



Rumah
Moderasi
Beragama
UIN Walisongo Semarang



INFORMATIVE
PUBLIC BODY



INTERNAL QUALITY AUDIT MANUAL



**WALISONGO STATE ISLAMIC
UNIVERSITY SEMARANG**
2025

INTERNAL QUALITY AUDIT INSTRUMENT



**STATE ISLAMIC UNIVERSITY
THE WALISONGO OF SEMARANG**



KEPUTUSAN REKTOR UIN WALISONGO SEMARANG

NOMOR 94 TAHUN 2025

TENTANG INSTRUMEN AUDIT MUTU INTERNAL UIN WALISONGO SEMARANG TAHUN 2025

- Menimbang**
- a. Bahwa dalam rangka implementasi Sistem Penjaminan Mutu Internal dan untuk mengevaluasi pencapaian mutu UIN Walisongo Semarang, maka perlu disusun Instrumen Audit Mutu Internal UIN Walisongo Semarang Tahun 2025;
 - b. Bahwa berdasarkan pertimbangan sebagaimana pada huruf a, perlu menetapkan Keputusan Rektor UIN Walisongo Semarang tentang Instrumen Audit Mutu Internal UIN Walisongo Semarang Tahun 2024.
- Mengingat**
1. Undang-undang Nomor 20 Tahun 2003 tentang Pendidikan Nasional.
 2. Undang-undang Nomor 14 Tahun 2005 tentang Guru dan Dosen.
 3. Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi.
 4. Peraturan Pemerintah Nomor 4 Tahun 2014 tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi.
 5. Peraturan Menteri Agama RI Nomor 54 Tahun 2015 tentang Organisasi dan Tata Kerja Universitas Islam Walisongo Semarang.
 6. Peraturan Menteri Agama RI Nomor 57 Tahun 2015 tentang Statuta UIN Walisongo Semarang.
 7. Peraturan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia Nomor 53 Tahun 2023 tentang Penjaminan Mutu Pendidikan Tinggi.
 8. Peraturan Menteri Riset, Teknologi, dan Pendidikan Tinggi Republik Indonesia Nomor 55 tahun 2017 tentang Standar Pendidikan Guru.
 9. Rencana Strategis Universitas Islam Negeri Walisongo Semarang Tahun 2025 -2029.
 10. Keputusan Rektor Nomor 089 Tahun 2025 tentang Kebijakan SPMI UIN Walisongo Semarang Tahun 2025.
 11. Keputusan Rektor Nomor 090 Tahun 2025 tentang Instrumen Audit Mutu Internal UIN Walisongo Semarang Tahun 2025.

12. Keputusan Rektor Nomor 091 Tahun 2025 tentang Pedoman Penerapan Siklus PPEPP UIN Walisongo Semarang Tahun 2025.
13. Keputusan Rektor Nomor 092 Tahun 2025 tentang Tata Cara Pendokumentasian SPMI UIN Walisongo Semarang Tahun 2025.

MEMUTUSKAN

Menetapkan	Keputusan Rektor UIN Walisongo Semarang tentang Instrumen Audit Mutu Internal UIN Walisongo Semarang Tahun 2025
Pertama	Menetapkan Instrumen Audit Mutu Internal UIN Walisongo Semarang Tahun 2025 sebagaimana tercantum dalam Pedoman Instrumen Audit Mutu Internal UIN Walisongo Semarang Tahun 2025
Kedua	Dengan disahkan Instrumen Audit Mutu Internal UIN Walisongo Semarang Tahun 2025 maka Instrumen Audit Mutu Internal UIN Walisongo Semarang yang lama tidak berlaku
Ketiga	Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan apabila di kemudian hari ternyata terdapat kekeliruan dalam keputusan ini akan diperbaiki sebagaimana mestinya.

Ditetapkan di : Semarang

Pada tanggal : 10 Februari 2025



DRAFTING TEAM
INTERNAL QUALITY AUDIT INSTRUMENT
Walisongo State Islamic University Semarang

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**INTERNAL QUALITY AUDIT INSTRUMENT
WALISONGO STATE ISLAMIC UNIVERSITY OF SEMARANG
(EDUCATION STANDARDS)**

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating
1	2	3	4	5	6	7	8
A	Education						
	1. Educational Outcome Standards						
1	Graduate Competency Standards	The Study Program formulates Graduate Competency Standards (SKL) which at least include: 1) an attitude of faith, piety, noble morals, and character in accordance with the values of Pancasila, 2) able and independent to apply (bachelor's), develop (master's), discover (doctoral) theories of science and technology that are beneficial to society, 3) able to actively develop their potential	In		The study program has a minimum SKL formulation in the curriculum document which contains 3 aspects very clearly and completely.	1) Study Program: SKL contained in the Curriculum Manuscript 2) WD I and Dean: Faculty Academic Guidelines containing SKL 3) Academic and Student Affairs Division, AAKK Bureau, Vice Rector I: Academic guidelines and guides containing SKL	4 The SKL formulation contains 3 (three) criteria very clearly and very completely, including: 1) an attitude of faith, piety, noble morals, and character in accordance with the values of Pancasila, 2) able and independent to apply (bachelor's), develop (master's), discover (doctoral) theories of science and technology that are beneficial to society, 3) able to actively develop their potential There are academic guidelines and guides thatvery clearcontains the SKL formulation 3 The SKL formulation contains 3 (three) criteria very clearly and completely, including: 1) an attitude of faith, piety, noble morals, and character in accordance with the values of Pancasila, 2) able and independent to apply (bachelor's), develop (master's), discover (doctoral) theories of science and technology that are beneficial to society, 3) able to actively develop their potential There are academic guidelines and guides thatclearcontains the SKL formulation 2 The SKL formulation contains 3 (three) criteria which are not clear and complete, including: 1) an attitude of faith, piety, noble morals, and character in accordance with the values of Pancasila,

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating
1	2	3	4	5	6	7	8
							2) able and independent to apply (bachelor's), develop (master's), discover (doctoral) theories of science and technology that are beneficial to society, 3) able to actively develop their potential There are academic guidelines and guides that quite clear contains the SKL formulation
							1 The SKL formulation contains 3 (three) criteria which are not clear and complete, including: 1) an attitude of faith, piety, noble morals, and character in accordance with the values of Pancasila, 2) able and independent to apply (bachelor's), develop (master's), discover (doctoral) theories of science and technology that are beneficial to society, 3) able to actively develop their potential There are academic guidelines and guides that unclear contains the SKL formulation
2		The study program formulating CPL must at least include the following competencies: 1) mastery of science and technology, specific skills/expertise and their application to 1 (one) or a group of specific scientific fields 2) general skills needed as a basis for mastering science and technology and relevant fields of work 3) knowledge and skills needed for the world	In		The study program has a minimum CPL formulation in the curriculum document which includes 4 competencies.	1) Study Program:CPL contained in the Curriculum Manuscript 2) WD I and Dean:Faculty Academic Guide which contains information about CPL 3) Academic and Student Affairs Division, AAKK Bureau, Vice Rector I:Academic Guidelines and Guides that contain information about CPL	4 CPL formulation includes: 1) mastery of science and technology, specific skills/expertise and their application for 1 (one) or a group of specific scientific fields 2) general skills needed as a basis for mastering science and technology and relevant fields of work 3) knowledge and skills needed for the world of work and/or to continue studies at a higher level or to obtain a professional certificate; and 4) intellectual ability to think independently and critically as a learner There are academic guidelines and guides that very clear contains about the CPL formula 3 CPL formulation includes: 1) mastery of scientific knowledge and its application to 1 (one) or a group of specific scientific fields

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating
1	2	3	4	5	6	7	8
		of work and/or to continue studies at a higher level or to obtain a professional certificate; and 4) intellectual ability to think independently and critically as a lifelong learner					2) general skills needed as a basis for mastering science 3) knowledge and skills needed for the world of work and/or to continue studies at a higher level or to obtain a professional certificate; and 4) intellectual ability to think independently and critically as a learner There are academic guidelines and guides that clear contains about the CPL formula
							2 CPL formulation includes: 1) mastery of scientific knowledge and its application to 1 (one) or a group of specific scientific fields 2) general skills needed as a basis for mastering science 3) knowledge and skills needed for the world of work and/or to continue studies at a higher level or to obtain a professional certificate There are academic guidelines and guides that quite clear contains about the CPL formula
							1 CPL formulation includes: 1) mastery of scientific knowledge and its application to 1 (one) or a group of specific scientific fields 2) general skills needed as a basis for mastering science There are academic guidelines and guides that unclear contains about the CPL formula
3		The study program formulates CPL related to the unique values of UIN Walisongo Semarang (<i>Unity of Science</i> , Religious Moderation, and <i>Green Campus</i>)		In	The study program has a CPL formulation in the curriculum document related to the unique values of UIN Walisongo Semarang (<i>Unity of Science</i> , Religious Moderation,	1) Study Program: The formulation of the CPL specifically for the uniqueness of UIN Walisongo in the Curriculum Manuscript 2) WD I and Dean: Faculty Academic Guidelines containing special CPL related to the uniqueness of UIN Walisongo	4 The CPL formulation contains the unique values of UIN Walisongo Semarang which: 1) Relevant to Vision and Mission 2) Integrative 3) Based on the Unity of Science 4) Moderation Minded 5) Sustainability Oriented 6) Specific and Measurable 7) Driving Innovation

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating
1	2	3	4	5	6	7	8
					and <i>Green Campus</i>) Which: 1) Relevant to Vision and Mission 2) Integrative 3) Based on the Unity of Science 4) Moderation Minded 5) Sustainability Oriented 6) Specific and Measurable 7) Driving Innovation	3) Academic and Student Affairs Division, AAKK Bureau, Vice Rector I: Academic Guidelines and Guidelines containing special CPL related to the uniqueness of UIN Walisongo	There are academic guidelines and guides that very clear contains the CPL formulation containing the unique values of UIN Walisongo 3 The CPL formulation contains the unique values of UIN Walisongo Semarang which: 1) Relevant to Vision and Mission 2) Integrative 3) Based on the Unity of Science 4) Moderation Minded 5) Sustainability Oriented 6) Specific and Measurable There are academic guidelines and guides that clear contains the CPL formulation containing the unique values of UIN Walisongo 2 The CPL formulation contains the unique values of UIN Walisongo Semarang which: 1) Relevant to Vision and Mission 2) Integrative 3) Based on the Unity of Science 4) Moderation Minded 5) Sustainability Oriented There are academic guidelines and guides that quite clear contains the CPL formulation containing the unique values of UIN Walisongo 1 The CPL formulation contains the unique values of UIN Walisongo Semarang which: 1) Relevant to Vision and Mission 2) Integrative 3) Based on the Unity of Science 4) Moderation Minded There are academic guidelines and guides that unclear contains the CPL formulation containing the unique values of UIN Walisongo
4		The study program develops students' moderate attitudes		In	More than 80% of the average value of students' moderate attitudes in the	1) Study Program: List of Student Religious Moderation Course Grades 2) WD I and Dean: Academic Guidelines that include	4 ≥80% of the average value of students' moderate attitudes in the religious moderation course is at least 80

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating
1	2	3	4	5	6	7	8
					religious moderation course is at least 80	courses on religious moderation 3) Academic and Student Affairs Division, AAKK Bureau, Vice Rector I: Religious moderation policy contained in the course structure	There are academic policies and guidelines that very clear contains information about developing a moderate attitude in students 3 41% – 60% of the average value of students' moderate attitudes in the religious moderation course is at least 80 There are academic policies and guidelines that clear contains information about developing a moderate attitude in students 2 21% - 40% of the average value of students' moderate attitudes in the religious moderation course is at least 80 There are academic policies and guidelines that quite clear contains information about developing a moderate attitude in students 1 Less than 21% of the average moderate attitude scores of students in the religious moderation course are at least 80 There are academic policies and guidelines that unclear contains information about developing a moderate attitude in students
5		The Study Program in compiling the CPL involves: 1) Internal stakeholders (Leaders, Lecturers, Education Staff, Students) 2) External stakeholders (Graduate Users, Collaboration Partners, Relevant Experts and Professional Organizations)	In		The Study Program in compiling the CPL involves all: a. Internal stakeholders (Leaders, Lecturers, Education Staff, Students), and b. External stakeholders (Graduate Users, Collaboration Partners, Relevant Experts and Professional	Study Program: CPL Preparation Activity Report involving stakeholders	4 The Study Program in compiling the CPL involves: a. All internal stakeholders b. All external stakeholders 3 The Study Program in compiling the CPL involves: a. All internal stakeholders b. Not all external stakeholders 2 The Study Program in compiling the CPL involves: a. Not all stakeholders are internal b. Not all external stakeholders 1 The Study Program in compiling the CPL does not involve external stakeholders

