (IQAS)

1. To function as a medium for effectively communicating the principles, mechanisms, and implementation of the Internal Quality Assurance System (IQAS) at Universitas Negeri Semarang (UNNES) to all stakeholders—both internal and external—in a clear, concise, and comprehensive manner;
2. To serve as a fundamental reference and strategic direction in the formulation of all IQAS-related documents, including the IQAS Policy, Guidelines for Implementing the PIECI Cycle, IQAS Standards, and Procedures for Documenting IQAS Implementation;
3. To act as the guiding framework for the implementation of the IQAS cycle based on the PIECI model, thereby facilitating continuous quality improvement (Continuous Improvement/Kaizen) and fostering the development of a sustainable institutional quality culture;
4. To constitute verifiable evidence that Universitas Negeri Semarang has formally established and implemented the IQAS in accordance with prevailing national regulations and statutory requirements.

C. Glossary

For the purpose of this regulation, the following terms are defined as follows:

1. Universitas Negeri Semarang (hereinafter referred to as UNNES) refers to a state higher education institution with legal entity status that administers academic education and, where eligible, vocational education across various fields of science, technology, arts, and/or sports. Subject to compliance with statutory

requirements, UNNES may also offer professional education in accordance with prevailing legislation.

2. National Standards for Higher Education constitute a unified set of standards comprising the National Education Standards, National Research Standards, and National Community Service Standards.
3. Higher Education Standards denote the institutional standards established by a higher education institution that exceed and elaborate upon the National Higher Education Standards determined at the national level.
4. Higher Education Quality refers to the degree of conformity between the implementation of higher education and the Higher Education Standards, which include both the National Higher Education Standards and the Institutional Standards formulated by the respective higher education institution.
5. Higher Education Quality Assurance System (abbreviated as HE QAS) is a systematic and integrated mechanism designed to control, monitor, and enhance the quality of higher education in a structured and sustainable manner.
6. Internal Quality Assurance System (abbreviated as IQAS) refers to a systematic and institutionalized process implemented autonomously by higher education institutions to ensure and continuously improve the quality of higher education delivery in a planned and sustainable manner.
7. External Quality Assurance System (abbreviated as EQAS) refers to a systematic and institutionalized process of quality assurance and management conducted by independent external bodies in a structured and sustainable manner in accordance with statutory provisions.
8. Internal Quality Audit (abbreviated as IQU) is a structured and periodic process of monitoring, data collection, and evaluation concerning the implementation of higher education, carried out systematically, planned, and continuously.
9. Accreditation denotes the process of evaluating and validating data and information to determine the status and ranking of study programs and/or higher education institutions, followed by the monitoring of higher education performance.

10. Higher Education Database (abbreviated as **HED**) is a nationally integrated repository of data concerning the administration and implementation of higher education across Indonesia.
11. Higher Education Database of Universitas Negeri Semarang (abbreviated as **HED UNNES**) is an integrated data management system encompassing all academic and non-academic information related to higher education activities within UNNES.
12. The National Accreditation Agency for Higher Education (abbreviated as NAA-HE) is an independent body established by the government to conduct, manage, and advance the accreditation of higher education institutions in Indonesia.
13. Independent Accreditation Institution (abbreviated as IAI) is a government- or community-established body authorized to independently conduct and develop the accreditation process for specific study programs.
14. Quality Assurance Office of Universitas Negeri Semarang (abbreviated as QAO UNNES) is an administrative unit established under and directly accountable to the Rector, tasked with implementing, coordinating, and developing the Higher Education Quality Assurance System (**HE QAS**) at UNNES.
15. Rector refers to the Rector of Universitas Negeri Semarang, who serves as the highest executive authority within the university.
16. Study Program Management Unit (abbreviated as **SPMU**) is a structural unit within UNNES responsible for the administration, coordination, and implementation of academic activities related to one or more study programs.
17. Management Review Meeting is the highest-level forum within UNNES's quality management system, convened periodically to evaluate the overall performance of quality assurance implementation across the university, faculty, and study program levels.
18. Faculty/Graduate Program Quality Assurance Cluster is a supporting unit within the Faculty or Graduate School at UNNES, directly accountable to the Dean or Director, and tasked with maintaining, monitoring, and enhancing the standards and quality assurance practices of the respective Faculty or Graduate School.

