GUIDELINES FOR IMPLEMENTING PIECE CYCLE

Universitas Negeri Semarang
2025

Arranged by
Quality Assurance Team
Semarang State University

DRAFTING TEAM

DRAFTING TEAM

1. Prof. Dr. Rudi Hartono, S.S., M.Pd.

2. Andryan Setyadharma, S.E., M.Si., Ph.D.

AUTHOR TEAM

1. Dr. Eram Tunggul Pawenang, S.KM., M.Kes.

2. Dr. Trimurtini, S.Pd., M.Pd.

3. Majora Nuansa Al-Ghin, S.T., M.Ars.

4. Rifa'atunnisa, S.Hut., M.Si., Ph.D.

5. Thohiriyah, S.S., M.Hum.

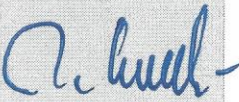6. Drastiana Siwi Maheswari, S.Pd., M.Pd.
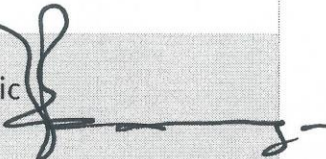
COVER DESIGN AND LAYOUT

1. Heri Ardiyanto, M.Kom.

2. Erianto Hendro Setiawan, S.Sos.

PUBLISHER

Kantor Penjaminan Mutu bekerjasama dengan UNNESPress

Universitas Negeri Semarang (UNNES) kampus Sekaran

Gedung Prof. Dr. Satmoko, Lantai 3

APPROVAL

Process	Name	Position	Signature
Drafting	Andryan Setyadharma, S.E., M.Si., Ph.D.	Quality Assurance Office Ad Hoc Team	
Review	Prof. Dr. Rudi Hartono, M.Pd.	Head of Quality Assurance Office	
Approval	Prof. Dr. Zaenuri, S.E., M.Si, Akt.	Vice Rector 1	
Establishment	Dr. Ir. Sucipto, M.T., IPM.	University Academic Senate	
Ratification	Prof. Dr. S Martono, M.Si.	Rector	

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
Rector,

Prof. Dr. S Martono, M.Si.
NIP 196603081989011001

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.
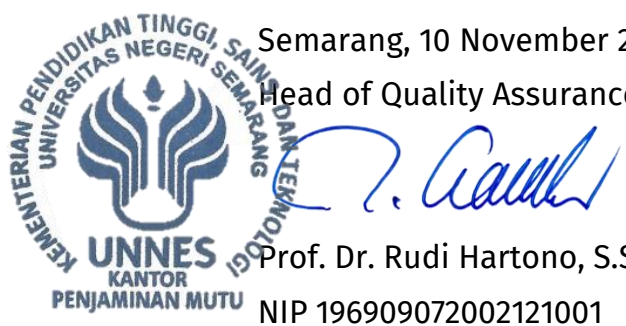
This Internal Quality Assurance System (IQAS) Policy Book of Universitas Negeri Semarang (UNNES) has been developed as the primary guideline for implementing quality assurance across UNNES. The book outlines the policy directions, fundamental principles, and operational mechanisms of the internal quality 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

Prof. Dr. Rudi Hartono, S.S., M.Pd.
NIP 196909072002121001

LIST OF CONTENTS

LIST OF FIGURES

LIST OF TABLES

CHAPTER I
INSTITUTIONAL VISION AND MISSION

A. Vision

The vision of UNNES as a Legal Entity State University is: "To become a World-Class Reputable University, a Pioneer of Excellence in Education with Conservation Perspective."

B. Mission

The missions of Universitas Negeri Semarang are:

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.

C. Goals

UNNES has the following 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.

D. Academic Policy

As an institution founded on academic principles reflected in its daily practices, Universitas Negeri Semarang (UNNES) has formulated an Academic Policy that encompasses the domains of Education, Research, and Community Service. Each domain delineates the Policy Directions, Programs, Resources, Program Evaluation mechanisms, and Institutional Aspects that guide its implementation.

The academic principles upheld by Universitas Negeri Semarang are further articulated into eight conservation-based character values: inspirational, humanistic, caring, innovative, creative, sportive, honest, and fair. The following section provides a detailed explanation of these eight character values.

1. **Inspirational Character Value**

   Inspirational character value denotes an individual's awareness and commitment to demonstrating care and conveying messages—whether verbally or through actions—that foster enlightenment, creativity, perseverance, determination, and happiness in others. This value is reflected in attitudes and behaviors exhibited in social interactions within one's environment. The inspirational character is embodied in patterns of thought and conduct aimed at encouraging, motivating, and instilling enthusiasm and positive energy in others. This value is expected to be practiced by all members of Universitas Negeri Semarang, both within and beyond the campus environment.

Indicators of this character include the ability to inspire hope, motivate others, take initiative, aspire to leave a meaningful legacy, maintain a positive outlook, stimulate curiosity, provide assistance, willingly dedicate time, thought, effort, and resources, pursue continuous self-improvement, and cultivate a passion for reading.

2. **Humanistic Character Value.**

A humanistic individual refers to an individual who is self-aware, wise, and understands their personal limitations, which are reflected in moderate, open-minded attitudes and the capacity to consider diverse perspectives. A humanistic individual demonstrates openness, tolerance, respect for others' beliefs, and an appreciation for the positive dimensions of differences. The internalization of this value among members of Universitas Negeri Semarang requires both philosophical and empirical foundations. The philosophical foundation is grounded in the *Tri Dharma* of Higher Education, which emphasizes a sense of belonging, responsibility for protection, self-awareness, and self-control in pursuit of collective objectives. The empirical foundations encompass logical reasoning, realism, ethics, and aesthetics. Indicators of the humanistic character include humility, harmony, tolerance, conflict avoidance, courtesy, empathy, peace-loving disposition, and self-control.

3. **Caring Character Value**

A caring character reflects an individual's concern that transcends personal interests and extends to the broader social and environmental system. This manifestation of care seeks to reinforce social conservation not solely through symbolic or ritualistic actions, but through genuine engagement and contribution to the well-being of others. Indicators of this

character include sympathy, empathy, helpfulness, altruism, generosity, initiative, willingness to sacrifice, prioritization of others' welfare, and sincerity.

4. **Innovative Character Value.**

To enhance innovative character, every member is given opportunities to experiment and the freedom to experience failure. Developing innovation is achieved through educational, communicative, and exemplary approaches. Indicators of this character include resourcefulness, creativity, persistence, striving for excellence, satisfaction from achievement, willingness to create new findings, logical and precise thinking, attention to detail, initiative, and proactive contribution to advancement.

5. **Creative Character Value.**

Creative thinking is characterized by fluency, flexibility, originality, elaboration, and redefinition. The indicators of a creative character encompass the ability to be resourceful, to generate and develop ideas, to demonstrate perseverance, and to exhibit confidence in one's own thoughts and innovations. Moreover, individuals with creative character display multidirectional thinking, emphasize process-oriented approaches, and demonstrate both speed and precision in cognitive activities. Additional indicators include an appreciation of others' perspectives, initiative in undertaking tasks, and a consistent commitment to delivering one's best efforts.

6. **Sportive Character Value.**

Sportive values are rooted in the ancient philosophy of Olympism and can be manifested in daily social and national life. The core sportive values include excellence, friendship, respect, fairness, and integrity. Indicators of the sportive character include the

willingness to acknowledge the correctness of others, uphold truth, and embrace moral goodness; the awareness that one's thoughts, words, and actions are observed by God Almighty; accountability for one's behavior; a commitment to avoiding harm to others; the ability to accept defeat with grace; the rejection of dishonesty; and the courage to admit one's mistakes.

7. **Honest Character Value.**

The value of honesty must be deeply internalized by all stakeholders of Universitas Negeri Semarang. Strategies for fostering this internalization include informal dialogues, formal communications delivered through various occasions and media platforms, integration within classroom learning processes, and the implementation of transparent reporting practices. Indicators of honesty encompass truthfulness in speech, fairness and transparency in conduct, the awareness that one's actions are observed by God Almighty, the rejection of unethical behavior, sincerity, compassion toward others, a sense of remorse for wrongdoing, and the avoidance of deceitful or manipulative actions.

8. **Fair Character Value.**

The implementation of **fairness** among members of the academic community operates at two levels: fairness within the individual academic environment and fairness as members of the broader society. Indicators of this value include the practice of non-discrimination, impartiality, prioritization of responsibilities over personal interests, adherence to established regulations in decision-making, maintenance of balance between rights and obligations, consistency in actions, willingness to accept the consequences of one's decisions, and exercising careful and reasoned judgment prior to making determinations.

E. Quality Policy

The Quality Policy of Universitas Negeri Semarang aims to establish a direction for achieving the National Education Vision. It expresses a commitment to comply with regulations, pursue continuous improvement, and provide a framework for setting quality objectives.

Universitas Negeri Semarang is firmly committed to delivering stakeholder-oriented services by continuously improving the quality of its *Tridharma of Higher Education*—education, research, and community service—with the ultimate goal of producing highly competitive graduates. In pursuit of this commitment, Universitas Negeri Semarang undertakes the following strategic initiatives:

1. **Education Sector**

    UNNES continuously enhances the quality of academic and administrative services, builds a conducive and proactive academic culture, and improves competent, initiative-driven, and multidisciplinary teaching and non-teaching staff to meet labor market demands as well as to contribute effectively to national and global development.

2. **Research Sector**

    UNNES improves research quality as the foundation for community service across educational and non-educational domains. The research standards implemented at Universitas Negeri Semarang (UNNES) are aligned with the framework established in Ministerial Regulation of Education, Culture, Research, and Technology No. 53 of 2023. These standards not only fulfill the minimum national requirements but also exceed them, advancing UNNES's vision as a conservation-oriented and internationally recognized institution. Compared to the previous

regulation (**Ministerial Regulation No. 3 of 2020**), significant refinements include strengthening research quality, ensuring greater relevance to societal and industrial needs, and enhancing the transparency and efficiency of research funding management. Furthermore, UNNES places particular emphasis on the protection and utilization of Intellectual Property Rights (IPR) arising from research activities, alongside the expansion of collaborative partnerships with national and international institutions. Ministerial Regulation No. 53/2023 also specifies several research schemes—basic, applied, and developmental research—each requiring mandatory outputs such as scientific journal publications, patents, or innovative products with downstream potential. This aligns with UNNES's commitment to producing research outputs that are impactful, measurable, and of high quality. Research funding is allocated through a rigorous administrative and substantive review process conducted by appointed reviewers, ensuring that only proposals meeting established quality criteria receive financial support.

3. **Community Service Sector**

UNNES enhances community service programs in both educational and non-educational areas, promoting social responsibility for the well-being of society. The implementation of these programs is grounded in academic expertise and supported by research findings, ensuring that each initiative addresses pressing societal challenges, particularly in education, education, health, environment, and economic empowerment. The Community Service Program at UNNES is designed to ensure that every initiative generates measurable and sustainable positive impacts on the community. Through the application of structured, evidence-based, and outcome-oriented approaches,

UNNES seeks to enhance the relevance, accountability, and long-term benefits of its community engagement initiatives. By adhering to these standards, UNNES reinforces its role as a higher education institution that makes meaningful contributions to social transformation and sustainable community development.