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating	
1	2	3	4	5	6	7	8	
					Organizations, Government)			
6		The Study Program conducts an analysis of the preparation of graduate learning outcomes (CPL) which are measured using valid and relevant methods, covering the following aspects: 1) omniscient, 2) depth, and 3) the usefulness of the analysis is shown by the increase in CPL over time in the last 3 years.	In		The Study Program analyzes CPL to fulfill all three aspects with valid and relevant methods.	Study Program: CPL improvement analysis document in the last 3 years with valid evidence	4	CPL analysis fulfills three aspects with valid and relevant methods.
							3	CPL analysis fulfills three aspects with valid methods
							2	CPL analysis fulfills two aspects
							1	CPL analysis fulfills one aspect
7		The study program formulates CPL by paying attention to suitability 8 criteria 1) vision and mission of the University; 2) Indonesian national qualification framework; 3) development of science and technology; 4) work competency needs of the world of work; 5) scientific domain of the study program; 6) competencies of study program graduates/profile of study program graduates	In		The Study Program formulates CPL by paying attention to the suitability of 8 criteria.	Study Program: Analysis of the CPL formulation which takes into account 8 criteria	4	The CPL formulation takes into account the suitability of 8 criteria
							3	The CPL formulation takes into account the suitability of 6 - 7 criteria
							2	The CPL formulation considers the suitability of 4 – 5 criteria
							1	The CPL formulation takes into account less than 4 criteria

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating	
1	2	3	4	5	6	7	8	
		7) similar study program curriculum 8) development of entrepreneurial graduates						
8		The Study Program socializes the CPL formulation to students, through: 1) Print Media (Academic Guidelines) 2) Media Digital (<i>Website</i> and the Academic Information System of UIN Walisongo Semarang (SIADIK), 3) Direct activities such as PBAK, academic guidance, or other activities	In		The Study Program socializes the CPL formulation to students through 3 methods (print media, digital media, and direct activities) and is very well documented.	Produce. Faculty Associate, WD III, WD II, WD I, Dean, Academic and Student Affairs Division, AAKK Bureau, Cooperation, Institutional, and Public Relations Division, AUPK Bureau, WR III, WR II: Evidence of Socialization of CPL Formulation in Curriculum Manuscript in 3 Ways	4	The socialization of the CPL formulation to students was carried out in 3 ways and was very well documented.
							3	Socialization of the CPL formulation to students is carried out in 3 ways
							2	Socialization of the CPL formulation to students is carried out in 2 ways
							1	Socialization of the CPL formulation to students is carried out in 1 way
9		The Study Program maps courses based on CPL and study materials.	In		The Study Program curriculum document contains subject mapping based on CPL and study materials which: 1) Comprehensive 2) Tiered 3) Integrated 4) Relevant to Graduate Profile 5) Adaptive to developments in science and technology	Study Program: Course Mapping Table in the Curriculum Manuscript	4	Course mapping based on CPL and study materials that meet 5 criteria.
							3	Course mapping based on CPL and study materials that meet 4 criteria.
							2	Course mapping based on CPL and study materials that meet 3 criteria.
							1	Course mapping based on CPL and study materials that meet 2 criteria.
10		The Undergraduate Program formulates CPL that fulfills the Core Competencies of	In		Study programs in undergraduate programs have a CPL formulation that	Undergraduate Study Program: Analysis of CPL formulations that meet the Core Competencies of Graduates	4	The CPL formulation fulfills 2 (two) Core Competencies of Graduates 1) mastering theoretical concepts in certain fields of knowledge and skills in general and

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating	
1	2	3	4	5	6	7	8	
		Graduates, which at least include: 1) mastering theoretical concepts in certain fields of knowledge and skills in general and specifically as well as attitudes to solve problems procedurally in accordance with the scope of work; and 2) able to adapt to changing situations faced			fulfills at least 2 Core Graduate Competencies			specifically as well as attitudes to solve problems procedurally in accordance with the scope of work; and 2) able to adapt to changing situations faced
							3	CPL Formula: 1) mastering theoretical concepts in certain fields of knowledge and skills in general and attitudes to solve problems procedurally according to the scope of work; and 2) able to adapt to changing situations faced
							2	CPL Formula: 1) mastering theoretical concepts in a particular field of knowledge and skills in general 2) able to adapt to changing situations faced
							1	The CPL formulation only masters the theoretical concepts of certain areas of knowledge and skills in general.
11		Professional study programs formulate CPL that fulfills the Core Competencies of Graduates, which at least include: 1) mastering the theory of application of certain fields of knowledge and skills by utilizing science and technology in certain professional fields; and 2) able to manage resources, apply professional standards, evaluate and develop organizational strategies;	In		The Professional Study Program has a CPL formulation that meets 2 requirements. (two) Core Competencies of Graduates	Professional Study Program: Analysis of CPL formulations that fulfill the Core Competencies of Graduates of professional study programs	4	The CPL formulation fulfills 2 (two) Core Competencies of Graduates
							3	The CPL formulation fulfills one of the Core Competencies of Graduates
12		The Master's Study Program formulates CPL that fulfills the Core	In		The Master's Study Program has a CPL formulation that	Master's Program: Analysis of CPL formulations that fulfill the	4	The CPL formulation contains the main competencies of graduates:

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating	
1	2	3	4	5	6	7	8	
		Competencies of Graduates, at least mastering the theory of a particular field of knowledge to develop science and technology through research/creation of innovative works;			fulfills the Core Competencies of Graduates	Core Competencies of Master's Degree Graduates		mastering the theory of a particular field of knowledge to develop science and technology through research/creation of innovative works
							3	The CPL formulation contains the main competencies of graduates: mastering the theory of a particular field of knowledge to develop science and technology
							2	The CPL formulation contains the main competencies of graduates: mastering the theory of a particular field of knowledge to develop science
							1	The CPL formulation contains the main competencies of graduates: master the theory of a particular field of knowledge
13		The Doctoral Study Program formulates CPL that fulfills the Core Competencies of Graduates, which at least include: 1) mastering the scientific philosophy of certain fields of knowledge and skills; and 2) able to deepen and expand knowledge and technology through research/creation of original and tested works	In		The Doctoral Study Program has a CPL formulation that fulfills at least 2 Core Graduate Competencies	Doctoral Program: Analysis of CPL formulations that fulfill the Core Competencies of Doctoral Program Graduates	4	The CPL formulation fully fulfills the 2 (two) Main Competencies of Graduates
							3	The CPL formulation fulfills 2 (two) Core Competencies of Graduates
							2	The CPL formulation really fulfills one of the Core Competencies of Graduates
							1	The CPL formulation fulfills one of the Core Competencies of Graduates
14		The suitability of learning outcomes with the graduate profile and KKNI/SKKNI level, refers to the results of agreements with associations that organize similar study	In		Learning outcomes are derived from graduate profiles and KKNI/SKKNI levels, referring to the results of agreements with associations of similar study program	Study Program: Analysis of the CPL formulation which refers to the results of agreements with organizing associations or professional organizations	4	Learning outcomes are derived from graduate profiles and KKNI/SKKNI levels, referring to the results of agreements with associations of similar study program organizers and professional organizations, and meeting KKNI levels, and are updated periodically every 4 to 5 years according to developments in science and technology and user needs.

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating	
1	2	3	4	5	6	7	8	
		programs and professional organizations.			organizers and professional organizations, and are updated periodically according to developments in science and technology and user needs.		3	Learning outcomes are derived from graduate profiles that meet the KKN level, and are updated periodically every 4 to 5 years according to developments in science and technology and user needs.
							2	Learning outcomes are derived from graduate profiles and meet the KKN level.
							1	Learning outcomes are derived from graduate profiles and do not meet the KKN level.
2. Educational Process Standards								
	Learning Process Standards: 1) planning 2) implementation and 3) assessment							
15	1) Learning planning	Scientific cluster group formulate a Semester Learning Plan that includes at least the following aspects; 1) Learning outcomes that are learning objectives; 2) Learning strategies and methods to achieve learning objectives; and 3) How to assess learning achievement	In		The study program has a RPS compiled by a group of scientific groups, very complete, containing 3 aspects (CPL, strategy, and assessment), and the relationship between the 3 aspects is very appropriate. The RPS document includes: a) CPL b) CPMK c) Sub- CPMK d) Description of MK e) Bibliography f) Compiler	1) Study Program: RPS documents for each lecturer 2) LPM : RPS Form	4	The Semester Learning Plan contains 3 (three) aspects: a. Compiled by the Scientific Cluster Group b. Very Complete c. Very Suitable The RPS form is very complete and contains 14 aspects.
							3	The Semester Learning Plan contains 3 (three) aspects: a. Compiled by the Scientific Cluster Group b. Complete c. In accordance The RPS form is very complete and contains 13 aspects.
							2	The Semester Learning Plan contains 3 (three) aspects: a. Not compiled by a Scientific Group b. Complete

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					g) Prerequisite Courses h) Week 4 Meeting i) Final Ability j) Form, Weight and Assessment Time k) Learning methods l) Learning materials m) Implementation <i>University of Sciences</i> n) Integration of research and/or PKM o) Approved by the Head of the Scientific Cluster Group and the Head of Study Program		c. In accordance The RPS form is very complete and contains 12 aspects. 1 The Semester Learning Plan contains 3 (three) aspects: a. Not compiled by a Scientific Group b. Incomplete c. It is not in accordance with The RPS form is very complete, containing less than 12 aspects.
16	2) Implementation of the Learning Process	Lecturers carry out the learning process that refers to the RPS by utilizing appropriate learning resources.	In		The percentage of lecturers who carry out learning in accordance with the RPS and utilize appropriate learning resources is more than 75%	1) Study Program: Lecture Journal & RPS 2) GKM: End of Semester Learning Monitoring and Evaluation Report in the Study Program	4 ≥ 75% of lecturers carry out learning activities in accordance with the RPS and utilize appropriate learning resources. 3 50% ≤ Lecturers <75% carry out learning activities in accordance with the RPS and utilize appropriate learning resources 2 25% ≤ Lecturers <50% carry out learning activities in accordance with the RPS and utilize appropriate learning resources 1 Less than 25% of lecturers carry out learning activities in accordance with the RPS and utilize appropriate learning resources.
17		Learning is carried out in accordance with the RPS and has a holistic, integrative, scientific, contextual, thematic, effective, collaborative	In		The percentage of lecturers carrying out learning activities in accordance with the RPS and having interactive, holistic, integrative, scientific,	1) Study Program: RPS analysis shows that it is interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative, and student-centered.	4 ≥ 75% of lecturers carry out learning activities in accordance with the RPS and have interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative and student-centered characteristics.