CHAPTER III

OUTLINE OF INTERNAL QUALITY ASSURANCE (IQAS) POLICY

A. Foundation and Principles of IQAS

1. IQAS Foundations

a. Principle of Benefit

The IQAS policy is implemented to yield the greatest possible benefit for the entire academic community, the institution, and the wider society, nation, and state. It ensures that all quality assurance activities make a meaningful contribution to educational excellence, institutional development, and societal advancement.

b. Principle of Legal Compliance

All stakeholders involved in implementing IQAS are required to comply with applicable laws and regulations. The enforcement of legal norms is guaranteed by the state, thereby ensuring that the implementation of IQAS is grounded in a strong juridical foundation. As a result, the execution of IQAS is legitimate, credible, and legally accountable.

c. Principle of Autonomy

The implementation of IQAS is based on the internal capacity and potential of the institution. Higher education institutions independently design, manage, and enhance the quality of education by optimizing available resources without overreliance on external parties. This principle fosters institutional self-reliance, organized growth, and systematic adaptation to evolving challenges and societal needs.

2. Principles of IQAS

a. Accountability

Higher education institutions bear the responsibility to ensure that the implementation of educational processes meets established standards in a measurable and verifiable manner. Both the processes and outcomes of quality assurance must be transparently and formally accountable to stakeholders.

b. Transparency

All activities within the quality assurance process are conducted in an open and transparent manner, ensuring that information regarding procedures, implementation, and outcomes is accessible to all relevant stakeholders.

c. Nonprofit Orientation

Quality assurance activities are not profit-driven; rather, they are carried out to continuously enhance the quality of education and contribute to societal welfare and the advancement of science, technology, and culture.

d. Effectiveness

The quality assurance system must effectively achieve its primary objective of improving educational quality in accordance with the predetermined standards and performance indicators.

e. Efficiency

The management and implementation of quality assurance processes must optimize the use of institutional resources, ensuring that quality objectives are met without redundancy or waste.

f. Measurability

Every process and outcome within the quality assurance system must be objectively measurable through clearly defined indicators and standards, allowing for systematic evaluation and continuous improvement.

g. Continuous Quality Improvement

The Internal Quality Assurance System (IQAS) operates through a continuous and cyclical process encompassing the stages of Plan, Do, Check, Act. Through this ongoing cycle, the quality of education is systematically maintained, improved, and developed.

B. Objectives and Strategies of IQAS

1. Objectives of IQAS

The IQAS aims to systematically and sustainably strengthen the culture of quality within Universitas Negeri Semarang (UNNES). It ensures that all institutional services comply with the established IQAS standards, while any deviations are promptly identified and corrected. The implementation of IQAS promotes transparency and public accountability, thereby supporting UNNES's commitment to achieving its strategic objectives in alignment with the External Quality Assurance System (EQAS).

2. IQAS Strategies

The objectives of IQAS are realized through the implementation of the following strategic measures:

- a. Conducting socialization, capacity building, and training activities to support the effective implementation of the Quality Assurance System;
- b. Involving the entire academic community in the continuous execution of the **PIECI** cycle;
- c. Carrying out regular monitoring, evaluation, and internal quality audits to ensure system integrity and performance;
- d. Organizing refresher programs and professional development for internal auditors to maintain audit competence and consistency;
- e. Involving key stakeholders—including professional associations, alumni, the business and industrial sectors, and government agencies as graduate users—in the formulation and periodic review of IQAS standards;
- f. Conducting benchmarking as part of ongoing efforts to enhance the quality and relevance of higher education delivery.