F. Quality Objectives

The establishment of quality objectives serves as a foundation for work programs and policies for the Rector, Vice Rectors, University Secretary, Directors, Heads of Agencies, Office Heads, Sub-directors, Section Heads, Heads of Technical Implementation Units, Deans, Directors of the Graduate School, Vice Deans, Vice Directors, and Program Coordinators within Universitas Negeri Semarang. These objectives provide a unified reference framework to guide efforts in enhancing the quality of academic services and their supporting functions. Moreover, the quality objectives constitute a systematic and operational elaboration of the principles outlined in the institutional quality policy, thereby ensuring coherence and consistency in the pursuit of continuous improvement and institutional excellence.

The quality objectives of Universitas Negeri Semarang are established at multiple institutional levels—University, Faculty, Department/Study Program, and relevant supporting units—with measurable targets determined for a one-year period. These objectives are formulated based on the quality criteria stipulated by the Directorate General of Higher Education, which define the national standards for higher education quality assurance, as well as the Strategic Plan of Universitas Negeri Semarang.

Measurement and reporting of the achievement of quality objectives are carried out in accordance with established procedures and are submitted hierarchically to the Rector of Universitas Negeri Semarang, with copies provided to the Quality Assurance Office. The outcomes of these evaluations are subsequently presented and discussed as part of the Management Review Meeting agenda to ensure continuous quality improvement across all institutional levels.

CHAPTER II

PURPOSE OF THE PIECI GUIDELINES FOR HIGHER EDUCATION STANDARDS IN THE INTERNAL QUALITY ASSURANCE SYSTEM (IQAS)

A. Background

Quality assurance at Universitas Negeri Semarang is carried out by the Quality Assurance Office (QAO) within the framework of the Higher Education Quality Assurance System (HEQAS), which is grounded in the National Standards for Higher Education as stipulated in the Regulation of the Minister of Education, Culture, Research, and Technology Number 53 of 2023 concerning Quality Assurance in Higher Education. The quality assurance mechanism at UNNES is organized through an integrated business process mapping that encompasses the three core pillars of higher education—Education, Research, and Community Service—alongside various non-academic sectors that provide essential support to academic functions. Internally, the quality assurance process, from the institutional level to the study program level, adheres to the principles of the Quality Management System (QMS). This system is structured and documented through a series of quality instruments, including the Quality Policy, Quality Standards, Quality Objectives and Plans, Quality Manual, Quality Procedures, Quality Forms, and Work Instructions. In alignment with Ministerial Regulation No. 53 of 2023, the minimum components of Internal Quality Assurance System (IQAS) components must include the IQAS policy, guidelines for implementing the cycle of planning, implementation, evaluation, control, and improvement of higher education standards, as well as standards and/or criteria, norms, quality benchmarks for education

implementation and management, and procedures for documenting IQAS implementation.

To ensure that quality assurance is carried out in line with the vision and mission of UNNES, the implementation follows the PIECI cycle, which guarantees that all quality performance targets are correctly and consistently executed by every unit. In the spirit of continuous improvement, monitoring and Internal Quality Audits (IQA) are conducted. Monitoring is performed continuously every three months, while academic IQA is conducted twice a year at the end of each odd and even semester. A specific IQA for measuring quality performance indicators is conducted once at the end of the year. The Management Review Meeting is held to provide feedback, evaluate IQA results, and plan continuous improvements for the following year, involving leaders from the institutional level to the study program level. Additionally, quality assurance at UNNES is supported by various integrated information systems that are continuously refined and adapted to meet user needs, thereby supporting quality assurance decision-making processes.

To continuously improve the quality of UNNES in the future, the implementation of IQAS policies needs to be supported by guidelines for the Determination, Implementation/Fulfillment, Evaluation, Control, and Development/Improvement of IQAS, both in academic and non-academic areas, as stipulated in the IQAS Manual. The IQAS Manual is a written document that provides practical guidance on the methods, steps, or procedures for how the Internal Quality Assurance System (IQAS) is planned, implemented/fulfilled, evaluated, and developed/improved across various IQAS standards in a sustainable manner by all higher education providers at Universitas Negeri Semarang (UNNES) according to their respective duties and responsibilities.

B. Purpose of Planning IQAS Standards

Planning and establishing standards is a fundamental guideline for implementing the Internal Quality Assurance System (IQAS), engaging the entire academic community in realizing the predetermined vision and mission of Universitas Negeri Semarang (UNNES). These standards define the minimum criteria across various dimensions of higher education administration within UNNES, aimed at enhancing institutional performance in the delivery of educational services. Moreover, the IQAS standards function as an essential instrument for cultivating and institutionalizing a culture of quality throughout the university.

The IQAS standards are systematically designed, formulated, and formally established for implementation across multiple organizational levels—University, Faculty, Study Program, Institute, Technical Implementation Unit (TIU), and Bureau—as an integral part of UNNES's ongoing efforts to achieve continuous quality improvement.

C. Purpose of Implementing/Fulfilling IQAS Standards

The IQAS implementation or fulfillment manual is needed as a guideline for realizing the IQAS standards that have been established. This includes the implementation of higher education activities covering education, research, and community service at the university, faculty, department, study program, institution, body, technical implementation unit, and directorate levels, as a continuous effort to enhance the performance and quality of higher education administration at Universitas Negeri Semarang (UNNES).

D. Purpose of Evaluating IQAS Standards

The evaluation of Internal Quality Assurance System (IQAS) standards serves as a quality control mechanism, systematically assessing the periodic implementation of established quality standards and ensuring the sustained improvement of institutional quality through their continuous enhancement. This evaluation process involves examining the degree of conformity between actual implementation and predefined standards, as well as formulating and determining revised or new standards based on the outcomes of comprehensive reviews and assessments.

E. Purpose of Controlling IQAS Standards

The control of Internal Quality Assurance System (IQAS) standards serves as a strategic mechanism for enhancing the performance of educational processes and promoting continuous quality improvement, while simultaneously functioning as an instrument for institutionalizing a culture of quality in the ongoing implementation of higher education at Universitas Negeri Semarang (UNNES). This mechanism ensures that all activities related to education, research, and community service are conducted in accordance with the established standards, thereby reinforcing a pervasive culture of quality throughout the institution. Moreover, the control process enables the early identification of potential risks, allowing for the timely implementation of preventive and corrective measures.

The control of IQAS standards is systematically designed as a continuous and sustainable monitoring mechanism encompassing all institutional activities at UNNES. Its primary objective is to enhance process outcomes and overall quality improvement, aligning with the university's vision and strategic goals. In addition, the control process

incorporates risk management practices to anticipate, identify, and mitigate potential disruptions that may hinder the attainment of quality standards, ensuring that institutional performance remains consistent with the principles of excellence and accountability.

F. Purpose of Improving/Developing IQAS Standards

The development or improvement of IQAS standards aims to continuously enhance quality at the end of each established IQAS cycle. It also seeks to diversify the standards and to identify the strengths and weaknesses of those implemented at Universitas Negeri Semarang (UNNES).

G. Purpose of the PIECI Guidelines for Higher Education Standards within IQAS

1. To serve as a practical reference outlining the methods, stages, and procedures for the continuous implementation of the PIECI cycle (*Planning, Implementation, Evaluation, Control, and Improvement*) of Higher Education Standards by all parties responsible for the Internal Quality Assurance System (IQAS), both at the study program management unit level and the university level.

2. To provide guidance for institutional leaders, IQAS units, academic staff, and administrative personnel in effectively implementing the PIECI process within the framework of the Internal Quality Assurance System, thereby ensuring systematic and sustainable quality management practices in higher education.

3. To function as a reference framework for the continuous implementation, achievement, and enhancement of standards within the Internal Quality Assurance System (IQAS), in accordance with the National Standards for Higher Education.

CHAPTER III
SCOPE OF THE PIECI GUIDELINES

A. Scope of Planning IQAS Standards

In general, the scope of planning and establishing IQAS Standards includes:

1. the stages during which the standards are planned/designed, formulated, and approved or established by the authorized parties within the higher education institution;

2. the determination of academic and non-academic standards in an interconnected manner; and

3. the National Higher Education Standards and additional Higher Education Standards established by the university that exceed or go beyond the National Higher Education Standards.

The formulation of these standards serves as the fundamental basis for the implementation of the Internal Quality Assurance System (IQAS) across all educational management units within Universitas Negeri Semarang (UNNES). The established Internal Quality Assurance System (IQAS) standards enable the measurement of target attainment across all work units that serve as the implementing bodies of quality assurance at Universitas Negeri Semarang (UNNES).

B. Scope of Implementing/Fulfilling IQAS Standards

The scope of implementing or fulfilling IQAS Standards covers all work units at Universitas Negeri Semarang (university, faculties, departments, study programs, institutions, bodies, technical implementation units, and directorates) and encompasses all areas of the *Tri Dharma of Higher Education* (education, research, and

community service) to ensure that the contents of the standards are achieved.

C. Scope of Evaluating IQAS Standards

In general, the evaluation of IQAS Standards refers to the process of assessing the implementation or fulfillment of standard contents at all levels, starting from the University, Faculties, Study Programs, Institutions, Technical Implementation Units, and Directorates. Evaluation of IQAS Standards is required when the implemented standards need to be monitored, supervised, reviewed, or evaluated periodically and continuously.

The evaluation of IQAS Standards is conducted in parallel or simultaneously within an internal quality assurance cycle. In the field of education, the evaluation of academic implementation is carried out through monitoring using an information system approach, namely through the academic information system available at Universitas Negeri Semarang. The university and all its units must evaluate or assess the process, output, and outcomes of the implementation of every educational, research, and community service standard that has been established.

1. Diagnostic evaluation aims to identify weaknesses or obstacles that may hinder the implementation of the standards and to take necessary steps to address those weaknesses. This can be done through routine monitoring conducted by the UNNES Quality Assurance Office at the beginning and end of each semester, quarterly, and at the end of the calendar year.

2. Formative evaluation aims to monitor the process of implementing the standards in order to take corrective actions if any errors or deviations are found that may result in unfulfilled standards, or to

strengthen the achievement of implementation. This evaluation is conducted through UNNES Internal Quality Audits (IQA) as part of evaluating the performance achievements of study programs, faculties, institutions, directorates, and units.

3. Summative evaluation aims to analyze the final results of standard implementation to conclude its effectiveness, success, and impact. Included in this type of evaluation is the audit activity itself. If the summative evaluation is conducted by external parties, it is referred to as accreditation.

Based on the responsible parties for conducting the evaluation, the following points can be outlined:

1. Evaluation must be carried out by study programs, faculties, institutes, directorates, and units for each standard implemented at Universitas Negeri Semarang. Evaluations must be conducted by structural officials, assisted by the Quality Assurance Clusters at each faculty within UNNES, which form an integral part of each standard's implementation and function within the scope of duties, authorities, and responsibilities according to the organizational structure at Universitas Negeri Semarang, within their respective units. This process is referred to as *attached evaluation*.

2. Evaluation is also conducted by the Quality Assurance Office. This is referred to as *internal evaluation* through an audit approach. If this evaluation encompasses all units, it contributes to the university's *self-evaluation report*.

3. *External evaluation* is conducted by the National Accreditation Board for Higher Education and/or independent accreditation institutions. Other evaluations may also be carried out by public accountants in the field of finance.