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating	
1	2	3	4	5	6	7	8	
		and student-centered nature.			contextual, thematic, effective, collaborative and student-centered characteristics is more than 75%.	2) GKM: End of Semester Learning Monitoring and Evaluation Report in the Study Program	3	50% ≤ Lecturers <75% carry out learning activities in accordance with the RPS and have interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative and student-centered characteristics.
							2	25% ≤ Lecturers <50% carry out learning activities in accordance with the RPS and have interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative and student-centered characteristics.
							1	Less than 25% of lecturers carry out learning activities in accordance with the RPS and have interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative and student-centered characteristics.
18		Lecturers carry out learning with the following characteristics: 1) create a fun, inclusive, collaborative, creative and effective learning atmosphere; 2) provide equal learning opportunities without differentiating educational, social, economic, cultural, linguistic, student admission pathways, and special student needs backgrounds 3) guarantee security, comfort, including prevention and handling of acts of violence and discrimination against the academic community and the	In		The percentage of lecturers who implement learning with 4 characteristics is more than 75%	1) Study Program: Complete RPS along with Lecturer learning tools 2) GKM: End of Semester Learning Monitoring and Evaluation Report showing 4 characteristics	4	≥ 75% of lecturers carry out learning activities according to the 4 characteristics
							3	50% ≤ Lecturers <75% carry out learning activities in accordance with the 4 characteristics
							2	25% ≤ Lecturers <50% carry out learning activities according to the 4 characteristics
							1	Less than 25% of lecturers carry out learning activities according to the 4 characteristics

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating	
1	2	3	4	5	6	7	8	
		welfare of the academic community; and 4) provide flexibility in the educational process to facilitate lifelong continuing education						
19		Lecturers carry out the learning process by integrating research and/or community service (PkM)	In		The percentage of lecturers who carry out the learning process by integrating research and/or PkM is more than 50%	1) Study Program: a) Research/PkM articles or outputs that are integrated into learning b) RPS and other evidence of integration 2) GKM: End of Semester Learning Monitoring and Evaluation Report showing the integration of research/PkM results	4	≥ 50% of lecturers integrate research and/or PkM results into learning
							3	30% ≤ Lecturers <50% integrate research results and/or PkM in learning
							2	10% ≤ Lecturers <30% integrate research and/or PkM results into learning
							1	Less than 10% of lecturers integrate research and/or PkM results into learning
20*		Higher education institutions provide support for the implementation of guest lectures with speakers from abroad.		In	Implementation of guest lectures with speakers from abroad more than 3 times in one year	1) Study Program: Evidence of the implementation of guest lectures and news of activities uploaded to the website 2) WD III, IO, Cooperation, Institutional, and Public Relations Section, AAKK Bureau, WR III: MoU on Cooperation which was followed up in Guest Lecture activities with speakers from abroad 3) WD II, Planning and Finance Section, AUPK Bureau, WR II: RKAKL which includes guest lecture activities with speakers from abroad 4) WD I and Dean: The policy includes the implementation of guest lectures with speakers from abroad more	4	Guest lectures with speakers from abroad are held more than 3 times a year.
							3	Guest lectures with speakers from abroad are held more than 3 times a year.
							2	Guest lectures with speakers from abroad are held more than twice a year.
							1	Guest lectures with speakers from abroad are held more than once a year.

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating	
1	2	3	4	5	6	7	8	
						than 3 times in one year at the Faculty level. 5) Academic and Student Affairs Division, AAKK Bureau, Vice Rector I: The policy includes the implementation of guest lectures with speakers from abroad more than 3 times a year at the university level.		
21*		Extracurricular activities that support students' academic competencies	In		The Study Program organizes academic activities outside the classroom (such as public lectures, seminars, conferences, workshops, training, FGDs, book reviews, and student exchanges), which are carried out in a planned and well-documented manner.	1) Study Program: Evidence of extracurricular activities that support students' academic competencies and news of activities uploaded to <i>website</i> 2) WD I and Dean: SOP or Policy for extracurricular activities that support students' academic competence 3) WD II: RKAKL related to extracurricular activities that support students' academic competencies 4) WD III: Collaboration in the last year that was followed up in activities outside the classroom that support students' academic competence	4	a. Academic activities outside the classroom are carried out ≥ 4 times in 1 semester b. Very well documented
							3	a. Academic activities outside the classroom are carried out 3 times in 1 semester. b. Well documented
							2	a. Academic activities outside the classroom are carried out twice in 1 semester. b. Very well documented
							1	a. Academic activities outside the classroom are carried out ≤ 1 time in 1 semester b. Not very well documented
22*		Extracurricular activities that support students' academic competencies at an internationally certified skill level		In	The Study Program organizes academic activities outside the classroom that support students' academic competencies at an internationally certified level of expertise and are	1) Study Program: Evidence of international level extracurricular activities and news of activities uploaded on the website 2) WD III, IO, Cooperation, Institutional, and Public Relations Section, AAKK Bureau, WR III: MoU on cooperation that is followed	4	Academic activities outside the classroom on an international scale are carried out ≥ 4 times in 1 semester. Very well documented
							3	Academic activities outside the classroom on an international scale are carried out 3 times in 1 semester. Well documented

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating	
1	2	3	4	5	6	7	8	
					implemented in a structured, planned and well-documented manner.	up in activities outside the classroom at the international level 3) WD II, Planning and Finance Section, AUPK Bureau, WR II:RKAKL which includes activities outside the classroom at international level 4) WD I and Dean: SOP or Policy that includes the implementation of activities outside the international class (Faculty) 5) Academic and Student Affairs Division, AAKK Bureau, Vice Rector I: Policies that include the implementation of activities outside the classroom at international level (University)	2	Academic activities outside the classroom on an international scale are carried out twice in 1 semester. Very well documented
							1	Academic activities outside the classroom on an international scale are carried out once per semester. Very well documented
23*		The presence of guest lecturers and experts	In		The Study Program invites guest lecturers, experts, and/or practitioners to the Study Program as a means to increase students' academic insight, implemented in a planned, structured, and well-documented manner.	1) Study Program: Evidence of the implementation of guest lectures and news of activities uploaded to the website 2) WD III: MoU on Cooperation which was followed up in the Guest Lecture activity 3) WD II: RKAKL which includes guest lecture activities 4) WD I and Dean: The policy includes the implementation of guest lectures more than 3 times in one year at the Faculty level.	4	a. The presence of guest lecturers, experts, and/or practitioners in the Study Program ≥ 3 times in 1 semester b. Very well documented
							3	a. The presence of guest lecturers, experts, and/or practitioners in the Study Program twice in 1 semester b. Well documented
							2	a. The presence of guest lecturers, experts, and/or practitioners in the Study Program b. Very well documented
							1	The study program does not invite guest lecturers, experts, and/or practitioners to the study program within a period of 1 semester.
24		Learning is carried out in the form of credits, including: 1) The course is conducted in the form of learning in	In		Distribution of courses in the form of learning credits according to 2 (two) criteria	Study Program: Distribution of Courses in the form of Credits	4	a. All learning courses meet criteria 1 b. All practical courses meet criteria 2
							3	a. All learning courses meet criteria 1 b. There are practical courses that do not meet criteria 2

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating	
1	2	3	4	5	6	7	8	
		the form of lectures, responses and tutorials, each 1 credit unit consists of 50 minutes of face-to-face meetings, 60 minutes of structured assignment activities, 60 minutes of independent activities. 2) Courses are conducted in the form of learning in the form of seminars, practice, research, studios, student exchanges, internships, entrepreneurship, community service, and/or other forms of learning, PPL, KKL KKN, each 1 credit unit consists of 100 minutes of face-to-face and 70 minutes of independent activities.					2	a. There are learning subjects that meet criteria 1 b. There are practical courses that do not meet criteria 2
							1	All learning and/or practical courses do not meet the criteria
25		The suitability of the number of permanent lecturers present in the study program (DTPS) in the learning process to the learning plan	In		The presence of DTPS teaching in the study program is in accordance with the plan, namely 16 meetings in 16	1) Study Program:Lecture Journal and Lecturer RPS 2) GKM: End of Semester Learning Monitoring and Evaluation Report	4	The average attendance of DTPS teaching in the study program is 16 meetings in 16 weeks, including exams.
							3	The average attendance of DTPS teaching in the study program is 15 meetings in 16 weeks, including exams.

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating
1	2	3	4	5	6	7	8
					weeks, including exams.		2 The average attendance of DTPS teaching in the study program is 14 meetings in 16 weeks, including exams. 1 The average attendance of DTPS teaching in the study program is less than 13 meetings in 16 weeks, including exams.
26		The Study Program determines the number of credits for practical/practical/field work practice (PKL) courses against the total number of credits for all courses.	In		The percentage of the number of credits for practical/practical/field work practice (PKL) courses to the total number of credits for all courses is in the range of 50% - 70%	Study Program: Percentage analysis of the number of credits for practical/practical/field work experience (PKL) courses against the total number of credits for all courses	4 If $50\% \leq PKP \leq 70\%$, where $PKP = (N_{KP} / N_{KT}) \times 100\%$ N_{KP} = Number of Credits for Practical/Practical/Field Work Practice Courses during the program period N_{KT} = Total Credits for All Courses 3 If $PKP < 50\%$, then Score = $8 \times PKP$ 2 If $PKP > 70\%$, 1 then Score = $(40 - (40 \times PKP))/3$
27		The structure of the curriculum, substance, and implementation of practical work	In		The curriculum structure, substance, and implementation of the practical modules are very good (plus demonstrations in the laboratory) at the Institution itself.	1) Study Program: Curriculum structure and substance of practicum 2) Faculty Laboratory: practical modules, practical demonstrations, practical SOPs, structured practical schedules	4 The curriculum structure, substance of the practicum, and implementation of the practicum module are very good (plus demonstrations in the laboratory) at the Institution itself. 3 The curriculum structure, substance of the practicum, and implementation of the practicum module are good, implemented in the institution itself. 2 The curriculum structure, practical substance, and implementation of practical modules are sufficient, but are implemented in other institutions. 1 The curriculum structure, practical substance, and implementation of practical modules are less than the minimum.
28		The Study Program fulfills the study load that can be done outside the study program with the following learning scheme: 1) in different study programs at the same university;	In		Availability of provisions or guidelines regarding the fulfillment of study load outside the study program and their effective and consistent implementation.	1) Study Program: Evidence of implementation of fulfilling study load outside the study program 2) WD I and Dean: Guidelines on fulfilling study load outside the study program 3) Academic and Student Affairs, AAKK Bureau, WR I: Guidelines and Guidelines	4 a) The availability of clear provisions or guidelines regarding fulfilling the study load outside the study program b) Its implementation is very effective and consistent 3 a) The availability of clear provisions or guidelines regarding fulfilling the study load outside the study program b) Its effective and consistent implementation

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating	
1	2	3	4	5	6	7	8	
		2) in the same study program or a different study program at another university; and 3) at institutions outside of higher education 4) at institutions or companies according to scientific competence				on fulfilling the study load outside the study program	2	a) The availability of clear provisions or guidelines regarding the fulfillment of study load outside the study program b) The implementation is quite effective and consistent
							1	a) Provisions or guidelines regarding the fulfillment of study load outside the study program and have not been implemented b) The implementation is less effective and inconsistent
29*		Learning at institutions outside of higher education is carried out with the guidance of lecturers and/or other supervisors determined by the higher education institution and/or institutions outside of higher education that are partners in implementing the learning process.	In		Learning at institutions outside of higher education is carried out with lecturers and/or supervisors from partners at least 3 times.	1) Study Program: Evidence of guidance to students with lecturers and/or supervisors from partners 2) WD I and Dean: Policies and SOPs related to tutoring outside of higher education and supervisory decrees 3) WD II: RKAKL provides guidance for students studying outside of higher education with lecturers and/or supervisors from partners 4) WD III: MoU on cooperation with partners for learning activities at institutions outside of higher education 5) PTIPD: Guidance information system with lecturers and/or supervisors from partners	4 3 2 1	Guidance to students ≥ 3 times and very well documented Guidance to students twice and well documented Guidance to students once and well documented Guidance to students once and not documented
30*		Highest education of internship or field practice instructor	In		The highest education of an internship or field practice instructor is at least a Bachelor's/D-4 degree and some	1) Study Program: Highest education data of internship or field practice instructors 2) WD I and Dean: Policy regarding the highest education of internship or field practice instructors	4 3	All instructors have a minimum education of S-1/D-4 and there are two people who have more than professional education/S-2/S-3 All instructors have a minimum education of S-1/D-4 and there is one person with a professional education/S-2/S-3

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating	
1	2	3	4	5	6	7	8	
					have a Master's/S-3 degree.		2	All instructors have a minimum education of S-1/D-4
							1	There are instructors whose highest education is below S-1/D-4
31*		Length of time working as an internship instructor	In		The percentage of instructors with a minimum of five years of service (PLK) reached 100%	1) Study Program: Data on the length of time worked by instructors during internships or field practice 2) WD I and Dean: Policy regarding the length of time that instructors work for internships or field practice	4	If PLK $\geq$ 100%, then score = 4
							3	If PLK < 100%, then score = 1 + (3 x PLK)
							2	
							1	If PLK = 0%, then score = 1
32		In the undergraduate program, the minimum study load is 144 (one hundred and forty four) credits designed with a curriculum duration of 8 (eight) semesters.	In		Achieving a minimum study load of 144 credits completed in 8 (eight) semesters	1) Study Program: Data on graduates who completed a minimum of 144 credits in 8 semesters in the last 3 years 2) Head of Faculty and Vice Dean I: data recap of all graduates who completed a minimum of 144 credits in 8 semesters at the faculty level 3) Academic and Student Affairs Division, AAKK Bureau: recap of data on all related graduates who have completed a minimum of 144 credits in 8 semesters at the university level	4	$\geq$ 50% of students complete a minimum of 144 credits in 8 semesters
							3	30% $\leq$ students <50% complete a minimum of 144 credits in 8 semesters
							2	10% $\leq$ students <30% complete a minimum of 144 credits in 8 semesters
							1	Less than 10% of students complete at least 144 credits in 8 semesters
33		The University determines that the distribution of the study load for undergraduate programs is as follows: 1) semester one and semester two, a maximum of 20 (twenty) semester credit units; and	In		The distribution of the learning load is stated in the curriculum document which meets 2 criteria and is supported by appropriate planning.	1) Academic and Student Affairs, AAKK Bureau, Vice Rector I, and Chancellor: Policy on distribution of study load for undergraduate programs at university level 2) WD I and Dean: Policy on distribution of study load for undergraduate programs at the Faculty level	4	The distribution of the study load is stated very completely in the curriculum document which fulfills 2 criteria and is supported by appropriate planning.
							3	The distribution of the study load is stated in the curriculum document which meets 2 criteria.
							2	The distribution of the study load is stated in the curriculum document and is in accordance with 1 criterion.