C. Scope of IQAS

The IQAS policy encompasses all quality aspects related to the implementation of the Tri Dharma of Higher Education, covering both academic and non-academic domains. This policy includes the organization and governance of quality assurance for all higher

education standards (National Higher Education Standards and Higher Education Standards established by UNNES) through the PIECI cycle, aimed at realizing a sustainable culture of quality within the institution.

D. IQAS Management

The management of the Internal Quality Assurance System (IQAS), as stipulated in Ministerial Regulation of Education, Culture, Research, and Technology (Permendikbudristek) Number 53 of 2023, Article 67 paragraph (1), is to be systematically planned, implemented, evaluated, controlled, and continuously developed by higher education institutions. Furthermore, paragraph (2) of the same article mandates that in administering IQAS, higher education institutions must uphold the principles of good university governance, encompassing accountability, transparency, non-profit orientation, effectiveness, efficiency, and continuous quality improvement, all of which operate in a mutually reinforcing and balanced manner to ensure the integrity and sustainability of institutional quality assurance practices.

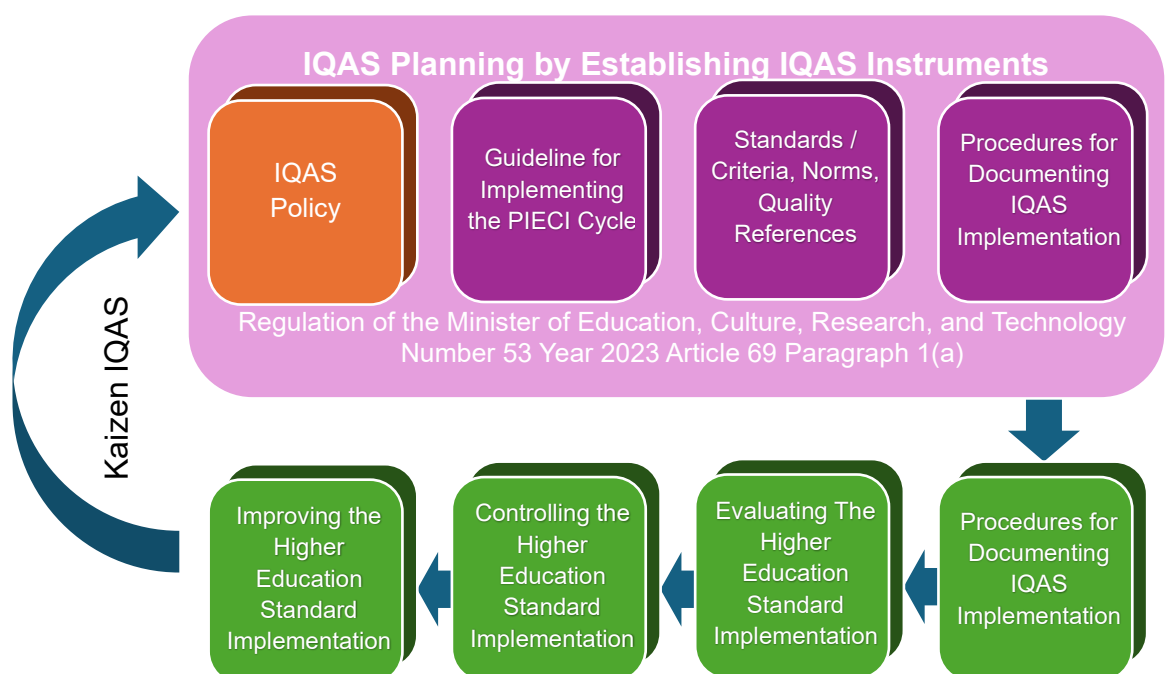


Figure 3.1 IQAS Instruments and PIECI (Guidelines for Implementing IQAS in Higher Education, 2024:25)

In accordance with Article 68, paragraph (1) of the regulation, the implementation of the Internal Quality Assurance System (IQAS) is carried out through a cyclical process of activities comprising the following stages:

- a. Planning higher education standards;
- b. Implementing higher education standards;
- c. Evaluating the attainment of higher education standards;
- d. Controlling the implementation of higher education standards;
and
- e. Improving higher education standards.