D. Scope of Controlling IQAS Standards

In general, the control of IQAS Standards serves as a follow-up to the evaluation of the implementation or fulfillment of the standards by all levels, including the University, Faculties, Study Programs, Institutions, Technical Implementation Units, and Directorates. The control mechanism is implemented when the established standards require ongoing monitoring, supervision, review, and evaluation to ensure their consistent and effective application. This process also involves the identification and monitoring of potential risks that may hinder the attainment of quality standards, as well as the implementation of appropriate mitigation strategies.

The control of IQAS standards is conducted in parallel with the internal quality assurance cycle—at least once annually—across all units within Universitas Negeri Semarang (UNNES) through systematic processes of monitoring, evaluation, and internal auditing. The scope of this control encompasses all institutional activities and operational units at UNNES, with an emphasis on not only achieving quality standards but also identifying and managing potential risks that may arise during their implementation.

Within UNNES, the control of IQAS standards serves as an institutional guideline for supervision, monitoring, and auditing conducted within a defined period, while also functioning as a long-term strategic directive. The control mechanism covers all organizational units—University, Faculties, Study Programs, Institutions, Technical Implementation Units, and Directorates. This process is reviewed periodically, at least once a year, under the coordination of the Quality Assurance Office (QAO), which also acts as the Internal Quality Audit Body of UNNES.

The scope of IQAS standards control extends to all units and departments within the university. It includes activities such as monitoring and evaluating the implementation of IQAS standards, identifying deviations, assessing potential risks, and ensuring that corrective and preventive measures are undertaken to maintain compliance, effectiveness, and sustainability of standard implementation. Activities related to the control phase are formally conducted within the framework of the Management Review, which serves as the institutional forum for evaluating quality performance and determining follow-up actions for continuous improvement.

E. Scope of Developing/Improving IQAS Standards

The development or improvement of IQAS Standards is required when the implementation of each IQAS standard cycle has ended and the standard can be upgraded. Essentially, there are two types of quality improvement: (1) quality improvement aimed at achieving the established IQAS standards, and (2) quality improvement in the context of improving the standards that have already been achieved through benchmarking.

Quality improvement is carried out based on the results of monitoring, evaluation, and internal audits, in the form of recommendations that serve as references for continuous development or quality enhancement by applying the Plan-Do-Check-Action (PDCA) or Planning-Implementation-Evaluation-Control-Improvement (PIECI) methods.

During the development or enhancement cycle, benchmarking of quality standards at Universitas Negeri Semarang (UNNES) is conducted to identify and adopt best practices for continuous quality improvement. This process involves both internal benchmarking—

comparing the implementation of IQAS standards among faculties, study programs, and other internal units—and external benchmarking, which evaluates UNNES's quality assurance practices against those of higher-performing or higher-ranked institutions. Through these efforts, UNNES aims to strengthen its quality standards and align its practices with recognized national and international benchmarks of excellence.

F. General Provisions

Universitas Negeri Semarang plans, manages, develops, evaluates, and controls its Quality Assurance System in both academic and non-academic fields through the implementation of planning, execution, evaluation, control, and continuous improvement processes. The academic field relates to the *Tri Dharma of Higher Education*, while the non-academic field relates to organization, finance, student affairs, human resources, and infrastructure.

G. Documentation Requirements

The documentation of the Quality Management System implemented at Universitas Negeri Semarang includes:

1. Internal Quality Assurance System (IQAS) Policy of the University
2. Guidelines for the Implementation of the PIECI Cycle
3. IQAS Standards
4. Procedures for Documenting IQAS Implementation

Other formal documents applied and enforced at Universitas Negeri Semarang as references for academic process implementation include:

1. Statute

2. Strategic Plan

3. Academic Guidelines

4. Academic Policy

H. Business Process of Universitas Negeri Semarang

A business process is a workflow that explains the interrelation and interaction among processes related to the implementation of academic activities and their services in the form of a flowchart. As a Legal Entity State University (*PTN-BH*), UNNES is required to have reliable business units that act as the holding entities for various entrepreneurial initiatives, forming the backbone of institutional independence. UNNES also engages in extensive collaborations covering diverse aspects with partners from various parts of the world.

Overall, the transformation of UNNES into a PTN-BH requires well-structured regulations and re-strategizing with SMART (Specific, Measurable, Achievable, Relevant, and Time-bound) targets. The UNNES vision, which contains three key phrases: World-Class Reputable University, Pioneer of Excellence in Education, and Conservation Perspective, demands a shift in mindset and thorough preparation to compete at both the national and global levels.

I. Quality Management System

The UNNES quality assurance system consists of a) the Internal Quality Assurance System (IQAS); and b) the External Quality Assurance System (EQAS). The Internal Quality Assurance System is planned, implemented, evaluated, controlled, and continuously developed by the quality assurance implementing units, with the aim of ensuring that academic services meet established standards, promoting transparency and accountability to the public, and ensuring that all units operate in accordance with these standards. The External Quality Assurance System refers to an assessment activity conducted by an independent party to determine the feasibility and level of quality achievement of Study Programs and the university. This assessment evaluates academic and supporting academic implementations in accordance with statutory regulations in an accurate, objective, transparent, and accountable manner.

The quality assurance system of UNNES consists of:

a. Internal Quality Assurance System (IQAS); and

b. External Quality Assurance System (EQAS).

The Internal Quality Assurance System is planned, implemented, evaluated, controlled, and continuously developed by quality assurance units, with the goal of ensuring that academic services meet established standards, promoting transparency and accountability to the public, and ensuring that all units operate in accordance with these standards.

The External Quality Assurance System is an assessment activity conducted by independent bodies to determine the feasibility and level of quality achievement of study programs and higher education institutions. It is carried out by academic and supporting units in

accordance with applicable laws and regulations, ensuring accuracy, objectivity, transparency, and accountability.

The managed Quality Management System is structured as follows:

1. **Level I: Quality Manual**

   A written document that serves as a general guide for educational services or as a broad policy framework of Universitas Negeri Semarang, and as a reference for preparing lower-level documentation.

2. **Level II: Quality Procedures**

   Written operational work guidelines are arranged sequentially, chronologically, and systematically to outline the work procedures carried out by each institution, including academic and administrative units, as they perform their activities.

3. **Level III: Work Instructions**

   These documents are prepared in detail at the unit level as technical explanations of the quality procedure documents being applied.

4. **Level IV: Supporting Documents**

   These documents comprise laws, regulations, or other legal provisions, as well as forms such as research and community service standards, and other external documents used as references, including higher education standards and cooperation documents, such as Memoranda of Understanding (MoUs).

J. Document Control

1. The Quality Assurance Office ensures that all documents are prepared in accordance with the development of higher education services being implemented.

2. The Quality Assurance Office periodically ensures that all documents used within the Quality Management System and operational activities are reviewed, approved by authorized personnel, and properly identified and documented both digitally and non-digitally.

3. Quality system documentation, in the form of operational guidelines for the Quality Management System, is reviewed and approved by authorized personnel before being used as a work reference, along with information regarding the approval date.

4. The authorized personnel must ensure that the latest approved version of each relevant document is accessible to all work units.

5. The Quality Assurance Office ensures that expired documents are removed from all usage areas or stamped with the word "EXPIRED."

6. If document changes are required, the revised document must be reviewed and approved by the same functions that previously created and approved it, unless otherwise agreed upon by the relevant parties.

7. Document control is further explained in document PM-KPM-*01 Document Control*.

K. Archive Control

1) Archives as evidence of academic process implementation are collected, stored, and maintained systematically.

2) Currently, controlled archives focus on digital records.

3) Digital archives are managed by the quality assurance units in each work unit.

4) Controlled archives include:

    a. **Archives from academic process implementation:**

        1. Archives of student selection and admission activities

        2. Archives of freshmen student registration activities

        3. Archives of returning student registration activities

        4. Course schedule archives

        5. Mid-semester examination archives

        6. Final semester examination archives

        7. Archive of the decree on the thesis examination board

        8. Archive of the thesis examination implementation records

        9. Graduation registration archives

        10. Diploma issuance documentation archives

        11. Archive of academic leave records

        12. Archive of research documentation

        13. Archive of Community Service Reports

    b. **Archives** generated **from academic service processes include:**

        1. Procurement of goods and services archives

        2. Cooperation-related archives with external parties

        3. Incoming and outgoing correspondence archives

        4. Library administration archives

        5. Laboratory maintenance archives

        6. Other important archives supporting teaching and learning activities within Universitas Negeri Semarang.

5) Archives are stored within a data security management system to maintain quality, accessibility, security, and protection.

6) The retention period for digital documents applies as long as the work unit continues to operate educational service activities.

7) The method of document or archive destruction is adjusted based on the level of importance, usage, and confidentiality.

8) Archive control is further explained in document PM-KPM-02 *Archive Control.*

CHAPTER IV
STEPS OR PROCEDURES FOR IMPLEMENTING THE PIECI CYCLE

The establishment of the Internal Quality Assurance System (IQAS) Standards serves as a practical guide related to the procedures for designing and formulating IQAS Standards, which are subsequently stipulated and ratified by the Rector through a Rector's Decree. The established IQAS Standards serve as a reference for all academic community members, particularly structural officials or related units, in carrying out their duties and functions. The establishment of IQAS standards also represents one of the efforts to realize the vision and mission of Universitas Negeri Semarang through its three main pillars: education, research, and community service. Through the determination of these standards, the targets set in the university's strategic plan and operational plan can be measured and followed up on accordingly.

The implementation or fulfillment of standards serves as a benchmark, measurement, and specification that must be adhered to, executed, and achieved. This implementation process entails activities aimed at actualizing the established IQAS standards, referencing Quality Standards, work instructions, quality forms, standard operating procedures (SOPs), and other relevant regulations. The evaluation of IQAS standards constitutes a component of quality control management, encompassing activities designed to assess compliance with IQAS standards across education, research, and community service domains. This evaluation is conducted by systematically observing processes, educational implementation activities, research, and service activities within all organizational units to ascertain whether these processes or activities align with the criteria outlined in the established IQAS standards. Furthermore, the evaluation of IQAS standards at UNNES is

carried out periodically in accordance with prevailing institutional policies.

Control of IQAS Standards constitutes a quality management function involving follow-up actions derived from the evaluation of IQAS Standards through systematic observation of processes and educational activities across all organizational units. This ensures conformity with the established standards. Additionally, the control process involves identifying and monitoring potential risks that may hinder the attainment of quality objectives, thereby facilitating the implementation of proactive risk mitigation strategies. Internal quality standards that have been established must be rigorously controlled to ensure their implementation aligns with predefined objectives. Therefore, comprehensive mechanisms for controlling, monitoring, and assessing quality performance outcomes, alongside the identification and management of potential risk factors, are essential throughout the quality assurance process. In the context of higher education, all processes within the *Tri Dharma* (education, research, and community service) require control to ensure alignment with quality standards and oversight of potential risks that may affect the goal.

The development/improvement of standards refers to the utilization of monitoring, evaluation, and internal audit results after corrective actions have been implemented. If the corrective measures are in accordance with established standards, the next step, based on the IQAS cycle, is continuous improvement.

A. Steps for Establishing IQAS Standards

The establishment of IQAS Standards involves several steps or procedures, as outlined in Table 4.1 below.