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating	
1	2	3	4	5	6	7	8	
		2) third semester and onwards, a maximum of 24 (twenty four) semester credit units					1	The distribution of the study load is stated in the curriculum document and does not comply with the criteria.
34		Distribution of study load can be implemented in semesters between a maximum of 9 (nine) semester credit units.	In		The distribution of the undergraduate program study load in the curriculum document is in accordance with the criteria and is supported by appropriate planning.	Study Program: Distribution of undergraduate study load in curriculum documents	4	The distribution of the study load for undergraduate programs in the curriculum document is very complete, in accordance with the criteria and supported by appropriate planning.
							3	The distribution of the undergraduate program study load in the curriculum document is very complete and in accordance with the criteria.
							2	The distribution of the study load is stated in the curriculum document according to the criteria.
							1	The distribution of the study load is stated in the curriculum document and does not comply with the criteria.
35		The Study Program stipulates that: Students in the undergraduate program can fulfill part of the study load outside the study program with the following provisions: 1) 1 (one) semester or equivalent to 20 (twenty) semester credit units in different study programs at the same university; and 2) maximum of 2 (two) semesters or equivalent to 40 (forty) semester credit units outside of Higher Education	In		The Study Program in the undergraduate program has 2 schemes for fulfilling part of the study load outside the Study Program which are stated very clearly in the curriculum document.	1) Study Program: a scheme for fulfilling part of the study load outside the Study Program as stated in the curriculum document 2) WD I and Dean: Undergraduate program guidelines can fulfill part of the study load outside the study program. 3) Academic and Student Affairs Division, AAKK Bureau, Vice Rector I: The undergraduate program guidelines and guidelines can fulfill part of the study load outside the study program.	4	a. It is stated very clearly in the curriculum document. b. Loading 2 schemes
							3	a. Clearly stated in the curriculum document b. Loading 2 schemes
							2	a. Clearly stated in the curriculum document b. Loading 1 schema
							1	Not stated in the curriculum document

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating	
1	2	3	4	5	6	7	8	
36		Higher Education Institutions stipulate that: Higher Education Institutions are required to facilitate the fulfillment of study loads outside of study programs and internship activities.	In		The availability of very clear provisions/guidelines regarding facilities for fulfilling study loads outside of study programs and internship activities, which are very well documented and socialized.	1) WD I and Dean: guidelines for facilities to fulfill study loads outside the study program and internship activities at the Faculty level and the form of socialization 2) Academic and Student Affairs Division, AAKK Bureau, Vice Rector I: Guidelines for facilities to fulfill study loads outside the study program and internship activities at the university level and the form of socialization	4	a. Very clear b. Very well documented c. Socialized
							3	a. Clear b. Well documented c. Socialized
							2	a. Clear b. Well documented c. Not socialized
							1	a. Unclear b. Not well documented c. Not socialized
37		MBKM Program Conversion Activity Form Design	In		The draft form of the MBKM program conversion activity into course credits includes: 1) internship in industry 2) involvement in rural projects, 3) teaching at school, 4) involved in research, 5) entrepreneurial activities, 6) student exchange, 7) independent project study 8) humanitarian projects	1) Study Program: a) Curriculum evidence supports 8 MBKM designs b) Evidence of the validity of the MBKM program in the study program 2) WD III, WR III, IO: Cooperation MoU for 8 MBKM projects 3) WD II, Biro AUPK, WR II: RKAKL 8 MBKM draft 4) PTIPD: Information system that supports 8 MBKM designs 5) WD I and Dean: MBKM program conversion guide at faculty level 6) Academic and Student Affairs, AAKK Bureau and WR I: MBKM Program Conversion Guidelines at University Level	4	There are 7-8 draft forms of MBKM program conversion activities
							3	There are 5-6 forms of draft MBKM program conversion activity forms
							2	There are 3-4 forms of draft MBKM program conversion activity forms.
							1	There are 2 or less forms of design for the MBKM program conversion activities.
38		Students in the applied undergraduate program are required to undertake internships in the	In		More than 25% of graduates have completed the MBKM program with a	1) Study Program: Data on graduates who have completed the MBKM program	4	> 25% of graduates at TS who participated in MBKM activities with a minimum of 20 credits
							3	> 25% of graduates at TS who participated in MBKM activities

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating	
1	2	3	4	5	6	7	8	
		business world, industrial world, or relevant work world for a minimum of 1 semester or the equivalent of 20 (twenty) semester credit units.			minimum of 20 credits.	2) Head of Faculty and Vice Dean I: Data on graduates who have implemented the MBKM program at the Faculty level 3) Academic and Student Affairs Division and AAKK Bureau: Data on all graduates who have completed the MKBM program at the university level	2 1	There are graduates at TS who participated in MBKM activities There are no graduates at TS who participated in MBKM activities
39		Students undertake internships in the business world, industrial world, or relevant work world for a minimum of 1 semester or the equivalent of 20 (twenty) semester credit units on an international scale.		In	More than 10% of graduates have completed the International MBKM program with a minimum of 20 credits.	1) Study Program: Data on graduates who have completed the International MBKM program 2) Head of Faculty and WD i: Data on graduates who have implemented the International MBKM program at the Faculty level 3) Academic and Student Affairs and AAKK Bureau: Data on all graduates who have completed the International MKBM program at the University level	4 3 2 1	> 10% of graduates at TS who participated in the International MBKM activity with a minimum of 20 credits > 10% of graduates at TS participated in the International MBKM activities There are graduates at TS who participated in the International MBKM activities There are no graduates at TS who participated in the International MBKM activities.
40		The Study Program provides internship guidance both offline and online. Guidance can be provided on campus or in-person. partner schools, and well documented	In		Lecturers carry out internship guidance at least 3 times in one internship activity, both offline and online, and it is very well documented. There is support for an internship guidance information	Study program: a) Internship student data b) Supervising Lecturer's Decree c) Evidence of lecturer guidance PTIPD Internship guidance information system	4 3	Lecturers provide internship guidance: a. A total of ≥ 3 times in one internship activity b. very well documented A highly reliable, comprehensive, and easily accessible internship guidance information system Lecturers provide internship guidance: a. As many as 2 times in one internship activity b. well documented

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating
1	2	3	4	5	6	7	8
					system from universities.		A reliable, comprehensive, and easily accessible internship guidance information system 2 Lecturers provide internship guidance: a. As many as 1 time in one internship activity b. well documented An internship guidance information system that is quite reliable, quite complete, and easy to access. 1 The supervisor does not provide internship guidance; he only tests at the end of the internship period. The internship guidance information system is less reliable, incomplete, and not easily accessible.
41		The study program in the undergraduate program achieves graduate competency by providing a final assignment which can be in the form of a thesis, prototype, project, or other similar form of final assignment, either individually or in groups.	In		Implementation of graduate competency achievement based on criteria	1) Study Program:assessment and results of students' final assignments 2) WD I and Dean:Student final assignment guide (Faculty) 3) Academic and Student Affairs Division, AAKK Bureau, and Vice Rector I:Guidelines and Guidance for final assignments for students (University)	4 a) There are guidelines for final assignments that are very much in line with the criteria, b) Procedures for implementing final assignment assessments, and evidence of students' final assignments that are very well documented 3 a) There are guidelines for final assignments that are in accordance with the criteria, b) Procedures for implementing final assignment assessments, and well-documented evidence of students' final assignments 2 a) There are sufficient final assignment guidelines in accordance with the criteria b) Procedures for implementing final assignment assessments, and evidence of students' final assignments that are well documented 1 a) There are guidelines for the final assignment that do not meet the criteria. b) but the student's final assignment evidence is incomplete
42		Study programs to achieve graduate competencies by fulfilling characteristics learning process who uses	In		More than 75% of courses use the PBL or CBL approach for their learning process and are student-centered and	Study program: a) RPS for courses that show learning using a complete PBL or CBL approach b) Learning assessment with PBL or CBL approach	4 ≥ 75% of courses whose learning process uses the PBL or CBL approach and is student-centered and accompanied by valid and reliable assessments

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating	
1	2	3	4	5	6	7	8	
		PBL approach (<i>Project Based Learning</i>) and CBL(<i>Case Based Learning</i>) and is student-centered and accompanied by assessments			accompanied by valid and reliable assessments.	complete with evidence of validity and reliability	3	50% ≤ <75% of courses whose learning process uses the PBL or CBL approach and is student-centered and accompanied by valid and reliable assessments.
							2	25% ≤ courses <50% of courses whose learning process uses the PBL or CBL approach and is student-centered and accompanied by valid and reliable assessments.
							1	Less than 25% of courses use a PBL or CBL approach for their learning process, are student-centered, and accompanied by valid and reliable assessments.
43		In the master's program, the study load is in the range of 54 (fifty-four) semester credit units to 72 (seventy-two) semester credit units designed with a curriculum duration of 3 (three) semesters to 4 (four) semesters.	In		Achieving a minimum study load of 54 credits completed in 3 (three) to 4 (four) semesters	1) Master's Program: Graduate data requires a minimum of 54 credits in 3-4 semesters 2) Assistant Director and Post Director: Graduate data requires a minimum of 54 credits in 3-4 semesters at the Faculty level 3) Administration and Student Affairs Section, AAKK Bureau: Graduate data requires a minimum of 54 credits in 3-4 courses at the University level	4	≥ 50% of students complete a minimum of 54 credits in 3 – 4 semesters
							3	30% ≤ students <50% of students take a minimum of 54 credits in 3 – 4 semesters
							2	10% ≤ students <30% of students take a minimum of 54 credits in 3 – 4 semesters
							1	Less than 10% of students complete a minimum of 54 credits in 3 – 4 semesters
44		The University stipulates that: Students in the master's program are required to be given a final assignment in the form of a thesis, prototype, project, or other similar form of final assignment.	In		The availability of very clear, very complete provisions/guidelines regarding the final assignments of master's program students and valid evidence of their implementation.	1) Assistant Director, WD I, Director, and Dean: Final Project Guide for Master's Program Students at Postgraduate Level 2) Academic and Student Affairs Division, AAKK Bureau, Vice Rector I: Guidelines and Final Assignment Guidelines for Master's program students at the University level	4	a) There are guidelines for final assignments that are very much in line with the criteria, b) Procedures for implementing final assignment assessments, and evidence of students' final assignments that are very well documented
							3	a) There are guidelines for final assignments that are in accordance with the criteria, b) Procedures for implementing final assignment assessments, and well-documented evidence of students' final assignments
							2	a) There are sufficient final assignment guidelines in accordance with the criteria