As stipulated in paragraph (2), the evaluation of the attainment of higher education standards, as referred to in paragraph (1) point (c), shall be conducted periodically through mechanisms such as monitoring, self-evaluation, internal quality audits, assessments, and/or other evaluation methods determined by the higher education institution. Furthermore, paragraph (3) specifies that the evaluation process referred to in paragraph (1), point (c), shall be undertaken by authorized officials or lecturers appointed by the leaders of the higher education institution. Finally, paragraph (4) emphasizes that the cyclical activity process outlined in paragraph (1) serves as a mechanism to ensure the consistent fulfillment and continuous improvement of higher education standards within the institution.

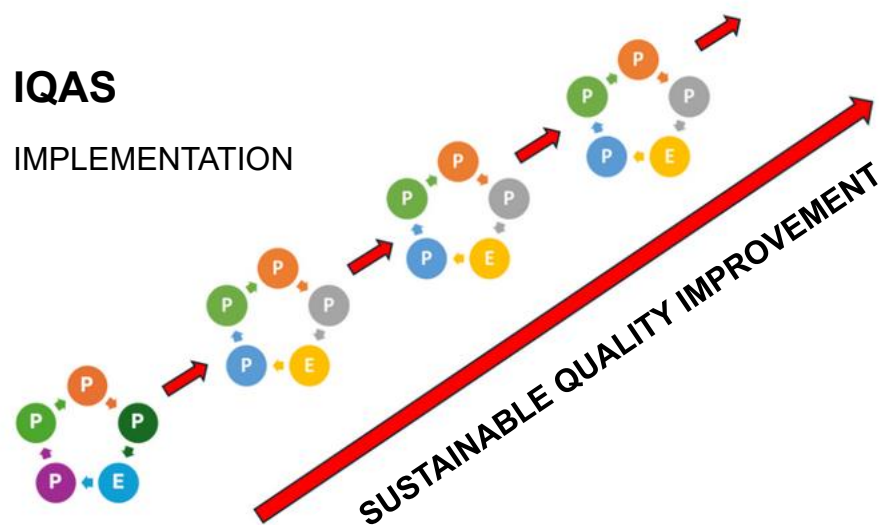


Figure 3.2 IQAS Implementation Through the Sustainable PIECI Cycle (Implementation Guideline of the Higher Education IQAS, 2024:25)

E. IQAS Organization

1. Parties Obligated to Implement the IQAS Policy

The obligation to implement all academic and non-academic standards under the **Internal Quality Assurance System (IQAS)** extends to all levels of management within Universitas Negeri Semarang (UNNES). This responsibility is inherently aligned with the respective duties and functions of each organizational unit as stipulated in the university's governance structure. The parties required to implement the IQAS policy include:

- a. The University Academic Senate;
- b. The Rector;
- c. The Internal Supervisory Unit (ISU);
- d. The Institutions;
- e. The Technical Implementation Units (TIU);
- f. The Study Program Management Units (SPMU);
- g. The Study Program;
- h. The Student Activity Units (SAU); and

- i. The entire academic community, including academic staff (lecturers) and students.
2. Parties Responsible for the Implementation of IQAS

The organizational entities responsible for administering the Internal Quality Assurance System (IQAS) at Universitas Negeri Semarang (UNNES) are as follows:

- a. At the university level, responsibility is vested in the Quality Assurance Office, which comprises the Head of the Quality Assurance Office, Secretary, the Center for System Analysis and Quality Assurance Development, the Higher Education Database Center, academic personnel responsible for internal and external quality assurance, and administrative officers in charge of general and financial affairs.
- b. At the faculty and graduate program level, responsibility is delegated to the Faculty/Graduate Program Quality Assurance Cluster, which functions as a supporting unit tasked with coordinating, monitoring, and enhancing the implementation of quality assurance activities within its respective academic domain, in alignment with the university's quality assurance policies.