Table 4.1 Procedures for Establishing IQAS Standards

No	Subject/Actor	Description of Activities	Document
1	Rector	Appoints an ad hoc team for the preparation of IQAS Standards at Universitas Negeri Semarang through a Rector's Assignment Letter.	Rector's Assignment Letter for the Ad Hoc Team
		Approves and enforces the IQAS Standards of Universitas Negeri Semarang through a Rector's Decree.	Rector's Decree on the Enactment of IQAS Standards
2	Quality Assurance Office (QAO)	Provides the template/format for IQAS Standards.	Standard Template
		Develops the IQAS Standard Manual, which includes the parties responsible for drafting and approving the standards, and discusses it with the Rector and Vice Rector for Academic and Student Affairs.	Manual for Establishing IQAS Standards
		Proposes the establishment of an ad hoc team to prepare	Letter of Transmittal for

		the IQAS Standards along with manuals for implementation, evaluation, control, and improvement.	proposing the Ad Hoc Team addressed to the Rector
		Conducts socialization and training sessions for the ad hoc team on how to formulate standards.	Socialization Materials
		Edits and verifies standard statements to ensure there are no grammatical or typographical errors.	IQAS Draft Document
		Publishes IQAS documents on the Quality Assurance Office's website.	IQAS Documents
3	Ad Hoc Team	Uses the Vision, Mission, Objectives, and Culture of Universitas Negeri Semarang as the foundation and ultimate goal throughout the process of designing and establishing standards.	IQAS Draft Document
		Collects and studies all laws, regulations, and other relevant documents related to the IQAS activities being standardized.	IQAS Instruments

		Records legal norms or requirements stated in the regulations that cannot be disregarded.	SWOT Analysis Document
		Conducts self-evaluation using SWOT Analysis.	Survey Document
		Conducts tracer studies or surveys related to the aspects being standardized, involving both internal and external stakeholders.	Satisfaction Survey or Tracer Study Documents
		Analyses the results from steps 2 to 5 by assessing their alignment with the Vision, Mission, Objectives, and Culture of Universitas Negeri Semarang.	Standard Formulation Document
		Formulates the initial draft of IQAS Standards using the ABCD formula.	Public Testing Document
		Conducts public testing or socialization of the draft standards by inviting internal and/or external stakeholders for feedback.	IQAS Draft Document
		Refines the standard statements based on the	Revised IQAS Standard Document

		feedback obtained from step 8.	
4	Vice Rector I	Reviews and validates the final draft of IQAS Standards and their accompanying manuals.	IQAS Draft Document
5	Academic Senate of the University	Reviews the IQAS Standards and accompanying manuals prepared by the ad hoc team.	IQAS Draft Document
		Approves the IQAS Standards of Universitas Negeri Semarang.	Approval Minutes (BA Persetujuan)

The ad hoc team responsible for research and community service standards involves the Institute for Research and Community Service () of Universitas Negeri Semarang.

The flow of stages in establishing the IQAS Standards is illustrated in the following flowchart.
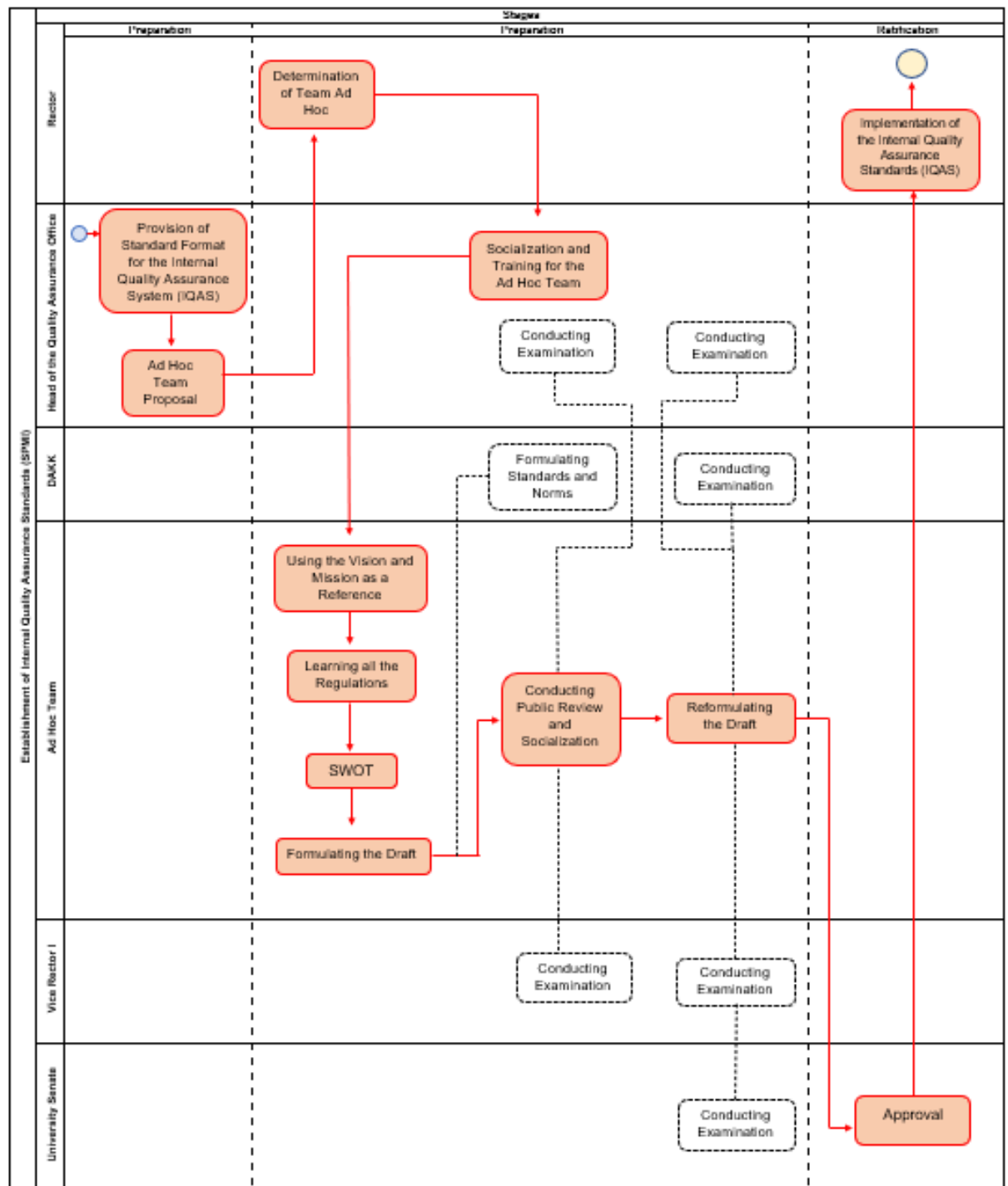
Figure 4.1 Stages of IQAS Standards Establishment

B. Steps for Implementing/Fulfilling IQAS Standards

Steps for Implementing/Fulfilling IQAS Standards

1. Education Sector

- Technical and/or administrative preparation for the implementation of IQAS Standards in the field of education, aligned with the university's vision, mission, objectives, and the content of the established standards.

- Preparation of quality procedures or Standard Operating Procedures (SOPs), work instructions, or equivalent documents covering all educational activities, starting from curriculum formulation, student admission, to graduation procedures.

- Periodic and consistent socialization of the implemented IQAS Standards to all structural officials, lecturers, educational staff, students, and alumni.

- Implementation of educational activities using the content of the established IQAS Standards as benchmarks for achieving or fulfilling the IQAS Standards.

In general, the stages of implementing or fulfilling the Internal Quality Assurance Standards in the education sector are outlined in **Table 4.2** below.

Table 4.2 Stages of Implementing/Fulfilling IQAS Standards in the Education Sector

No	Subject/Actor	Step	Description of Activities	Document
1	Work Unit	Technical and Administrative Preparation	a. All work units (university, faculty, department, study program, and other supporting units) carry out technical and	Checklist Document, presentation slides for assessme

				nt materials, and quality procedure documents
			b. The Quality Assurance Office and the Quality Assurance Cluster provide assistance to all units in preparing the content of the standards.	
2	Quality Assurance Office (QAO) and Quality Assurance Cluster (QAC)	Preparation of Quality Procedures and Work Instructions	The Quality Assurance Office, Quality Assurance Cluster, and the Ad Hoc Team develop Quality Procedures and Work Instructions, including procedures for curriculum development, student admission, class scheduling, setting lecturer competency standards, teaching, examinations, graduation evaluation (judicium), Internship or PRIGEL (*passionate, receptive, innovative, goal-oriented, embracing, leading-edge*) and LANTIP	Quality Procedure Documents (QP)

			(*literate, agile, nurturing, trailblazing, innovative, problem-solving*), Society Service or GIAT (*growing, impactful, awareness, teamwork*), thesis preparation, thesis defense, and graduation. The preparation of quality procedures may be complemented with work instructions to provide more operational explanations of the quality procedures.	
3	Vice Rector I for Academic Affairs, Quality Assurance Office (QAO), and Quality Assurance Cluster (QAC)	Socialization of IQAS Standards, SOPs, and Forms	The UNNES leadership, the Quality Assurance Office, and the Quality Assurance Cluster organize socialization sessions for quality procedures, work instructions, and quality forms to all work units within UNNES, including all structural officials, lecturers, educational staff, and students.	Quality Procedure (QP) and Quality Form (FQ) Documents

4	Work Unit	Implementation / Fulfillment of IQAS Standards	All work units at UNNES implement the IQAS Standards by referring to the content of the standards, quality procedures, and established work instructions.	IQAS Standard Documents