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating
1	2	3	4	5	6	7	8
							b) Procedures for implementing final assignment assessments, and evidence of students' final assignments that are well documented 1 a) There are guidelines for the final assignment that do not meet the criteria. b) but the student's final assignment evidence is incomplete
45		Study Program in the Doctoral/Applied Doctoral Program, the curriculum is designed to last 6 (six) semesters consisting of: 1) 2 (two) semesters of learning that support research; and 2) 4 (four) semesters of research	In		The availability of very clear provisions/guidelines regarding the curriculum duration for doctoral/applied doctoral programs based on 2 (two) criteria.	1) Assistant Director and Post Director: A guide to the curriculum designed for 6 semesters and evidence of socialization 2) Academic and Student Affairs Division, AAKK Bureau, Vice Rector I: Guidelines and Guidelines for the curriculum duration designed for 6 semesters at the University level and evidence of socialization	4 a. Very clear b. Very well documented c. Socialized 3 a. Very clear b. Well documented c. Not Socialized 2 a. Clear b. Well documented c. Not socialized 1 a. Unclear b. Not well documented c. Not socialized
46		Students in doctoral/applied doctoral programs who have sufficient knowledge and competence to conduct research are not required to undertake 2 (two) semesters of study that support the research.	In		The availability of very clear provisions/guidelines regarding research learning in doctoral/applied doctoral programs	1) Assistant Director and Director of Postgraduate Studies: Guidelines on research learning in doctoral/applied doctoral programs and evidence of its socialization 2) Academic and Student Affairs Division, AAKK Bureau, Vice Rector I: Guidelines and Guidelines on research learning in doctoral/applied doctoral programs and evidence of its socialization	4 a. Very clear b. Very well documented c. Socialized 3 a. Clear b. Well documented c. Socialized 2 a. Clear b. Well documented c. Not socialized 1 a. Unclear b. Not well documented c. Not socialized
47		The College stipulates that: Students in doctoral programs are required to be given a final assignment in the form of	In		The availability of very clear, very complete provisions/guidelines regarding the final assignments of	1) Doctoral program study program: proof of student's final assignment 2) Assistant Director and Director of Postgraduate Studies: Guide to final	4 a) There are guidelines for final assignments that are very much in line with the criteria, b) Procedures for implementing final assignment assessments, and evidence of students' final assignments that are very well documented

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating	
1	2	3	4	5	6	7	8	
		a dissertation, prototype, project, or other similar form of final assignment.			doctoral program students and valid evidence of their implementation.	assignments for doctoral students 3) Academic and Student Affairs, AAKK Bureau, WR I: Guidelines and Guidance on the final assignment of applied doctoral program students and evidence of its socialization	3	a) There are guidelines for final assignments that are in accordance with the criteria, b) Procedures for implementing final assignment assessments, and well-documented evidence of students' final assignments
							2	a) There are sufficient final assignment guidelines in accordance with the criteria b) Procedures for implementing final assignment assessments, and evidence of students' final assignments that are well documented
							1	a) There are guidelines for the final assignment that do not meet the criteria. b) but the student's final assignment evidence is incomplete
48		Higher education institutions can provide special education through accelerated learning programs for students who have extraordinary abilities to be able to take courses as credit-earning activities in the following programs: 1) Master's degree in the same field after at least 6 (six) semesters of attending a master's program; 2) Professional teacher education after at least 6 (six) semesters of attending a bachelor's program; and/or 3) doctorate in the same field after at least 2 (two)	In		The availability of very clear provisions/guidelines regarding special education through accelerated learning programs for students who have extraordinary abilities according to the criteria and their implementation is effective and consistent.	1) Study Program: evidence of accelerated learning programs for students 2) Assistant Director, WD I, Postgraduate Director, and Dean: Guide to accelerated learning at the Faculty level 3) Academic and student affairs, AAKK Bureau, WR I: Guidelines and Guidelines for accelerated learning at the university level	4	a. The availability of very clear and appropriate guidelines b. Implement it effectively and consistently
							3	a. The availability of very clear guidelines b. Implement it effectively
							2	a. Availability of guidelines b. The implementation is not effective/has not been implemented

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating	
1	2	3	4	5	6	7	8	
		semesters of following a master's program					1	a. Lack of guidelines b. Not Implemented
49		Accelerated learning program for students with extraordinary abilities from the same study program and university	In		The availability of very clear provisions/guidelines regarding special education through accelerated learning programs for students with extraordinary abilities originating from the same study program and university and their implementation effectively and consistently.	1) Study Program: evidence of accelerated learning programs for students with extraordinary abilities 2) Assistant Director, WD I, Postgraduate Director, and Dean: Accelerated learning guide for students with extraordinary abilities (Faculty) 3) Academic and Student Affairs, AAKK Bureau, WR I: Guidelines and Guidelines for accelerated learning for students with extraordinary abilities (University)	4 3 2 1	a. The availability of very clear and appropriate guidelines b. <u>Implement it effectively and consistently</u> a. The availability of very clear and appropriate guidelines b. <u>Its implementation is effective</u> a. Availability of guidelines according to criteria b. The implementation is not yet effective c. Availability of guidelines d. Not Implemented
50		The study programs of origin and destination of students who are	In		The availability of very clear provisions/guidelines	1) Study Program: evidence of accelerated learning	4	a. The availability of very clear and appropriate guidelines b. <u>Implement it effectively and consistently</u>

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating	
1	2	3	4	5	6	7	8	
		implementing accelerated learning programs meet the following criteria: 1. have superior accredited status; 2. have internationally accredited status; or 3. determined by the Minister based on urgent needs			regarding special education through accelerated learning programs for students who have extraordinary abilities according to the criteria and their implementation is effective and consistent.	programs for students with extraordinary abilities 2) Assistant Director, WD I, Postgraduate Director, and Dean: Accelerated learning guide for students with extraordinary abilities at the Faculty level 3) Academic and Student Affairs, AAKK Bureau, WR I: Guidelines and Guidelines for accelerated learning for students with extraordinary abilities at the university level	3	a. The availability of very clear and appropriate guidelines b. Its implementation is effective
							2	a. Availability of guidelines b. The implementation is not yet effective
							1	a. Lack of guidelines b. Not Implemented
51		Higher education institutions apply for permission to implement accelerated learning programs to the Minister	In		Availability of procedures for submitting permits for implementing accelerated learning programs to the minister	Academic and Student Affairs Division, AAKK Bureau, Vice Rector I, and Chancellor: Policies and procedures for submitting permits for implementing accelerated learning programs for students to the minister	4	Have formal documents regarding the procedures for submitting permits for implementing acceleration programs that are comprehensive, detailed, and easily accessible to stakeholders.
							3	Have formal documents regarding the procedures for submitting permits for implementing the acceleration program that are comprehensive and easily accessible to stakeholders.
							2	Having formal documents on the procedures for submitting permits for implementing the acceleration program that are comprehensive but not easily accessible to stakeholders.
							1	Having formal documents regarding the procedures for submitting permits for implementing the acceleration program that are not comprehensive and detailed and are not easily accessible to stakeholders.
52		Higher Education Institutions stipulate that: The requirements for accelerated learning programs and students' extraordinary abilities are implemented in accordance with the provisions of laws and regulations regarding the	In		Availability of comprehensive, detailed, regulatory-compliant and easily accessible requirements for accelerated learning and exceptional student abilities	Academic and student affairs, AAKK Bureau, Vice Rector I, and Chancellor: Policies related to accelerated learning requirements and students' extraordinary abilities are in accordance with statutory provisions.	4	Have formal documents regarding the requirements for accelerated learning and the extraordinary abilities of students who: a. Comprehensive b. Details c. in accordance with the rules d. easily accessible

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating	
1	2	3	4	5	6	7	8	
		provision of special education in Higher Education Institutions.					3	Have formal documents regarding the procedures for applying for permits to implement the acceleration program which: a. Comprehensive b. In accordance with the regulations c. easily accessible
							2	Have formal documents regarding the procedures for submitting permits for implementing the acceleration program which: a. Comprehensive b. In accordance with the regulations
							1	Have formal documents regarding the procedures for submitting permits for implementing acceleration programs in accordance with regulations.
53		Higher Education Institutions determine the study period for full-time and part-time students by taking into account the curriculum duration, total study load, effectiveness of learning for the students concerned, flexibility in the learning process, availability of funding support, and efficiency of use of Higher Education resources.	In		Availability of full-time and part-time study period policies by taking into account 6 aspects (curriculum study period, total study load, learning effectiveness, flexibility in the learning process, availability of funding support, and efficiency of resource utilization)	Academic and student affairs, AAKK Bureau, Vice Rector I, and Chancellor: policies related to full-time and part-time studies by taking into account 6 aspects (curriculum duration, total study load, learning effectiveness, flexibility in the learning process, availability of funding support, and efficiency of resource utilization)	4	Have a full-time and part-time study period policy according to 6 aspects
							3	Have a full-time and part-time study period policy according to 4-5 aspects
							2	Have a full-time and part-time study period policy according to 2-3 aspects
							1	Have a full-time and part-time study period policy according to 1 aspect
54		The study period does not exceed 2 (two) times the curriculum period.	In		The availability of study period policies in accordance with regulations, socialized, and no student's study period exceeds twice the curriculum period.	1) Study Program: Proof that there are no graduates whose study period exceeds 2 times the curriculum period 2) Head of Faculty, Assistant Director and Director of Postgraduate Studies, Vice Dean I and Dean: The study period policy is in accordance	4	a. Availability of study period policies in accordance with regulations b. Socialized c. No student's study period exceeds twice the curriculum period.
							3	a. Availability of study period policies in accordance with regulations b. Not socialized

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating
1	2	3	4	5	6	7	8
						with regulations and is socialized at the faculty level. 3) Academic and Student Affairs Division, AAKK Bureau, Vice Rector I: The study period policy is in accordance with regulations and is socialized at the university level.	c. No student's study period exceeds twice the curriculum duration. 2 a. Availability of study period policies in accordance with regulations b. Not socialized c. There are students whose study period exceeds twice the curriculum period. 1 a. Availability of study period policies in accordance with regulations b. Not socialized c. There are students whose study period exceeds twice the curriculum period.
55		Specifically for study programs organized in collaboration with foreign universities, the study load and curriculum duration can be arranged differently from Ministerial Regulation No. 53, 2023 after obtaining approval from the Minister.	In		The availability of special policies regarding the study load and curriculum study period that differ from Ministerial Regulation No. 53 of 2023 for study programs organized and in collaboration with foreign universities.	Academic and Student Affairs Section, AAKK Bureau, WR I: special policies for study programs organized in collaboration with foreign universities	4 Have a specific policy document regarding the study load and curriculum duration which: a. Comprehensive b. Details c. in accordance with the rules d. easily accessible 3 Have formal documents regarding the procedures for applying for permits to implement the acceleration program which: a. Comprehensive b. In accordance with the regulations c. easily accessible 2 Have formal documents regarding the procedures for submitting permits for implementing the acceleration program which: a. Comprehensive b. In accordance with the regulations 1 Have formal documents regarding the procedures for applying for permits to implement acceleration programs in accordance with regulations.
56	3) Learning Process Assessment	Assessment of the learning process is carried out by lecturers and/or a team of lecturers in coordination with the Study Program Management Bureau (UPPS).	In		Assessment of the learning process is carried out by lecturers and/or a team of lecturers in coordination with the Study Program Management Bureau	1) Study Program:Evidence of assessment of the learning process of the lecturer in charge of the course 2) Head of Faculty, Vice Dean I and Dean: reporting of the results of the assessment of the learning process of the	4 Assessment of the learning process is carried out by lecturers and/or a team of lecturers 3 times (beginning, middle, semester), consistently, reported and followed up. Using a very complete and very appropriate learning process assessment form

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating
1	2	3	4	5	6	7	8
					(UPPS) which is carried out 3 times (beginning, middle, semester), consistently, reported and followed up.	lecturer in charge of the course 3) LPM: learning process assessment form	3 Assessment of the learning process is carried out by lecturers and/or a team of lecturers 3 times (beginning, middle, semester), consistently and reported. Using a complete and appropriate learning process assessment form 2 Assessment of the learning process is carried out by lecturers and/or a team of lecturers 3 times (beginning, middle, semester), consistently. Using a learning process assessment form that is complete and appropriate enough 1 Assessment of the learning process is carried out by lecturers and/or a team of lecturers less than 3 times. Using an incomplete and inappropriate learning process assessment form
57		Continuous improvement and enhancement of the overall learning process based on the following aspects: 1. Learning activities in each class; 2. Number of active students in each class; 3. Curriculum Study Period; 4. Student study completion period; and 5. The rate of absorption of student graduates in the world of work	In		The Study Program has valid evidence regarding strategic steps taken based on 5 (five) aspects for the improvement and enhancement of the learning process and reported to interested parties.	Study Program: Analysis of improvements and enhancements to the learning process based on 5 aspects	4 a. There is valid evidence regarding the analysis and strategic planning of improvements and enhancements to the learning process based on 5 aspects. b. Done consistently c. There is a report on the results of follow-up actions 3 a. There is valid evidence regarding strategic analysis and planning for improvement and enhancement of the learning process based on a maximum of 5 aspects. b. There is a report on the results of follow-up actions 2 a. There is valid evidence regarding strategic analysis and planning for improvement and enhancement of the learning process based on a maximum of less than 5 aspects. b. Done consistently c. There is a report on the results of follow-up actions