Quality Assurance Office

- Head of the Quality Assurance Office
- Secretary of the Quality Assurance Office
- The Center for System Analysis and Quality Assurance Development
- The Higher Education Database Center
- Administrative officers → Administrative for General and financial affairs

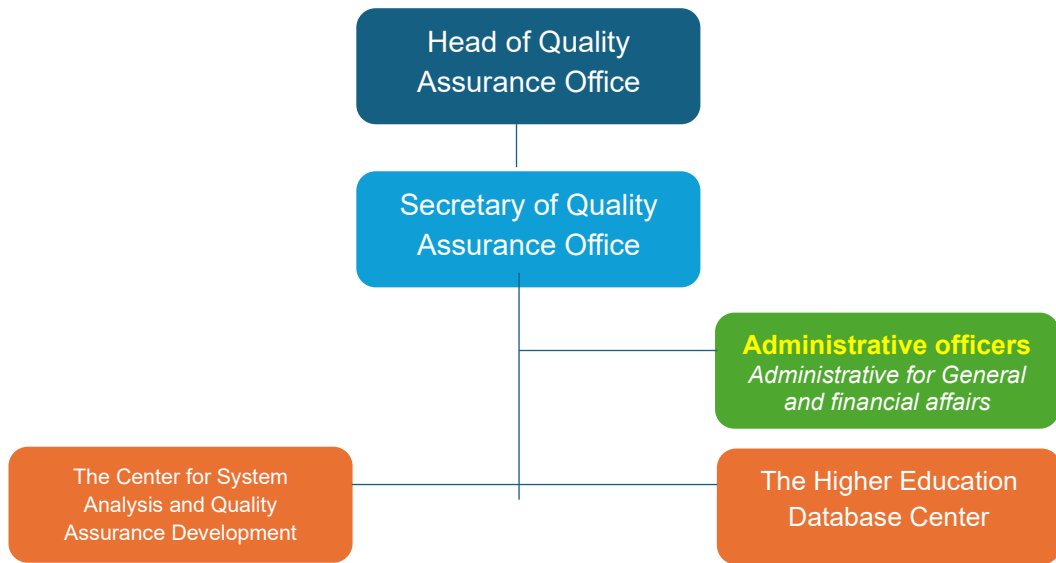


Figure 3.3 Organizational Structure of the Quality Assurance Office

F. Number dan Name of IQAS Standards

Based on the Regulation of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia Number 53 Year 2023 concerning Higher Education Quality Assurance, Universitas Negeri Semarang (UNNES) implements a total of 14 National Higher Education Standards and 8 Institutional (Additional) Standards, as outlined below:

1. National Higher Education Standards
 - a. Output Standard: Graduate competency standards.
 - b. Process Standards, which include:
 - 1) Learning process standards;
 - 2) Assessment standards; and
 - 3) Educational management standards.
 - c. Input Standards, which include:
 - 1) Content standards;
 - 2) Standards for lecturers and educational staff;
 - 3) Facilities and infrastructure standard, and
 - 4) Financing standards.

2. Research Standards
 - a. Output Standard: Research output standards.
 - b. Process Standard: Research process standards.
 - c. Input Standard: Research input standards.
3. Community Service Standards
 - a. Output Standard: Community service output standards.
 - b. Process Standard: Community service process standards.
 - c. Input Standard: Community service input standards.