The flow of stages for implementing or fulfilling IQAS Standards in the education sector is illustrated in the following flowchart.
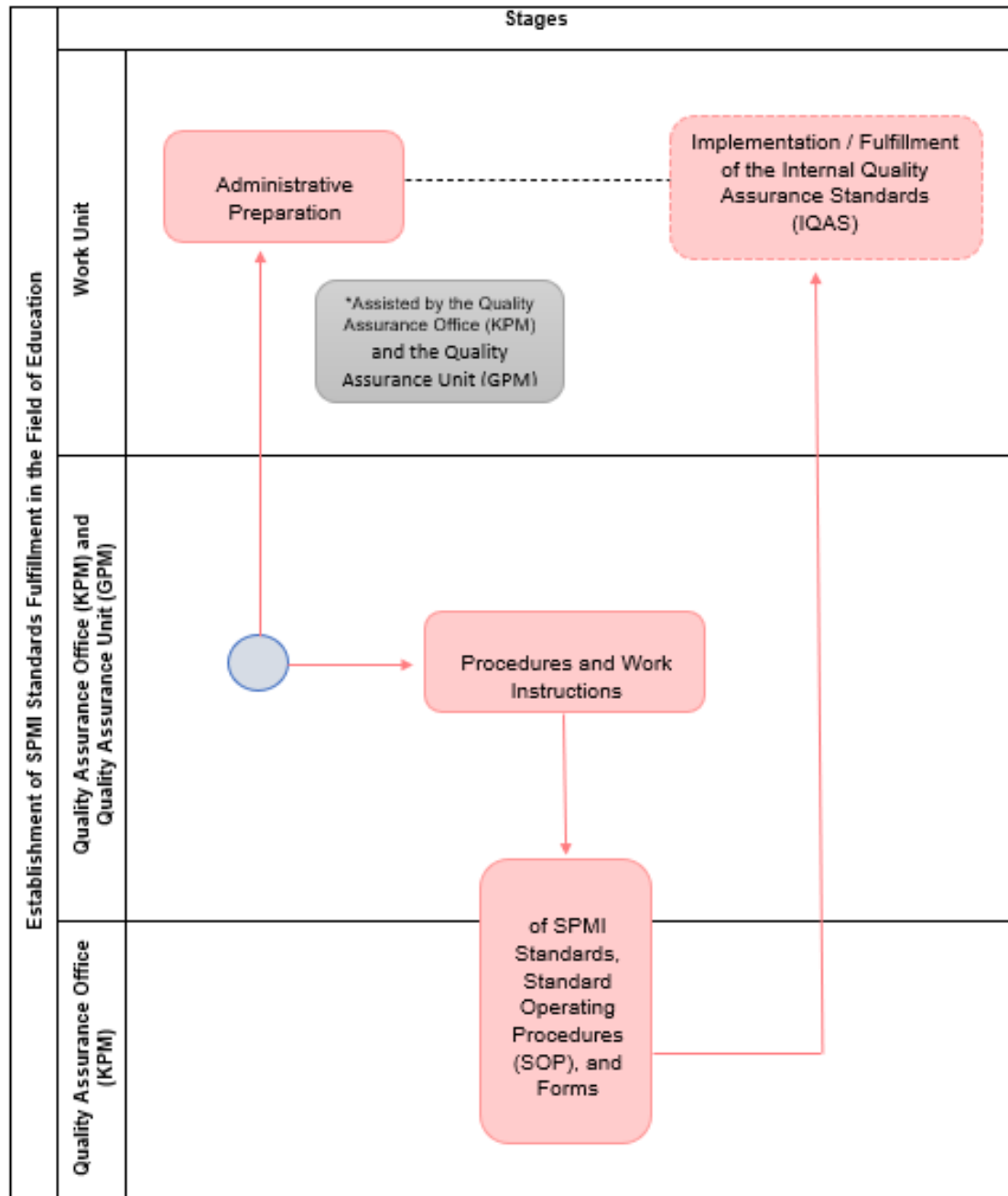
Figure 4.2 Implementation/Fulfillment of IQAS Standards in the Education Sector

2. Research Sector

- Technical and/or administrative preparation for implementing the IQAS standards in the research field, adjusted to the university's vision, mission, objectives, and the established content of the standards.

- Preparation of quality procedures / Standard Operating Procedures (SOP), work instructions, or similar documents covering all research activities, starting from the procedures for announcing research proposal submissions, proposal evaluations, implementation, monitoring and evaluation, reporting, and dissemination of results.

- Dissemination of the implemented IQAS Standards to all structural officials, lecturers, functional education staff, Institute for Research and Community Service (IRCS) staff, and students on a regular and consistent basis.

- Implementation of research activities by using the established content of the IQAS standards as benchmarks for achieving/fulfilling the IQAS Standards.

- In general, the stages of implementing/fulfilling the IQAS Standards in the research sector are illustrated in Table 4.3 below.

Table 4.3 Stages of Implementation/Fulfillment of IQAS Standards in the Research Sector

No	Subject/Actor	Step	Description of Activities Conducted	Document
1	Work Unit	Technical and Administrative Preparation	1. All work units (University, IRCS, Faculties, Study Programs, and other supporting units) carry out technical and	Supporting Regulations (National Standard for Higher Education, etc.)

			administrative preparations for the implementation of the standard contents.	
			2. The Quality Assurance Office and the Quality Assurance Task Force provide assistance to all units in the preparation of standard content.	
2	Quality Assurance Office (QAO), Research and Community Service Institute (IRCS), Quality Assurance Clusters (QAC)	Preparation of Quality Procedures and Work Instructions	The Quality Assurance Office, IRCS, and the Quality Assurance Clusters develop quality procedures and work instructions, including procedures for announcing	Quality Procedures (PM), Research Guidelines Book, Research Outputs, Research Reports

			research proposal submissions, monitoring and evaluation of implementation, reporting, and research result seminars.	
3	Vice Rector I for Academic and Student Affairs, KPM, GPM	Dissemination of IQAS Standards, SOP, and Forms	The University Leadership, IRCS, Quality Assurance Office, and the Quality Assurance Clusters coordinate the dissemination of Quality Procedures (QP), work instructions, and Quality Forms (QF) to all structural officials, lecturers, functional staff,	IQAS Documents, SOP, QP, QF

			IRCS staff, and students.	
4	Vice Rector I, Head of IRCS, Vice Deans I, Study Program Coordinators and Lecturers, Education Staff	Implementation/ Fulfillment of IQAS Standards	The University Leadership, IRCS, Faculties, Departments, researchers, and IRCS staff implement the IQAS Standards based on the standards' contents, quality procedures, and established work instructions.	IQAS

The flow of stages in implementing and fulfilling IQAS Standards in the research sector is described in the following flowchart.
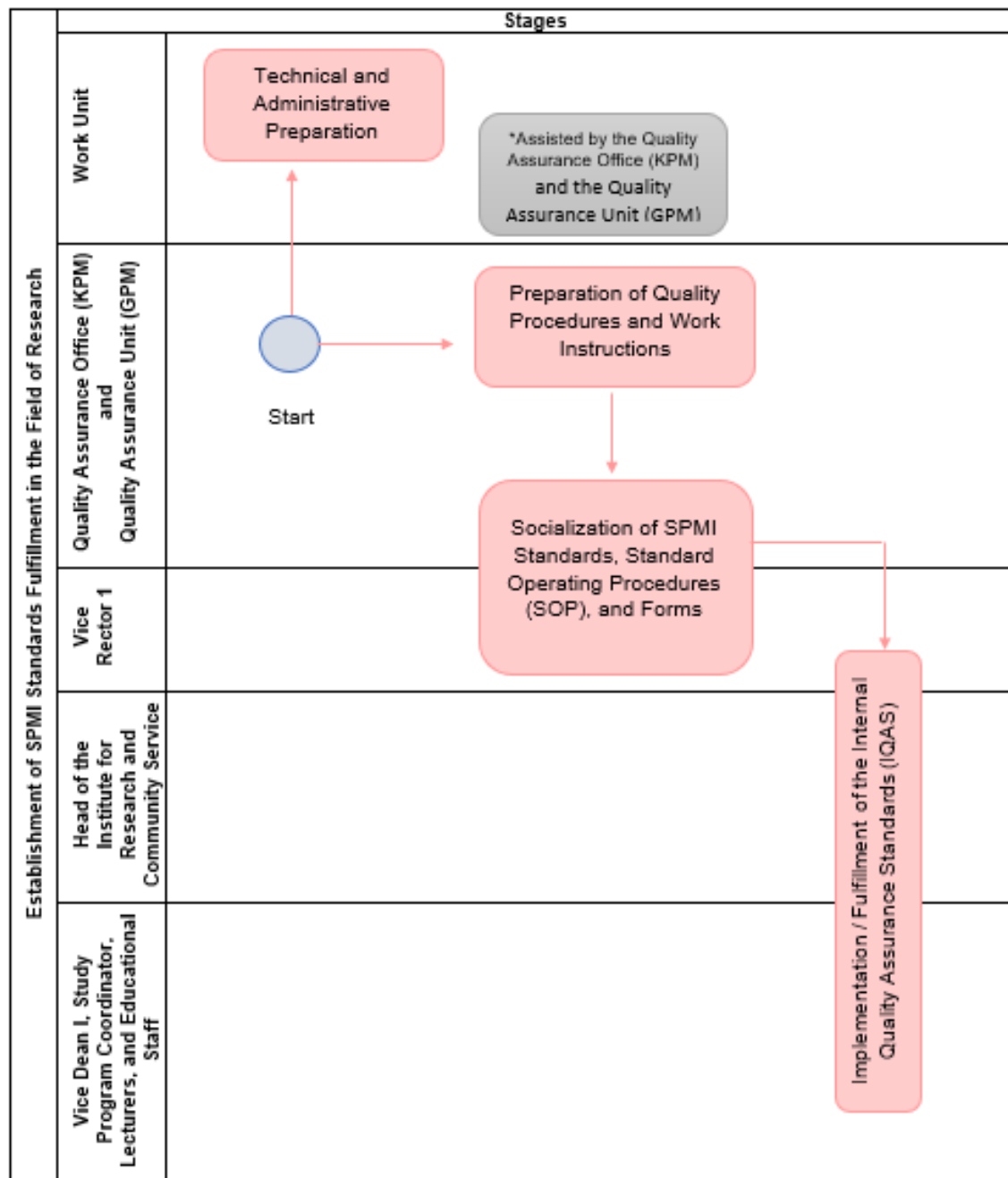
Figure 4.3 Establishment/Fulfillment of IQAS Standards in the Research Sector

3. **Community Service Sector**

    - Technical and/or administrative preparations for implementing IQAS standards in the field of community service are adjusted to the university's vision, mission, objectives, and the content of the established standards.

- Preparation of quality procedures/Standard Operating Procedures (SOP), work instructions, or similar documents that cover all community service activities, from the announcement of proposal submission, proposal evaluation, implementation, monitoring and evaluation, reporting, and final seminars.

- Dissemination of the IQAS Standards to all structural officials, lecturers, functional education staff, IRCS education personnel, and students periodically and consistently.

- Implementation of community service activities using the content of the established IQAS standards as a benchmark for achieving/fulfilling the IQAS Standards.

In general, the stages of implementing/fulfilling the IQAS Standards in the sector of community service can be illustrated in **Table 4.4** below.