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating
1	2	3	4	5	6	7	8
							1 a. There is valid evidence regarding strategic analysis and planning for improvement and enhancement of the learning process based on less than 5 aspects, b. Done inconsistently and no reporting of follow-up results
58	Assessment Standards	Assessment of student learning outcomes is carried out in accordance with the principles of valid, reliable, transparent, accountable, fair, objective, educational and integrated assessment.	In		Availability of valid and reliable assessment instruments and assessment techniques based on 6 principles (transparent, accountable, fair, objective, educational and integrated)	Study Program: Valid and reliable assessment instruments based on 6 principles and validity and reliability tests of questions	4 a. There is evidence of valid and reliable instruments b. Assessment techniques based on 6 principles 3 a. There is evidence of valid and reliable instruments b. Assessment techniques based on 4-5 principles 2 a. There is evidence of valid and reliable instruments b. Assessment technique based on max. 3 principles 1 Lack of evidence of valid and reliable instruments
59		Lecturers carry out assessments consisting of assessment techniques and instruments. Assessment techniques consist of: 1) observation, 2) participation, 3) work method 4) written test, 5) oral test, and 6) questionnaire. The assessment instruments consist of: 1) process assessment in the form of a rubric, and/or; 2) assessment of results in the form of a portfolio, or	In		There is valid evidence that shows the suitability of assessment techniques and instruments to minimum learning outcomes of 75% to 100% of the total number of courses.	Study Program: Evidence of the number of courses that show the suitability of assessment techniques and instruments to learning outcomes	4 There is valid evidence that shows the suitability of assessment techniques and instruments to minimum learning outcomes of 75% to 100% of the total number of courses. 3 There is valid evidence that shows the suitability of assessment techniques and instruments for learning outcomes of at least 50% to 75% of the total number of courses. 2 There is valid evidence that shows the suitability of assessment techniques and instruments for learning outcomes of at least 25% to 50% of the total number of courses. 1 There is valid evidence that shows the suitability of assessment techniques and instruments to learning outcomes of less than 25% of the total number of courses.

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating
1	2	3	4	5	6	7	8
		3) design work.					
60		The study program carries out assessments at least twice in one semester, namely the mid-term exam and final exam, using various assessment techniques and equipped with complete assessment tools: 1) Kisi-Kisi 2) Assessment tools 3) Assessment rubric 4) Answer key	In		The percentage of lecturers who carry out assessments at least twice using various assessment techniques and equipped with complete equipment is more than 75%.	1) Study Program: Data on lecturers who carried out assessments at least twice 2) LPM: Test Instrument Form	4 ≥ 75% of lecturers carry out learning assessments at least twice in one semester (mid-term and final exams) using various assessment techniques and equipped with complete equipment. Very complete and very appropriate test instrument form 3 50% ≤ Lecturers ≤ 75% carry out learning assessments at least twice in one semester (mid-term and final exams) using various assessment techniques and equipped with complete equipment. Complete and appropriate test instrument form 2 25% ≤ Lecturers ≤ 50% carry out learning assessments at least twice in one semester (mid-term and final exams) using various assessment techniques and equipped with complete equipment. The test instrument form is quite complete and quite appropriate. 1 < 25% Lecturers carry out learning assessments at least twice in one semester (mid-term and final exams) using various assessment techniques and equipped with complete equipment. Incomplete and inappropriate test instrument forms
61		The quality of exam questions to measure the learning achievement of graduates	In		More than 75% of students' exam questions can measure CPL achievement.	1) Study Program: Evidence of student exam questions can measure CPL achievement 2) GKM: The End of Semester Monitoring and Evaluation Report regarding the quality of student exam questions can measure the achievement of CPL.	4 The exam questions measure the achievement of all CPL as much as 75% < X ≤ 100% Information system related to the assessment of CPL achievement that is highly reliable, appropriate and easily accessible 3 The exam questions do not measure the achievement of CPL by 50% ≤ X ≤ 75% of the total CPL.

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating
1	2	3	4	5	6	7	8
						3) PTIPD: Information system related to CPL achievement assessment	Information system related to the assessment of CPL achievement that is reliable, appropriate and easily accessible 2 The exam questions do not measure the achievement of CPL by $25 \leq X < 50\%$ of the total CPL. The information system related to the assessment of CPL achievement is sufficiently reliable, sufficiently appropriate and sufficiently easy to access. 1 The exam questions do not measure CPL achievement by < 25 of the total CPL. The information system related to the assessment of CPL achievement is less reliable, less appropriate and not accessible.
62		Quality of assignments Students to measure the achievement of graduate learning	In		Quality of assignments students measure CPL achievement	1) Study Program:Analysis of the quality of student assignments can measure the achievement of CPL 2) GKM: End of Semester Monitoring and Evaluation Report regarding the quality of student assignments can measure the achievement of CPL	4 Quality of assignments Students measure the achievement of all CPL as much as $75\% < X \leq 100\%$ 3 The quality of student assignments does not measure the achievement of CPL by $50\% \leq X \leq 75\%$ of the total CPL. 2 The quality of student assignments is less than the measurement of CPL achievement by $25 \leq X < 50\%$ of the total CPL. 1 The quality of student assignments is less than the measurement of CPL achievement of < 25 of the total CPL.
63		The quality of the assessment instrument that contains <i>Unity of Science</i>		In	The quality of the assessment instrument that contains <i>Unity of Sciences</i> more than 75% of the total course	1) Study Program:Analysis of the quality of assessment instruments containing <i>Unity of Science</i> 2) GKM:End of Semester Monitoring and Evaluation Report regarding the quality of assessment instruments containing <i>Unity of Science</i>	4 The quality of the assessment instrument that contains <i>Unity of Sciences</i> $75\% < X \leq 100\%$ of all courses 3 The quality of the assessment instrument that contains <i>Unity of Sciences</i> $50\% \leq X \leq 75\%$ of the total course 2 The quality of the assessment instrument that contains <i>Unity of Sciences</i> $25 \leq X < 50\%$ of the total course 1 The quality of the assessment instrument that contains <i>Unity of Sciences</i> < 25 of all courses

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating	
1	2	3	4	5	6	7	8	
64		The lecturer carries out an assessment containing the following elements: 1) Have an assessment plan contract, 2) Carry out assessments according to contracts or agreements, 3) Provide feedback and give students the opportunity to question the results, 4) Have documentation of assessment of student learning processes and outcomes, 5) Have procedures that include planning stages, activities for giving assignments or questions, observing performance, returning observation results, and giving final grades, 6) Assessment reporting in the form of student success qualifications in completing a course in the form of letters and numbers, 7) Have evidence of plans and have carried out improvement	In		Lecturers carry out assessments by including 7 elements	Study Program: Assessment evidence that includes 7 elements for each lecturer	4	The implementation of the assessment contains 7 elements and is proven with valid evidence.
							3	The assessment implementation includes a minimum of 1, 4, and 6 and 2 other elements and is proven with valid evidence.
							2	The implementation of the assessment includes elements 1, 4, and 6 and is proven with valid evidence.
							1	The implementation of the assessment only includes 6 elements and is proven with valid evidence.

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating	
1	2	3	4	5	6	7	8	
		processes based on the results of monitoring and evaluation assessments						
65		Lecturers carry out assessments of student learning outcomes in the form of formative assessments and summative assessments.	In		The percentage of lecturers who have formative and summative assessment instruments and use them to assess student learning outcomes is more than 75%.	Study Program: Evidence of formative and summative assessment instruments for each lecturer	4	≥ 75% of lecturers have formative and summative assessment instruments and use them to assess student learning outcomes.
							3	50% ≤ Lecturers ≤ 75% have formative and summative assessment instruments and are used to assess student learning outcomes.
							2	25% ≤ Lecturers ≤ 50% have formative and summative assessment instruments and are used to assess student learning outcomes.
							1	< 25% of lecturers have formative and summative assessment instruments and use them to assess student learning outcomes.
66		The Higher Education Institution stipulates that: Summative assessment of study programs is carried out in the form of: 1. written exam, 2. oral test, 3. project assessment, 4. task evaluation, 5. competency tests, and/or other similar forms of assessment	In		Availability of provisions/guidelines containing 6 types of summative assessment	1) WD I and Dean: Summative assessment guide at Faculty level 2) Academic and Student Affairs, AAKK Bureau, WR I: Guidelines and Guidelines for summative assessment at university level	4	The availability of guidelines containing 6 types of summative assessments
							3	Availability of guidelines containing 4-5 types of summative assessments
							2	Availability of guidelines containing 2-3 types of summative assessment
							1	Availability of guidelines containing 1 type of summative assessment
67		The Higher Education Institution stipulates that: Formative assessment and summative assessment of study programs are carried out using assessment mechanisms determined by the Higher Education Institution.	In		The availability of guidelines on formative and summative assessment mechanisms that are very clear and very complete.	1) WD I and Dean: formative and summative assessment mechanisms (Faculty) 2) Academic and Student Affairs, AAKK Bureau, WR I: formative and summative assessment mechanisms (University)	4	The availability of guidelines on formative and summative assessment mechanisms that are very clear and very complete.
							3	There are clear but incomplete guidelines on formative and summative assessment mechanisms.
							2	There are guidelines on formative and summative assessment mechanisms but they are unclear and incomplete.
							1	There are only guidelines available on summative assessment mechanisms.

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating	
1	2	3	4	5	6	7	8	
68		Lecturers conduct outreach regarding learning assessment mechanisms to students.	In		The percentage of lecturers who socialize learning assessment mechanisms to students is more than 75% with valid evidence.	Study Program: evidence that each lecturer has socialized the learning assessment mechanism to students	4	≥ 75% of lecturers socialize the learning assessment mechanism to students and there is valid evidence
							3	50% ≤ Lecturers ≤ 75% socialize the learning assessment mechanism to students and there is valid evidence
							2	25% ≤ Lecturers ≤ 50% of lecturers socialize the learning assessment mechanism to students and there is valid evidence
							1	< 25% of lecturers socialize the learning assessment mechanism to students and there is valid evidence
69		Assessment of student learning outcomes in a course is stated in: 1) performance index; or 2) pass or fail statement	In		The availability of very clear, very complete provisions/guidelines regarding the assessment of learning outcomes stated in the Achievement Index, information on passing/failing and valid evidence of its implementation.	1) WD I and Dean: Guidelines for assessing student learning outcomes at the faculty level 2) Academic and Student Affairs, AAKK Bureau, WR I: Guidelines and Guidelines for assessing student learning outcomes at university level	4	Guidelines for writing learning outcome assessments that are very clear, very complete and contain valid evidence of their implementation.
							3	Guidelines for writing clear learning outcome assessments and providing valid evidence of their implementation
							2	Guidelines on writing clear learning outcome assessments and evidence of their implementation are not valid.
							1	There are no guidelines on writing learning outcome assessments
70		The form of performance index assessment is expressed in the range: 1) the letter A is equivalent to the number 4 (four); 2) the letter B is equivalent to the number 3 (three); 3) the letter C is equivalent to the number 2 (two); 4) letter D is equivalent to the number 1 (one); or	In		The availability of very clear, very complete provisions/guidelines regarding the form of learning outcome assessment and valid evidence of its implementation.	1) Study Program: Evidence of the results of each lecturer's assessment of students 2) WD I and Dean: Guidelines for assessing student learning outcomes expressed in the letter range A-E at the faculty level 3) Academic and Student Affairs, AAKK Bureau, WR I: Guidelines and Guidelines for assessing student learning outcomes stated in the letter range A-E	4	Guidelines on the form of learning outcome assessment that are very clear, very complete and contain valid evidence of their implementation.
							3	Guidelines on the form of clear learning outcome assessment and valid evidence of its implementation
							2	Guidelines on clear forms of learning outcome assessment and evidence of its implementation are not valid.
							1	There are no guidelines on the form of learning outcome assessment