Institutional (Additional) Standards Exceeding the National Higher Education Standards

To further enhance institutional performance and competitiveness, UNNES establishes and implements additional standards that extend beyond the national framework, comprising the following:

1. Institutional Identity Standards, including:
 - a. vision,
 - b. Mission, and
 - c. Goals.
2. Standards for Governance, Leadership, Management Systems, Quality Assurance, and Institutional Collaboration,
3. Standards of Leadership Commitment, emphasizing the strategic role of leadership in fostering collaborations that advance institutional development and strengthen UNNES's position as a center of excellence
4. Human Resource Standards
5. Facilities and Infrastructure Standards
6. Financial and Funding Standards
7. Information System Standards
8. Risk Management Standards

CHAPTER IV

INFORMATION RELATED TO OTHER IQAS INSTRUMENTS

The Internal Quality Assurance System (IQAS) instruments constitute a set of official documents that serve as the foundation for implementing quality assurance within the institution. These written instruments comprehensively describe the conceptual framework, design, and operational procedures through which a higher education institution conceptualizes, implements, and evaluates its IQAS to ensure the achievement of quality higher education outcomes. The principal IQAS instruments are described as follows.

A. IQAS Policy

IQAS Policy at Universitas Negeri Semarang (UNNES) encompasses the following components:

1. The Vision and Mission of UNNES
2. The Rationale and Objectives of IQAS at UNNES
3. General Framework of the UNNES IQAS Policy, which includes:
 - a. Principles and Foundations of IQAS
 - b. Objectives and Strategies of IQAS
 - c. Scope of IQAS (covering academic and non-academic domains)
 - d. IQAS Management, namely The PIECI cycle;
 - e. IQAS Organizational Structure; and
 - f. Number and Name of IQAS Standards (Higher Education Standards);
4. Information pertaining to other IQAS instruments, which include:
 - a. Guideline for Implementing the PIECI Cycle of the Higher Education Standard within IQAS;
 - b. Standards and/or Criteria, Norms, and Quality References for the Administration and Management of Higher Education; and;
 - c. Procedures for Documenting the Implementation of IQAS.

5. The relationship between IQAS Policy Instruments and other institutional documents, including the University Statute and Strategic Plan.

The IQAS Policy is formulated and formally enacted through a Regulation issued by the University Leadership, following due consideration and approval by the University Academic Senate.

B. Guidelines for Implementing the Planning-Implementing-Evaluating-Controlling-Improving (PIECI) Cycle within IQAS

The Guidelines for Implementing the PIECI Cycle of the Higher Education Standards (Standar Dikti) within the Internal Quality Assurance System (IQAS) constitute an official institutional instrument in the form of written documentation that provides comprehensive and practical directives concerning the methods, procedures, and stages for the continuous execution of the PIECI Cycle. These guidelines serve as an operational reference for all responsible units in carrying out the IQAS at Universitas Negeri Semarang (UNNES), both at the Study Program Management Unit level and the university level. The guidelines correspond to the following stages of IQAS implementation.

1. Stage of Planning the Standards: the phase in which standards are conceptually designed, systematically formulated, and formally ratified or enacted by the Rector.
2. Stage of Implementing the Standards: the phase in which all responsible units apply and operationalize the established standards to achieve the intended objectives.
3. Stage of Evaluating the Standard Fulfillment: the phase that entails assessing the degree of conformity between implementation practices and the established standards, including the adequacy of fulfillment mechanisms.
4. Stage of Controlling the Standard Implementation: the phase in which deviations from the content and/or implementation of standards are identified and corrected, compliance with standards is maintained, and systematic efforts are made to improve implementation quality.

5. Stage of Standard Improvement: the phase devoted to the periodic and continuous review and refinement of standard content to enhance its relevance, rigor, and quality.

The guidelines for implementing the PIECI Cycle of the Higher Education within IQAS consist of the following components:

- 1) The University Vision and Mission;
- 2) The Objectives of the PIECI Implementation Guidelines with IQAS;
- 3) The Scope or Coverage of the PIECI Guidelines within IQAS;
- 4) The Procedures or Steps for Implementing the PIECI Cycle within IQAS, which may be presented in one of the following forms:
 - a. A narrative exposition;
 - b. A flowchart; or
 - c. A combination of both;
- 5) The Qualifications and Competencies of the personnel responsible for implementing PIECI Guidelines.