Table 4.4 Stages of Implementation/Fulfillment of IQAS Standards in the Community Service Sector

No	Subject/Actor	Steps	Description of Activities	Documents
1	Work Unit, Quality Assurance Office (QAO), Quality Assurance Clusters (QAC)	Technical and Administrative Preparation	1. All work units (University, IRCS, Faculties, Study Programs, and other supporting units) carry out technical and administrative preparations for implementing	Supporting regulations from the National Standard for Higher Education (*SN Dikti*)

			the standard content.	
			2. The Quality Assurance Office and Quality Assurance Clusters aid all units in preparing standard content.	
2		Preparation of Quality Procedures and Work Instructions	The Quality Assurance Office, IRCS, and Quality Assurance Clusters prepare Quality Procedures and Work Instructions, covering procedures for announcing the call for community service proposals, monitoring and	Quality Manual (QM), Community Service Guidelines, Output Reports, Community Service Reports

			evaluating proposals, implementation, performance evaluation, reporting, and final seminars.	
3		Dissemination of IQAS Standards, SOPs, and Forms	UNNES leadership, IRCS, the Quality Assurance Office, and Quality Assurance Clusters organize the dissemination of quality procedures, work instructions, and quality forms to all structural officials, lecturers, functional education staff, IRCS staff, and students.	IQAS Documents, Quality Manuals (QM), Quality Forms (QF), SOPs

| 4 | | Implementation/ Fulfillment of IQAS Standards | The UNNES leadership, IRCS, Faculties, Departments, community service implementers, and IRCS administrative staff implement IQAS Standards based on the standards' content, quality procedures, and established work instructions. | IQAS |

The flow of stages in implementing and fulfilling IQAS Standards in the community service sector is described in the following flowchart.
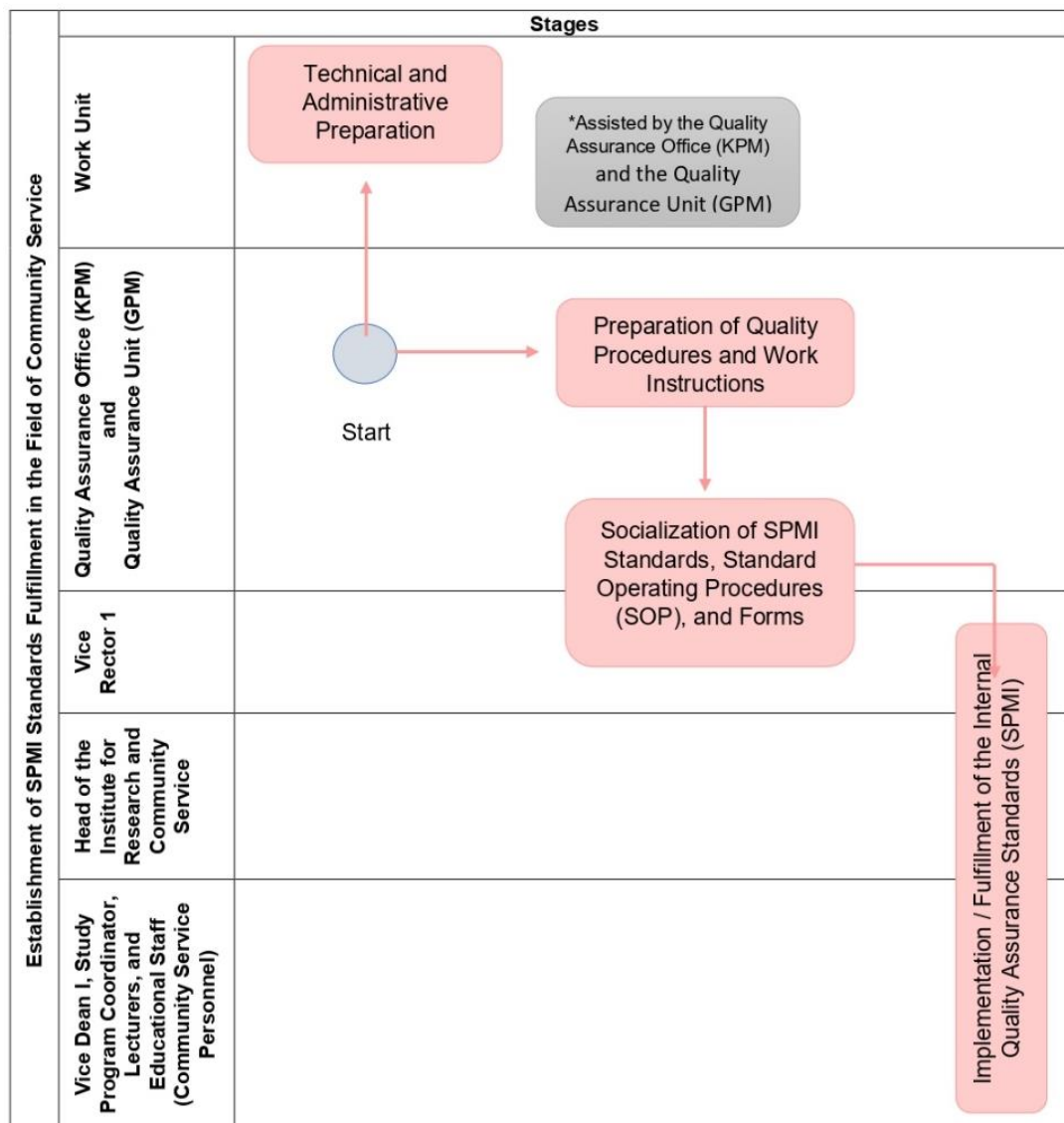
Figure 4.4 Establishment/Implementation of IQAS Standards in the Community Service Sector

C. Steps for Evaluating IQAS Standards

The evaluation of IQAS Standards is carried out through monitoring and evaluation using the following steps or procedures:

1. Conduct periodic monitoring (daily, weekly, monthly, or per semester) of the implementation of standard content in all aspects

of educational activities in accordance with the established work plan.

2. Record or document all findings such as deviations, negligence, errors, or similar issues arising from the implementation of educational activities compared to the IQAS standard content.

3. Record incomplete documents, such as work procedures and forms (templates) from each standard that has been implemented.

4. Analyse data obtained from inspections of IQAS standard implementation.

5. Prepare an evaluation report on IQAS Standards to be submitted to the Rector for follow-up actions.
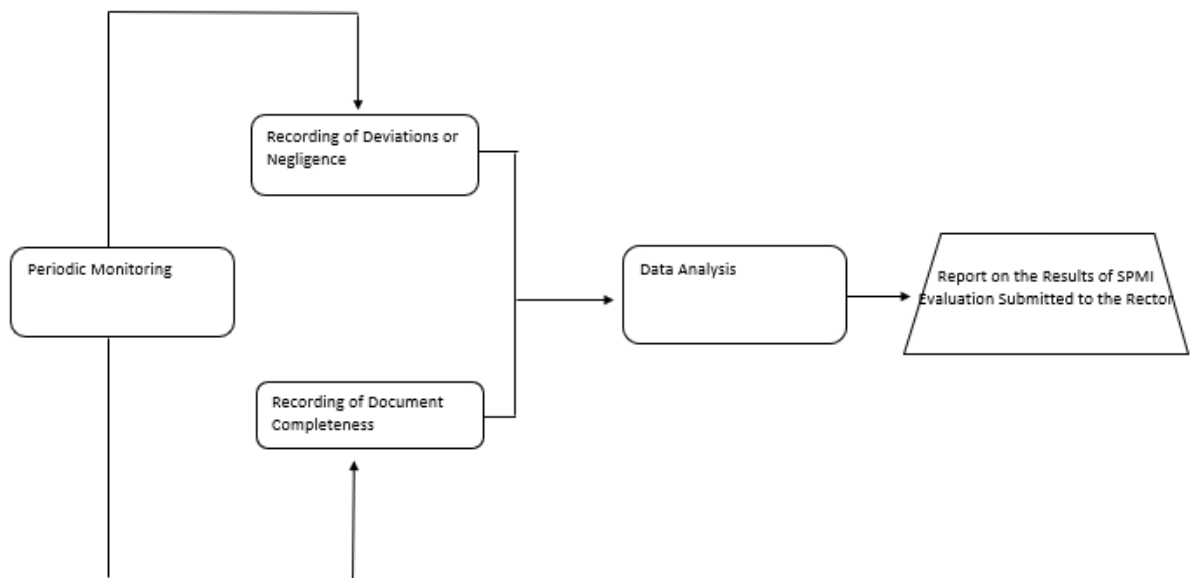
Figure 5.5 Stages of IQAS Standards Evaluation

In general, the stages of evaluating IQAS Standards conducted through monitoring and evaluation are described in Table 4.5 below.

Table 4.5 Stages of IQAS Standards Evaluation

Step	Description
Technical and Administrative Preparation	1. All work units (universities, faculties, departments, study programs, and other supporting units) make technical and administrative preparations for implementing the standard content. 2. The Quality Assurance Office and Quality Assurance Clusters provide guidance to all units in preparing the standard content.
Preparation of Quality Procedures and Work Instructions	The Quality Assurance Office, Quality Assurance Clusters, and Ad Hoc Team prepare Quality Procedures and Work Instructions, covering curriculum development, student admission, class scheduling, lecturer competency standards, teaching, examinations, graduation, and thesis processes (including internship programmes, i.e., PRIGEL and LANTIP models, and Society Service, i.e., GIAT model). Work instructions may be included to provide a more operational explanation of quality procedures.
Dissemination of IQAS Standards, SOPs, and Forms	UNNES leadership, the Quality Assurance Office, and the Quality Assurance Clusters organize dissemination sessions on quality procedures, work instructions, and quality forms.

D. Steps for Controlling IQAS Standards

The control of IQAS Standards is carried out through monitoring and evaluation, as well as internal audits. The periodic monitoring and evaluation procedures serve as a mechanism for controlling IQAS Standards, all of which are coordinated by the UNNES Quality Assurance Office (QAO).

The control procedures are conducted through the following steps:

1. Each head of unit at UNNES prepares a statement of integrity aligned with the vision set by the Rector. This statement becomes a performance indicator for each unit.

2. Conduct inspections and review the reasons or causes of deviations from the standards if the standards have not been achieved. Data on performance achievements are collected to portray actual conditions, which are then examined, evaluated, and assessed for compliance. From this process, the degree of success or deviation in a work process can be measured.

3. Take corrective actions for any violations or deviations from the standards. Based on the evaluation in Step 2, recommendations are made to ensure that deviations are mitigated and that activities are realigned with established standards.

4. Record and document all corrective actions. Maintain periodic records and performance data as a reference for future corrective measures.

5. Conduct continuous monitoring of the effects of corrective actions to assess whether educational implementation aligns with the standards. Continuous monitoring ensures the effectiveness of the corrective steps taken.

6. Prepare periodic written reports concerning matters related to standard control for submission to the Quality Assurance Office (QAO). These reports serve as documentation in the IQAS control process.

7. In its operational activities, the QAO is assisted by the Quality Assurance Clusters (QAC) of each faculty, postgraduate school, and institutional unit at UNNES.

8. Submit the results of the IQAS Standards evaluation to the Rector for follow-up actions and policy consideration.

The control of IQAS Standards is conducted through internal audit, using a specific series of steps or procedures. The control process is carried out by the Quality Assurance Office (QAO) and involves the following procedures:

1. Conduct internal audits of IQAS documents within the framework of educational implementation at Universitas Negeri Semarang (UNNES), referring to standard requirements, Standard Operating Procedures (SOP) for Internal Audits, and forms (templates) established and authorized periodically through Rector's decrees or upon the request of UNNES leadership or work units.

2. Internal audits on education implementation at UNNES are conducted by referring to the IQAS documents, standard requirements, SOPs, and quality forms, which are periodically reviewed and authorized by the university leadership.

3. Communicate the audit visitation schedule to the audited units (auditees). Arrange the audit schedule for each work unit to be audited.

4. Record and document all findings comprehensively through interviews, document reviews, activity logs, and on-site inspections. Findings are recorded in the *SIAMI* (Internal Quality Audit System) database at *siami.unnes.ac.id* by the auditees, accompanied by field verification.

5. Collect data not only from the auditees but also from students through satisfaction surveys, particularly regarding educational service processes.

6. Conduct discussions of audit findings with the auditees to obtain agreement on the results. Any deviations or incomplete documents must be corrected within a timeframe mutually agreed upon by the Internal Audit Team and the auditees. Clarifications and discussions ensure consensus on corrective mechanisms and timelines.

7. Submit audit reports to the Rector, accompanied by corrective actions and recommendations for execution and policy decisions.