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating	
1	2	3	4	5	6	7	8	
		5) The letter E is equivalent to the number 0 (zero)						
71		The pass or fail statement can be used for courses that: 1. in the form of activities outside the classroom; and/or 2. using summative assessment in the form of competency tests.	In		The availability of very clear, very complete provisions/guidelines regarding the assessment of learning outcomes and valid evidence of their implementation.	1) WD I and Dean: Guidelines for providing assessment of student learning outcomes (in the form of out-of-class activities) (Faculty) 2) Academic and Student Affairs, AAKK Bureau, WR I: Guidelines and Guidelines for assessing learning outcomes (in the form of out-of-class activities) (University)	4	Guidelines for providing learning outcome assessments that are very clear, very complete and contain valid evidence of their implementation.
							3	Guidelines for providing clear assessments of learning outcomes and valid evidence of their implementation
							2	Guidelines on providing clear assessment of learning outcomes and evidence of its implementation are not valid.
							1	There are no guidelines regarding the assessment of learning outcomes.
72		Results of learning achievement assessments on: 1. each semester is stated with the Semester Achievement Index; and 2. the end of the study program is stated with a Cumulative Achievement Index.	In		The availability of very clear, very complete provisions/guidelines regarding the assessment of learning outcomes and valid evidence of their implementation.	1) WD I and Dean: Student learning outcome assessment guide (Faculty) 2) Academic and Student Affairs, AAKK Bureau, WR I: Guidelines and Guidelines for assessing student learning outcomes at (University)	4	Guidelines for providing learning outcome assessments that are very clear, very complete and contain valid evidence of their implementation.
							3	Guidelines for providing clear assessments of learning outcomes and valid evidence of their implementation
							2	Guidelines on providing clear assessment of learning outcomes and evidence of its implementation are not valid.
							1	There are no guidelines regarding the assessment of learning outcomes.
73		Semester Achievement Index and Cumulative Achievement Index are only calculated from the average value of courses that use achievement index assessment.	In		The availability of very clear, very complete provisions/guidelines regarding the assessment of learning outcomes and valid evidence of their implementation.	1) WD I and Dean: Student learning outcome assessment guide (Faculty) 2) Academic and Student Affairs, AAKK Bureau, WR I: Guidelines and Guidelines for assessing student learning outcomes (University)	4	Guidelines for providing learning outcome assessments that are very clear, very complete and contain valid evidence of their implementation.
							3	Guidelines for providing clear assessments of learning outcomes and valid evidence of their implementation
							2	Guidelines on providing clear assessment of learning outcomes and evidence of its implementation are not valid.
							1	There are no guidelines regarding the assessment of learning outcomes.

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating	
1	2	3	4	5	6	7	8	
74		The results of the summative assessment are reported by universities to PD DIKTI.	In		The availability of very clear, very complete provisions/guidelines regarding the provision of summative assessments and valid evidence of their implementation.	1) WD I and Dean: Guidelines for assessing summative assessment results that must be reported to PD-Dikti 2) PTIPD: The results of the summative assessment of students reported to PD-Dikti 3) Academic and Student Affairs, AAKK Bureau, WR I: Guidelines and Guidelines for assessing summative assessment results that must be reported to PD-Dikti	4	Guidelines for providing summative assessments are very clear, very complete and contain valid evidence of their implementation.
							3	Guidelines on providing clear summative assessments and valid evidence of their implementation
							2	Guidelines on providing clear summative assessments and evidence of their implementation are not valid.
							1	There are no guidelines on giving summative assessments.
75		Final assignment assessment is carried out by examiners appointed by the University.	In		The availability of very clear, very complete provisions/guidelines regarding the assessment of final assignments and valid evidence of their implementation.	1) Study Program: Final assignment assessment by examiners and examiner's decree 2) WD I and Dean: Guidelines and SOPs for assessing student final assignments 3) LPM: Final Project Assessment Form 4) Academic and Student Affairs Division, AAKK Bureau, Vice Rector I: Guidelines and Guidelines for assessing student final assignments	4	Guidelines for final assignment assessment are very clear, very complete and contain valid evidence of their implementation. Using the final assignment assessment form is very complete and very appropriate
							3	Clear guidelines for final assignment assessment and valid evidence of implementation Using a complete and appropriate learning process assessment form
							2	Clear guidelines on final assignment assessment and evidence of its implementation are not valid. Using a learning process assessment form that is complete and appropriate enough
							1	There are no guidelines regarding final assignment assessment. Using an incomplete and inappropriate learning process assessment form
76		Undergraduate students are declared to have graduated if they have: 1) complete the entire study load set	In		The availability of provisions/guidelines regarding graduation requirements for undergraduate	1) Study Program: graduate data that meets student graduation requirements 2) WD I and Dean: Guidelines for graduation requirements	4	The availability of provisions/guidelines regarding graduation requirements for undergraduate students which contain 3 criteria, are very clear and have valid evidence of their implementation.

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating	
1	2	3	4	5	6	7	8	
		2) have graduate learning outcomes targeted by the study program 3) Cumulative Achievement Index is greater than or equal to 2.00 (two point zero zero).			students which contain 3 criteria, are very clear and have valid evidence of their implementation.	for undergraduate students which include 3 criteria in (Faculty) 3) Academic and Student Affairs, AAKK Bureau, WR I: Guidelines and Guidelines for graduation requirements for undergraduate students which contain 3 criteria (university)	3	Availability of provisions/guidelines regarding graduation requirements for undergraduate students which contain 3 criteria and valid evidence of their implementation.
							2	The availability of provisions/guidelines regarding graduation requirements for undergraduate students which contain 3 criteria and evidence of their implementation is not valid.
							1	There are no provisions/guidelines regarding graduation requirements for undergraduate students which contain 3 criteria.
77		Master's program students are declared to have graduated if they have: a. complete the entire study load set b. have graduate learning outcomes targeted by the study program c. Cumulative Achievement Index is greater than or equal to 3.00 (three point zero zero).	In		The availability of provisions/guidelines regarding the graduation requirements for master's program students which contain 3 criteria, are very clear and have valid evidence of their implementation.	1) Study Program: graduate datafullfilstudent graduation requirements 2) Assistant Director of Postgraduate Studies, WD I, Director of Postgraduate Studies and Dean: Guidelines for graduation requirements for master's program students containing 3 criteria (Faculty) 3) Student Affairs, AAKK Bureau, Vice Rector I: Guidelines and Guidelines for graduation requirements for undergraduate students which contain 3 criteria (university)	4	The availability of provisions/guidelines regarding the graduation requirements for master's program students which contain 3 criteria, are very clear and have valid evidence of their implementation.
							3	Availability of provisions/guidelines regarding graduation requirements for master's program students which contain 3 criteria and valid evidence of their implementation.
							2	The availability of provisions/guidelines regarding graduation requirements for master's program students which contain 3 criteria and evidence of their implementation is not valid.
							1	There are no provisions/guidelines regarding the graduation requirements for master's program students which contain 3 criteria.
78	Management Standards	Availability of formal evidence of the functioning of the management system and operational functions of Higher Education in the field of education which includes 5 aspects: 1) Planning 2) Organizing 3) Personal placement	In		The Higher Education Institution has formal evidence of the functioning of the Higher Education Institution's management and operational functional systems in the field of education which includes 5 aspects.	1) Faculty Associate, WD III, WD II, WD I, Dean: a) RKAKAL Strategic Plan and Operational Plan, Faculty of Education, b) SPMI Document c) SOP related to management of the education sector d) Document for the selection of study	4	The Higher Education Institution has formal evidence of the functioning of the Higher Education Institution's management and operational functional systems in the field of education which includes 5 aspects which are implemented consistently, effectively and efficiently.
							3	The Higher Education Institution has formal evidence of the functioning of the Higher Education Institution's management and operational functional systems in the field of

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating
1	2	3	4	5	6	7	8
		4) Direction 5) Supervision				program/faculty/postgraduate leadership e) Documents on lecturer ethics, student ethics, educational staff ethics, reward and sanction systems, and faculty-level service guidelines and procedures f) Assessment of Lecturers and Education Staff at Faculty Level g) Information system for management and supervision of education sector 2) Biro AUPK, Biro AAKK, WR III, WR II, WR I: a) Renstra and Renop RKAKL, University in the field of education, b) SPMI Document c) SOP related to management of the education sector d) University leadership election document e) Documents on lecturer ethics, student ethics, educational staff ethics, reward and sanction systems, and service guidelines and procedures (university) f) Assessment of Lecturers and Education Staff (university)	education which includes 5 aspects which are implemented consistently. 2 Higher Education Institutions have formal evidence of the functioning of the management system and operational functions of Higher Education Institutions in the field of education which includes 5 aspects. 1 The Higher Education Institution has formal evidence of the functioning of the management system and operational functions of the Higher Education Institution in the field of education, but this does not yet cover all aspects.

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating	
1	2	3	4	5	6	7	8	
						g) Information system for management and supervision of education sector		
79		Operational Leadership, Organizational Leadership, and Public Leadership.	In		UPPS has operational leadership, organizational leadership, and public leadership.	Faculty Associate, WD III, WD II, WD I, Dean: Evidence of operational, organizational and public leadership	4	UPPS has very strong operational leadership, organizational leadership, and public leadership.
							3	UPPS has operational leadership, strong organizational leadership, and very strong public leadership.
							2	UPPS has strong operational leadership, organizational leadership, and public leadership.
							1	UPPS has weak operational leadership, organizational leadership, and public leadership.
80		Completeness of organizational structure and function and effectiveness of implementation in the field of education	In		The Higher Education Institution has formal documents on its organizational structure and work procedures, complete with its duties and functions, and has been running consistently and guaranteeing good governance and running effectively and efficiently in the field of education.	1) Study Program, Head of Faculty, WD III, WD II, WD I, Assistant Director and Postgraduate Director, Dean: (a) formal documents of organizational structure and work procedures; and (b) evidence of duties and functions at the faculty level. 2) AAKK Bureau, AUPK Bureau, Library, Laboratory, PTIPD, PPB, Business Center, Admissions, Ma'had, International Office, LPPM, LPM, SPI, WR III, WR II, WR I, Rector: (a) formal documents of organizational structure and work procedures; and (b) evidence of duties and functions at the Unit/Institution/University level	4	The university has formal documents on its organizational structure and work procedures, complete with its duties and functions, and has been running consistently and guaranteeing good governance and running effectively and efficiently.
							3	The university has formal documents on its organizational structure and work procedures, complete with its duties and functions, and has been running consistently and guaranteeing good governance.
							2	The university has formal documents on its organizational structure and work procedures, complete with its duties and functions, and has been running consistently.
							1	Higher education institutions have formal documents on organizational structure and work procedures, but tasks and functions have not been implemented consistently.
81		Universities have MBKM organizations to manage MBKM activities.	In		Universities establish MBKM activity organizations. There is a Bureau in the institution or faculty that manages these	1) WD I and Dean: have an MBKM organization to manage MBKM at the Faculty level 2) Academic and Student Affairs, AAKK Bureau, WR	4	Universities establish MBKM activity organizations. There are Bureaus in institutions and faculties that manage these activities and ensure that activities run smoothly.
							3	Universities establish MBKM activity organizations. There are bureaus in institutions