C. Standards and/or Criteria, Norms, Quality References for the Implementation of Education and Higher Education Management

The Standards within the Internal Quality Assurance System (IQAS), hereinafter referred to as Higher Education Standards, constitute formal IQAS instruments in the form of written documents that define the institutional standards, criteria, and norms governing the administration and management of higher education within the institution. These instruments serve as a comprehensive framework encompassing the criteria, benchmarks, indicators, and specifications required for each academic and administrative activity undertaken to achieve the institution's vision and mission, thereby cultivating a sustained culture of quality.

The standard within the IQAS comprises the following components:

- 1) Vision and Mission of the Higher Education Institution, which serve as the philosophical and strategic foundation for all quality assurance activities.
- 2) Definition of Terms, providing clear and specific terminology used within the Standards to avoid ambiguity and ensure consistent interpretation.

- 3) Rationale for the Standards, presenting the underlying justification for the establishment of each Standard within the IQAS.
- 4) Statement of Standard Content, articulating the substance of each Standard—typically encompassing essential elements such as Audience, Behavior, Competence, dan Degree (ABCD).
- 5) Strategies for Achieving the Standards, describing the approaches, methods, and mechanisms employed to attain the intended outcomes of each Standard.
- 6) Indicators of Standard Attainment, delineating measurable targets and parameters, including *what* is to be measured or achieved, *how* it is to be measured or achieved, and *to what extent* the achievement is expected.
- 7) Parties Responsible for Standard Fulfillment, identifying units or individuals accountable for ensuring the effective implementation and realization of each Standard.
- 8) Related Documents, specifying the interconnections between individual Standards within the IQAS (Higher Education Standard) and other relevant institutional standards or policies.
- 9) References, listing authoritative sources and documents that inform and support the formulation of the Standards.

D. Procedures for Documenting the Implementation of IQAS

The Procedures for Documenting the Implementation of the Internal Quality Assurance System (IQAS) constitute one of the core instruments of the IQAS, encompassing written records in various forms—including manuscripts, notes, reports, and both physical and digital recordings—used throughout the process of implementing the Standards within the IQAS. It is imperative that each Standard within the IQAS (Higher Education Standards) be supported by comprehensive documentation serving dual purposes: first, as a mechanism for monitoring and controlling the implementation of the respective Standard; and second, as an official record of the processes, activities, and outcomes associated with its implementation. These documents collectively ensure accountability, traceability, and the continuous improvement of quality assurance practices within the institution.

CHAPTER V

RELATIONSHIP BETWEEN IQAS POLICY INSTRUMENTS AND OTHER HIGHER EDUCATION DOCUMENTS

The interrelation between the **Internal Quality Assurance System (IQAS)** policy instruments and other institutional documents is of strategic significance, as it ensures coherence and alignment among all policies, procedures, and governance mechanisms in pursuit of educational quality. This alignment provides a comprehensive framework for managing higher education, supports the institutionalization of a quality culture, and strengthens mechanisms for continuous evaluation and improvement. Consequently, the interconnection between the IQAS policy instruments and institutional governance documents serves as a fundamental pillar in advancing the quality of higher education at Universitas Negeri Semarang (UNNES).

The IQAS policy instruments are closely integrated with other key institutional documents, as outlined below:

1. **Statute of UNNES**

The Statute outlines the university's governance framework and serves as the primary legal foundation for institutional management and operations. Within this context, the Statute provides binding provisions that must be observed in the implementation of the IQAS, ensuring that quality assurance practices are executed within a legitimate and accountable governance structure.