Table 4.6 Stages of IQAS Standards Control

Step	Description
Internal Audit Planning	Formation of the Internal Audit Team by QAO. The Internal Audit Division forms the Internal Audit Team and prepares an audit plan for each work unit at UNNES, either periodically or upon request from the leadership or the audited unit. The audit schedule is mutually agreed upon between the auditors and the auditees.
Recording and Examination of IQAS Standards & Supporting Documents	The internal audit process includes direct interviews with auditees, document reviews, student surveys, and the collection of relevant supporting data. The audit team records all findings based on these activities. The Internal Audit Team analyzes results and summarizes findings, including: (1) the extent of deviations; (2) causes of deviation; (3) incomplete documents; and (4) corrective recommendations.

Corrective Actions for Deviations	Discussions are held between the internal audit team and the auditees to reach an agreement on findings and corrective mechanisms, including document completion and implementation schedules. The Internal Audit Team and the auditees agree on steps and deadlines for improvements.
Report Preparation	The Internal Audit Team prepares written audit reports and recommendations for the heads of work units, Institute for Educational and Professional Development (IEPD), and IRCS. Unit leaders follow up on the reports and recommendations, forwarding them to the Rector for further action and monitoring of the implementation of improvements.

The flow of the IQAS Standards control stages is described in the following flowchart.
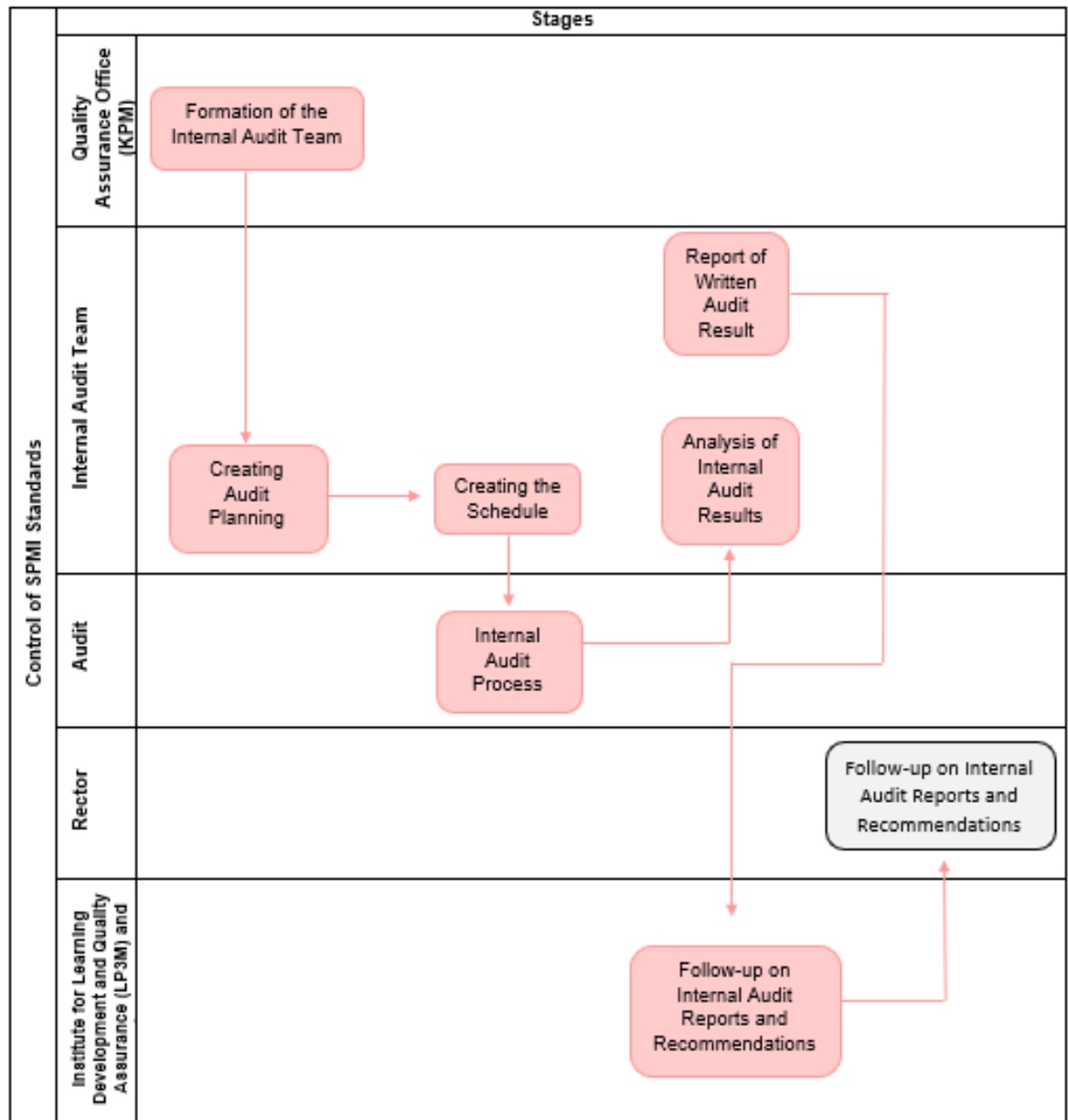
Figure 4.6 Control of IQAS Standards

E. Steps for the Development/Improvement of IQAS Standards

The development/improvement of IQAS Standards is carried out through the following steps or procedures:

1. Reviewing control reports on standards as an effort to improve and enhance the quality of each established IQAS standard, conducted periodically.

2. Organizing meetings or discussion forums to discuss the results of monitoring, evaluation, and internal audits with structural officials related to IQAS standards.

3. Conducting standard evaluations based on:
   a. The implementation results of the standards during the previous period.
   b. The development of circumstances and conditions at Universitas Negeri Semarang (UNNES) and relevant units in academic or non-academic sectors that implement the standards, as well as the needs and expectations of the University and its stakeholders.
   c. The relevance of the standards to the vision, mission, and goals of Universitas Negeri Semarang (UNNES).

4. Carrying out a review process to revise the content of standards and formulate new standards for quality improvement. Once the fulfillment of standards has been achieved, quality enhancement is pursued through benchmarking, which establishes new standards following procedures similar to those in the standard-setting process of IQAS.

In general, the stages or flow of IQAS Standards development/improvement are explained in Table 4.7 below.

Table 4.7 Stages of the IQAS Standards Development/Improvement Process

Stage	Description
Submission of Monitoring & Internal Audit Evaluation Reports	The Quality Assurance Office (QAO) prepares the Internal Quality Audit (IQA) report for submission to the Rector. The Rector of Universitas Negeri Semarang assigns the heads of units to review the IQA report.

Review of Monitoring & Internal Audit Evaluation Reports	The UNNES leadership conducts meetings or focus group discussions (FGD) with the QAO to discuss the monitoring and evaluation reports, as well as internal audit results related to IQAS standards. The leadership and QAO record which standards have been achieved and which have not, identifying supporting and inhibiting factors.
Follow-up Determination	The UNNES leadership formulates action plans and strategies for improvement based on the evaluation results.
Benchmarking	The Quality Assurance Office (QAO) conducts benchmarking with other universities that have superior practices to identify and adopt high-quality service models, thereby enhancing continuous performance.
Establishment of New Standards	The Quality Assurance Office (QAO) formulates the new or improved quality standards for implementation.

The flow of the IQAS Standards development/improvement stages is described in the following flowchart.
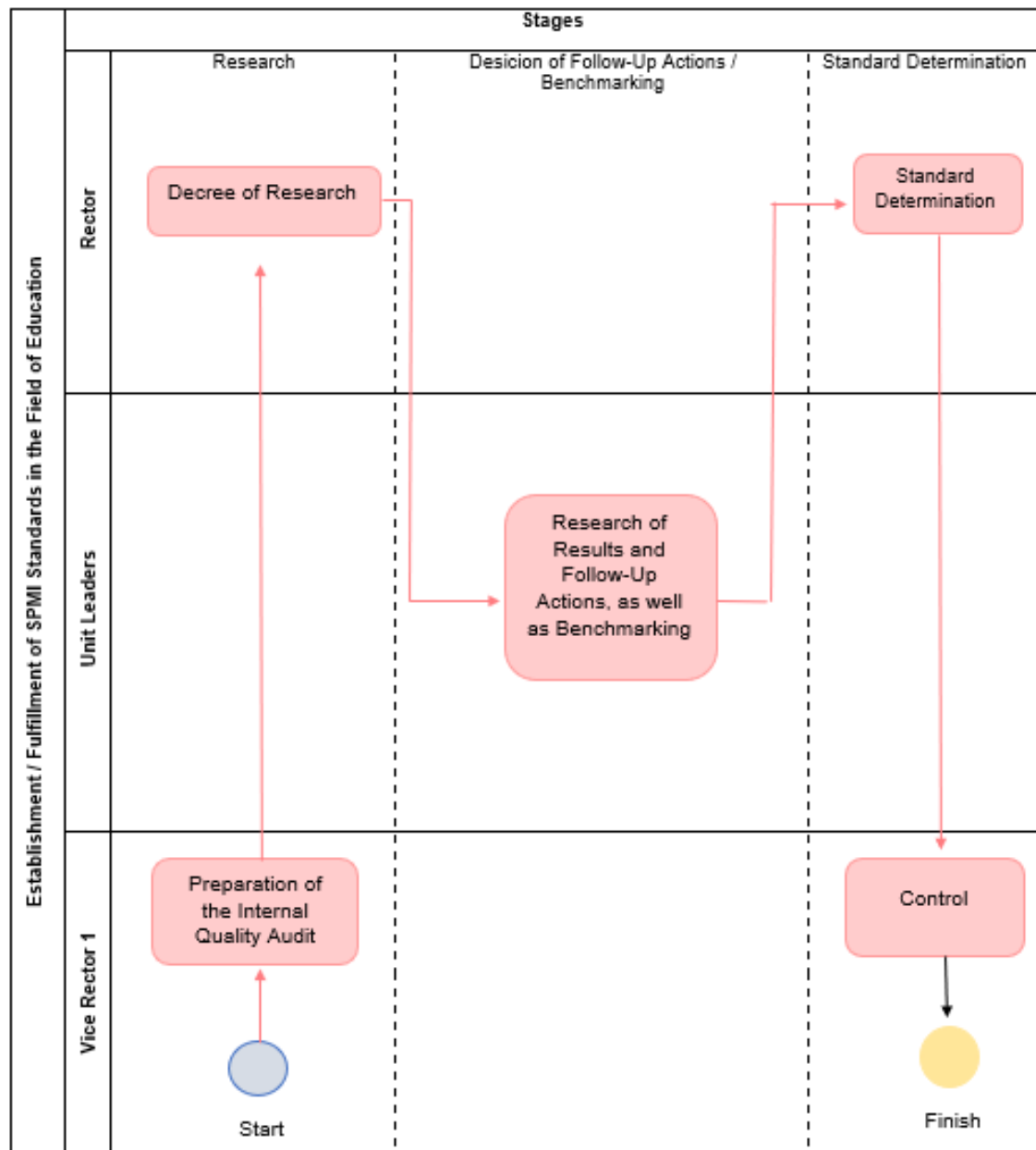
Figure 4.7 Flow of IQAS Standards Development/Improvement

CHAPTER V
QUALIFICATIONS OF OFFICIALS/PERSONNEL IMPLEMENTING THE PIECI GUIDELINES

A. Qualifications of Authorities/Staff Responsible for Planning IQAS Standards

The following parties are responsible for establishing the IQAS Standards.