2. **Standards and Policies**

The Statute also specifies governance provisions that serve as reference points for the formulation, implementation, and evaluation of management standards within the IQAS framework. Accordingly, IQAS policies must be aligned with and reflect the regulatory principles articulated in the Statute.

3. **The Implementation of the Tridharma of Higher Education**

The Statute regulates the implementation of the *Tridharma Perguruan Tinggi*—education, research, and community service—as the core mission of higher education institutions. The IQAS plays a critical role in ensuring that the implementation of these three pillars adheres to

established quality standards and contributes to institutional excellence.

4. Evaluation and Quality Improvement

Both the Statute and the IQAS documents complement and reinforce one another in facilitating institutional evaluation and quality enhancement. While the Statute establishes a governance framework and strategic direction, the IQAS provides systematic mechanisms for assessing performance and implementing continuous improvement in accordance with the defined standards.

5. Stakeholder Involvement

The formulation of IQAS policy instruments involves the active participation of various institutional stakeholders, including the University Academic Senate, thereby ensuring that the IQAS reflects the university's collective vision, mission, and governance principles as articulated in the Statute.

6. UNNES Strategic Plan

UNNES Strategic Plan serves as a medium-term planning document that guides the university in formulating operational plans and budgets based on an analysis of the strategic environment. It establishes measurable targets for enhancing institutional quality. The UNNES Strategic Plan provides the strategic and developmental framework, while the IQAS ensures that internal mechanisms for quality assurance, control, and continuous improvement are effectively implemented to realize these strategic objectives.

In addition to the institutional documents mentioned above, the formulation and implementation of the IQAS at UNNES are guided by the following legal and regulatory frameworks:

1. Law of the Republic of Indonesia Number 20 of 2003 on the National Education System (*Gazette of the Republic of Indonesia Number 78, 2003, Supplement to Gazette Number 4301*);
2. Law of the Republic of Indonesia Number 12 of 2012 on Higher Education;
3. Government Regulation Number 4 of 2014 on the Administration and Management of Higher Education (*Gazette of the Republic of Indonesia Number 16, 2014, Supplement to Gazette Number 5500*);

4. Government Regulation (PP) Number 36 of 2022, dated 20 October 2022, concerning *Perguruan Tinggi Negeri Badan Hukum* Universitas Negeri Semarang;
5. Presidential Decree of the Republic of Indonesia Number 271 of 1965 on the Establishment of *IKIP Semarang*;
6. Presidential Decree of the Republic of Indonesia Number 124 of 1999 on the Conversion of *IKIP Semarang, Bandung, and Medan* into Universities;
7. Regulation of the Minister of Education, Culture, Research, and Technology Number 53 of 2023 on Higher Education Quality Assurance;
8. BAN-PT Regulation Number 10 of 2021 on Accreditation Instruments for Undergraduate Study Programs in the Field of Education;
9. Letter from the Secretary-General of the Ministry of Education, Culture, Research, and Technology Number 14086/A.A5/HK.01.01/2022, dated 25 February 2022, regarding the Harmonization of the Draft Government Regulation on *Perguruan Tinggi Negeri Badan Hukum* UNNES;
10. Rector's Regulation of Universitas Negeri Semarang Number 11 of 2023 on Organizational Structure and Work Procedures;
11. Regulation of the Board of Trustees of Universitas Negeri Semarang, Year 2023, on the Establishment of the Strategic Plan for *PTN-BH Universitas Negeri Semarang 2023–2028*; and
12. Guidelines for Implementing the Internal Quality Assurance System (IQAS) for Higher Education Institutions Administering Academic Education, 2024.

REFERENCES

- 1) Law of the Republic of Indonesia Number 20 of 2003 on the National Education System (*Gazette of the Republic of Indonesia Number 78, 2003, Supplement to Gazette Number 4301*);
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- 10) Rector's Regulation of Universitas Negeri Semarang Number 11 of 2023 on Organizational Structure and Work Procedures;
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