Table 5.1 Parties Involved in the Establishment of IQAS Standards

No	Qualification of Authorities/Staffs Planning/Establishing IQAS Standards	Description of Duties
1	Rector	Determines strategic policies related to the Internal Quality Assurance System (IQAS) based on the university's vision, mission, and goals. Approves and establishes academic and non-academic quality standards as recommended by the Quality Assurance Team.
2	Vice Rector I	Coordinates the formulation of academic quality standards, including curriculum, teaching, and research standards.

3	Chairperson and Members of the University Academic Senate	Reviews and approves academic quality standards proposed by the Rector and the Quality Assurance Team.
4	Head of the Quality Assurance Office (QAO)	Leads and coordinates the formulation, implementation, and evaluation of internal quality assurance standards. Develops evaluation and internal audit instruments for various academic and administrative units. Proposes improvements or revisions to quality standards based on evaluation results and recommendations from internal quality auditors. Coordinates with the Vice Rector I and related units to enhance academic and management quality.
5	Ad Hoc Team (Secretary, Heads of Centers, Academic Staff of QAO, and QAC)	Drafts quality standard designs in line with the university's strategic needs and national regulations. Conducts reviews of existing quality standard documents and performs benchmarking with other universities.

B. Qualifications of Authorities/Staff Responsible for Implementing IQAS Standards

The following parties are responsible for implementing the IQAS Standards.

Table 5.2 Parties Responsible for Implementing IQAS Standards

No	Qualification of Authorities/Staffs Implementing IQAS Standards	Description of Duties
1	Rector	Oversees the implementation of strategic policies related to the Internal Quality Assurance System (IQAS) in accordance with the university's vision, mission, and goals. Supervises the implementation of quality standards across all academic and administrative units. Allocates the necessary resources for implementing internal quality assurance.
2	Vice Rector I	Coordinates the implementation of academic quality standards, including curriculum, learning, and research standards. Ensures the enforcement of academic quality standards through

		coordination with faculties, study programs, and related units.
3	Chairperson and Members of the University Academic Senate	Oversees the implementation of quality standards to ensure compliance with academic policies. Monitors the execution of academic quality assurance throughout the university.
4	Head of the Quality Assurance Office	Supervises and supports the implementation of quality standards in all academic and administrative units.
5	Ad Hoc Team (Secretary, Heads of Centers, Academic Staff of QAO, and QAC)	Supervises and assists in the implementation of quality standards across all academic and administrative units.
6	Structural Officials in Relevant Work Areas	Implement IQAS processes, evaluate, and revise quality policies in accordance with academic developments and higher education regulations.
7	Study Program Management Unit (SPMU)	Coordinates with the Quality Assurance Office in implementing university policies and quality standards. Ensures that all lecturers and education staff understand and apply IQAS Standards in academic activities.

C. Qualifications of Authorities/Staff Responsible for Conducting Evaluation of IQAS Standards

The following parties are responsible for evaluating the IQAS Standards.

Table 5.3 Parties Responsible for Evaluating IQAS Standards

No	Qualification of Authorities/Staffs Conducting Evaluation of IQAS Standards	Description of Duties
1	Rector	Evaluates the results of internal quality audits and makes decisions for continuous improvement.
2	Vice Rector I	- Plays an active role in monitoring and evaluating the implementation of academic quality standards. - Assists the Rector in preparing quality reports for internal and external stakeholders.
3	Head of the Quality Assurance Office	Develops evaluation and internal audit instruments for academic and administrative units. Monitors and reports on the implementation results of quality standards to university leadership.

4	Ad Hoc Team (Secretary, Heads of Centers, Academic Staff of QAO, and QAC)	- Conducts feasibility studies on the implementation of proposed standards. - Supports the process of evaluating and revising quality policies in line with academic developments and higher education regulations.
5	Auditors, Monitoring and Evaluation Teams	- Conduct Internal Quality Audits (IQA). Auditors perform audits systematically, independently, and in a documented manner to ensure that university activities comply with IQAS standards and procedures. - Evaluate the Effectiveness of IQAS. Auditors assess the effectiveness of the quality assurance system's implementation and identify opportunities for improvement to continually enhance it. - Ensure Accountability and Objectivity. Auditors ensure that the evaluation process is objective, independent, and accountable, and that its results can serve as a basis for quality improvement decisions.

		- Analyze Monitoring Data. After data collection, the monitoring team analyzes the results to identify achievements, challenges, and potential areas for improvement.
6	Structural Officials in Relevant Work Areas	Implement IQAS processes, evaluate, and revise quality policies in accordance with academic developments and higher education regulations.
7	Study Program Management Unit (SPMU)	- Conducts regular evaluations of quality standards at the faculty and study program levels. - Proposes academic quality standard improvements based on feedback from lecturers, students, and other stakeholders.

D. Qualifications of Authorities/Staff Responsible for Conducting Control IQAS Standards

The following are the parties responsible for controlling IQAS Standards:

1. QAC, Monitoring and Evaluation Team, and Internal Audit Team.

2. Structural officials in work areas regulated by the relevant standards.

3. Individuals explicitly mentioned in the relevant standard statements.

4. Study Program Management Unit (SPMU).

Table 5.4 Parties Responsible for Controlling IQAS Standards

No	Qualification of Authorities/Staffs Controlling IQAS Standards	Description of Duties
1	Ad Hoc Team (Secretary, Heads of Centers, Academic Staff of QAO, and QAC) Auditors, Monitoring and Evaluation Team	Provide Improvement Recommendations. Based on analysis results, the monitoring team provides recommendations to leaders or relevant units for process or standard improvements that have not been optimally achieved. Document Monitoring Processes and Results. All processes and results of monitoring are documented as part of the PIECI cycle and serve as materials for subsequent internal quality audits.

2	Structural Officials in Relevant Work Areas	1. Conduct Regular Monitoring. Responsible for periodically monitoring standard implementation within their respective units. This monitoring covers all academic and non-academic activities to ensure compliance with established standards. 2. Record Findings and Corrective Actions. All findings, such as deviations, negligence, or errors in standard implementation, must be documented. Additionally, corrective actions taken to address such findings and their effectiveness must be recorded and monitored.
		3. Discuss Findings in Meetings. Structural officials are required to discuss evaluation results and findings in leadership or management review meetings, where solutions and recommendations for improvements are discussed and agreed upon.
		4. Prepare and Submit Control Reports. Structural officials must periodically prepare written

| | | reports on control results, including suggestions or recommendations for improvement, and submit them to their superiors and heads of work units. |
| | | 5. Follow Up on Evaluation Results. Standard control is conducted after evaluation to ensure proper follow-up on results and to perform necessary corrective or improvement actions. |

E. Qualifications of Authorities/Staff Responsible for Improving/Developing IQAS Standards

The following parties are responsible for developing or improving the IQAS Standards.

Table 5.5 Parties Responsible for Developing/Improving IQAS Standards

No	Qualification of Authorities/Staffs Developing/Improving IQAS Standards	Description of Duties
1	Rector	1. Establishes strategic policies related to the development and enhancement of IQAS Standards

			based on the university's vision and mission.
			2. Approves quality standards that have been developed and recommended by the quality assurance team.
			3. Directs university resources to support the implementation and continuous improvement of quality standards.
			4. Monitors the implementation of IQAS Standards and makes strategic decisions for continuous improvement.
			5. Represents the university in establishing collaborations with external institutions related to quality assurance.
2	Vice Rector I		1. Supervises and coordinates the development of academic quality standards, including curriculum, teaching, and research.
			2. Collaborates with faculties and study programs in implementing academic quality standards.
			3. Proposes strategies for academic quality improvement based on evaluation results and

		recommendations from the Quality Assurance Office.
		4. Formulates operational policies related to the enhancement of educational and research quality at the university.
		5. Analyzes national and global academic trends to ensure that quality standards remain relevant.
3	Chairperson and Members of the University Academic Senate	1. Reviews and approves the academic quality standards being developed.
		2. Oversees the implementation of quality standards to ensure alignment with university academic policies.
		3. Provides recommendations and input regarding policies for the development of IQAS Standards. Evaluates the impact of quality standard implementation within the university.
		4. Supervises the operation of the quality assurance system to ensure the achievement of academic and institutional goals.

4	Head of the Quality Assurance Office	1. Coordinates the preparation, evaluation, and development of IQAS Standards at the university. 2. Ensures that developed quality standards comply with national regulations and international benchmarks. 3. Conducts regular monitoring and evaluation of IQAS implementation across academic and administrative units. 4. Proposes revisions or improvements to quality standards based on evaluation results and internal quality audit findings. 5. Prepares periodic reports on the development of IQAS Standards for submission to university leadership.
5	Study Program Management Unit (SPMU)	1. Develops academic quality standards at the faculty level in accordance with university policies. 2. Conducts regular evaluations of quality standards at the program and faculty levels. 3. Proposes improvements to academic quality standards based

		on feedback from lecturers, students, and other stakeholders.
		4. Coordinates with the Quality Assurance Office in implementing university quality assurance policies and standards.
		5. Ensures that all lecturers and educational staff understand and apply IQAS Standards in their academic activities.

REFERENCES

1. Act of the Republic of Indonesia Number 20 of 2003 concerning the National Education System (Gazette of the Republic of Indonesia Year 2003 Number 78, Supplement to the Gazette Number 4301).

2. Act of the Republic of Indonesia Number 12 of 2012 concerning Higher Education.

3. Government Regulation of the Republic of Indonesia Number 4 of 2014 concerning the Implementation of Higher Education and the Management of Higher Education Institutions (Gazette of the Republic of Indonesia Year 2014 Number 16, Supplement to the Gazette Number 5500).

4. Government Regulation (PP) Number 36 of 2022 dated October 20, 2022, concerning the State University Legal Entity (PTN-BH) of Universitas Negeri Semarang.

5. Presidential Decree of the Republic of Indonesia Number 271 of 1965 concerning the Establishment of the Teachers' Training College (IKIP) Semarang.

6. Presidential Decree of the Republic of Indonesia Number 124 of 1999 concerning the Transformation of the Teachers' Training Colleges (IKIP) of Semarang, Bandung, and Medan into Universities.

7. Regulation of the Minister of Education, Culture, Research, and Technology Number 53 of 2023 concerning Quality Assurance in Higher Education.

8. Regulation of the National Accreditation Board for Higher Education (BAN-PT) Number 10 of 2021 concerning Accreditation Instruments for Undergraduate Programs in the Field of Education.

9. Letter of the Secretary General of the Ministry of Education, Culture, Research, and Technology Number 14086/A.A5/HK.01.01/2022 dated February 25, 2022, concerning the Harmonization of the Draft Government Regulation on the State University Legal Entity (PTN-BH) of Universitas Negeri Semarang.

10. Rector Regulation of Universitas Negeri Semarang Number 11 of 2023 concerning the Organizational Structure and Governance (SOTK).

11. Regulation of the Board of Trustees (Majelis Wali Amanah) of Universitas Negeri Semarang Number [Year] 2023 concerning the Determination of the Strategic Plan of the State University Legal Entity (PTN-BH) Universitas Negeri Semarang 2023–2028.

12. Guidelines for the Implementation of the Internal Quality Assurance System (IQAS) for Higher Education Institutions Conducting Academic Education, 2024.