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating
1	2	3	4	5	6	7	8
					activities and ensures that the activities run smoothly.	I:have an MBKM organization to manage MBKM at the university level	and faculties that manage these activities and ensure that activities run smoothly. 2 Higher education institutions have MBKM activities, but there is no Bureau in the institution that manages these activities. 1 There is an MBKM organization but it is not running at all
82		Evaluation of MBKM planning, implementation, and follow-up	In		MBKM activities are reviewed periodically and very well covering 5 aspects, namely planning, implementation, analysis, and improvement plans and follow-up.	1) WD I and Dean: MBKM organizational evaluation includes 5 aspects at the Faculty level 2) Academic and Student Affairs, AAKK Bureau, WR I: MBKM organizational evaluation includes 5 aspects at the university level	4 MBKM activities are reviewed periodically covering 5 aspects. 3 MBKM activities are reviewed periodically, only 4 aspects do not reach follow-up action. 2 MBKM activities are reviewed periodically, only 3 aspects do not reach improvements and follow-up actions. 1 MBKM activities are planned and implemented but never evaluated, there are no improvement plans or follow-up/real action.
83		Availability of valid evidence regarding good practices of implementation <i>Good University Governance</i> (at least covering aspects of credibility, transparency, accountability, responsibility and fairness), and risk management related to the provision of education The University announces a summary of its annual report to the public.	In		Higher Education Institutions have valid evidence regarding good practices in implementing GUG covering all aspects related to the implementation of education. The University announces a summary of its annual report to the public.	Study Program, Head of Faculty, Assistant Director and Director of Postgraduate Studies, Vice Dean I and Dean, AAKK Bureau, Vice Dean I: Analysis documents and evidence related to good practices in the implementation of GUG which covers 7 aspects.	4 Higher education institutions have valid evidence regarding good practices in implementing GUG, including the following aspects: 1) Credibility 2) Transparency 3) Accountability 4) Responsibility 5) Justice 6) Consistent, effective and efficient risk management The University announces a summary of its annual report to the public. 3 Higher education institutions have valid evidence regarding good practices in implementing GUG, including the following aspects: 1) Credibility 2) Transparency 3) Accountability 4) Responsibility 5) Justice 6) Consistent risk management,

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating
1	2	3	4	5	6	7	8
							The University announces a summary of its annual report to the public. 2 Higher education institutions have valid evidence regarding good practices in implementing GUG, including the following aspects: 1) Credibility 2) Transparency 3) Accountability 4) Responsibility 5) Justice 6) Risk management The University announces a summary of its annual report to the public. 1 Higher education institutions have valid evidence regarding good practices in implementing GUG but only cover several aspects: 1) Credibility 2) Transparency 3) Accountability 4) Responsibility 5) Justice 6) Risk management
84		Availability of formal documents and evidence of approval and implementation mechanisms for long-term strategic plans. in the field of education which includes the following 5 aspects: 1) the involvement of stakeholders, 2) referring to the achievements of the previous period's strategic plan, 3) referring to the institution's Vision, Mission, Goals and Strategy (VMTS),	In		The University has formal documents and evidence of approval and determination mechanisms for strategic plans that cover 5 aspects and exist.benchmarkwith similar international level universities	Assistant Director and Director of Postgraduate Studies, Head of Faculty, Vice Dean I and Dean: a) Document of achievements of the previous faculty's strategic plan in the field of education b) Document on the mechanism for approval and determination of the faculty's strategic plan c) Activity <i>Benchmark</i> at international level universities d) The next activity to prepare the faculty's strategic plan involves stakeholders.	4 The University has formal documents and evidence of approval and determination mechanisms for strategic plans that cover 5 aspects and exist.benchmarkwith similar international level universities 3 The University has formal documents and evidence of approval and determination mechanisms for strategic plans that cover 5 aspects and exist.benchmarkwith similar national level universities 2 The University has formal documents and evidence of approval and determination mechanisms for strategic plans that cover 5 aspects. 1 The university has formal documents and evidence of the approval and determination mechanism for the strategic plan, but it does not yet cover all aspects related to evidence of the

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating
1	2	3	4	5	6	7	8
		4) conducting an analysis of internal and external conditions, and 5) approved by the authorized organ.				e) The faculty's strategic plan for the next period in the field of education has been approved Academic and Student Affairs Division, AAKK Bureau and Vice Rector I: a) Documents on achievements of previous strategic plans in the field of education b) Document on the mechanism for approval and determination of the University's strategic plan c) Activity <i>Benchmark</i> at international level universities d) The next activity to prepare the University's strategic plan involves stakeholders. e) The next period's strategic plan in the field of education has been approved	preparation mechanism, approval and determination.
85		Consistency with results SWOT analysis and/or other analysis as well development plan forward in the field of education, including: 1) identify relevant, comprehensive and strategic environmental conditions, 2) determine the position of the College relative to its environment, 3) use the results of the identification and positioning established to	In		Consistency with results SWOT analysis and/or other analysis as well development plan forward in the field of education according to the criteria.	1) Study Program:SWOT analysis related to educational development plans in study programs 2) Faculty Chair, WD III, WD II, WD I and Dean: SWOT analysis related to educational development plans at the faculty level 3) Biro AAKK, Biro AUPK, WR III, WR II, WR I:SWOT analysis related to educational development plans at the university level	4 Higher education institutions are able to: 1) identify relevant, comprehensive and strategic environmental conditions, 2) determine the position of the Higher Education Institution relative to its environment, 3) use the results of the identification and positioning established to conduct a SWOT analysis/other relevant analysis, and 4) produce a development program that is consistent with the results of the SWOT analysis/other analyses used.

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating
1	2	3	4	5	6	7	8
		conduct a SWOT analysis/other relevant analysis, and 4) produce a development program that is consistent with the results of the SWOT analysis/other analyses used.					3 Higher education institutions are able to: 1) identify relevant and comprehensive environmental conditions 2) determine the position of the College relative to its environment, 3) use the results of the identification and positioning established to conduct a SWOT analysis/other relevant analysis, and 4) produce a development program that is consistent with the results of the SWOT analysis/other analyses used. 2 Higher education institutions are able to: 1) identify relevant environmental conditions 2) determine the position of the College relative to its environment, 3) use the results of the identification and positioning established to conduct a SWOT analysis/other relevant analysis, and 4) produce a development program that is consistent with the results of the SWOT analysis/other analyses used. 1 Higher education institutions are able to: 1) able to identify relevant environmental conditions 2) not yet able to determine the position of higher education relative to its environment, 3) have not used the results of the identification and positioning established to conduct a SWOT analysis/other relevant analysis, and 4) resulting in development programs that are inconsistent with the results of the SWOT analysis/other analyses used.

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating
1	2	3	4	5	6	7	8
86		College have a plan development in the field of education which includes performance indicators and targets to measure achievement strategic objectives that has been set to include: 1) development plans include: long term, medium term, and short term, 2) performance indicators, 3) targets that are oriented towards international competitiveness and have been implemented consistently, 4) the aim is to provide skilled human resources to anticipate current and future needs, and 5) targets that lead <i>tonation economic development</i>	In		College have a plan educational development that includes performance indicators and targets to measure the achievement of strategic goals that have been set by fulfilling all aspects.	1) Study Program: Study program level education development plan. 2) Faculty Chair, WD III, WD II, WD I and Dean: faculty level education development plan. 3) Biro AAKK, Biro AUPK, WR III, WR II, WR I: university level education development plan	4 The College has: 1) development plans include: long term, medium term, and short term, 2) performance indicators, 3) targets that are oriented towards international competitiveness and have been implemented consistently, 4) the aim is to provide skilled human resources to anticipate current and future needs, and 5) targets that lead <i>tonation economic development</i> 3 The College has: 1) development plans include: long term, medium term, and short term, 2) performance indicators, 3) targets that are oriented towards national competitiveness and have been implemented consistently, 4) the aim is to provide skilled human resources to anticipate current and future needs. 2 The College has: 1) development plans include: long term, medium term, and short term, 2) performance indicators, 3) targets that have been implemented, and 4) the aim is to provide skilled human resources to anticipate current needs 1 The Higher Education Institution has a development plan that is equipped with 1 of the following 2 aspects: performance indicators or targets.
87		Availability of formal academic climate policy documents that include: 1) by upholding academic integrity and ethics; and 2) includes academic freedom, freedom of	In		Availability of formal documents comprehensive and detailed academic climate policy covering all criteria	1) Head of Faculty, Vice Dean I and Dean: a comprehensive and detailed formal academic climate policy document covering all criteria at the faculty level.	4 The University has a formal document on comprehensive and detailed academic climate policies covering 2 criteria. 3 The university has a formal document on a comprehensive academic climate policy that includes 2 criteria.

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating	
1	2	3	4	5	6	7	8	
		academic speech, and responsible scientific autonomy				2) Academic and Student Affairs, AAKK Bureau, and Vice Rector I: a formal document of comprehensive and detailed academic climate policy covering all criteria at the university level	2	The university has a formal academic climate policy document that includes 2 criteria.
							1	Higher education institutions have incomplete formal documents regarding academic climate policies.
88		Implementation of educational activities; 1) by upholding academic integrity and ethics; and 2) includes academic freedom, freedom of academic speech, and responsible scientific autonomy	In		The results of the academic community survey show that the implementation of education has covered 2 criteria.	LPM : a) Educational implementation survey form that includes 2 criteria b) The results of the academic community survey show that the implementation of education has covered 2 criteria.	4	≥ 75% of the academic community assessed that the implementation of educational activities had covered 2 criteria
							3	50% ≤ academic community ≤ 75% assessed that the implementation of educational activities had covered 2 criteria
							2	25% ≤ academic community ≤ 50% assessed that the implementation of educational activities had covered 2 criteria
							1	< 25% of the academic community assessed that the implementation of educational activities had covered 2 criteria
89		Availability of valid evidence of satisfaction levels and feedback from <i>stakeholders</i> and the creation of a conducive academic atmosphere which can be in the form of: 1) Implementation of academic interactions between academics in educational activities on a local/national/international scale. 2) Implementation of non-academic programs/activities involving all campus residents supported	In		The University has valid evidence regarding the level of satisfaction and feedback from <i>stakeholders</i> coordinated in the UIN Walisongo Semarang system regarding the creation of an academic atmosphere that meets the criteria.	1) LPM: a) Satisfaction level and feedback instrument form <i>stakeholders</i> about the academic atmosphere b) Satisfaction level and feedback survey report <i>stakeholders</i> about the coordinated academic atmosphere in the UIN Walisongo Semarang system c) Follow-up analysis of satisfaction level results and feedback <i>stakeholders</i> about the academic atmosphere 2) PTIPD: Information system related to satisfaction and feedback	4	Higher education institutions have valid evidence regarding the level of satisfaction and feedback from <i>stakeholders</i> regarding the creation of an academic atmosphere that: 1) Healthy and conducive 2) Surveyed using valid, reliable, and easy-to-use instruments and conducted annually, the results of which are followed up. 3) coordinated in the UIN Walisongo Semarang system 4) In accordance with the strategic plan for developing an academic atmosphere Information system related to satisfaction and feedback surveys <i>stakeholders</i> about the academic atmosphere which is very reliable and very suitable
							3	Higher education institutions have valid evidence regarding the level of satisfaction and feedback from <i>stakeholders</i> regarding the creation of an academic atmosphere that:

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating
1	2	3	4	5	6	7	8
		by the availability of adequate facilities, infrastructure and funds.				surveys <i>stakeholders</i> about the academic atmosphere	1) Healthy and conducive 2) Surveyed using valid, reliable, and easy-to-use instruments and conducted annually, but only some of the results are followed up on. 3) coordinated in the UIN Walisongo Semarang system Information system related to satisfaction and feedback surveys <i>stakeholders</i> about a reliable and appropriate academic atmosphere
							2) Higher education institutions have valid evidence regarding the level of satisfaction and feedback from stakeholders regarding the creation of an academic atmosphere that: 1) Healthy and conducive 2) Surveyed using valid, reliable, and easy-to-use instruments and conducted annually Information system related to satisfaction and feedback surveys <i>stakeholders</i> about the academic atmosphere which is quite reliable and quite appropriate
							1) The university has valid evidence regarding the level of satisfaction and feedback from stakeholders regarding the creation of a healthy and conducive academic atmosphere. Information system related to satisfaction and feedback surveys <i>stakeholders</i> about an academic environment that is less reliable and less suitable
90		The implementation of educational activities includes at least:	In		Implementation of educational activities that include 3 aspects	1) Study Program, Head of Faculty, Vice Dean I and Dean, Academic and Student Affairs Section, AAKK Bureau, Library, Laboratory, PPB, International Office, LPPM, LPM, Assistant Director and Postgraduate Director,	4) Implementation of educational activities consistently, effectively and efficiently, including: 1) management and services to students 2) resource management; and 3) data and information management by utilizing information and communication technology
		1) management and services to students					3) Implementation of educational activities including: 1) management and services to students 2) resource management; and
		2) resource management; and					
		3) data and information management by					

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating	
1	2	3	4	5	6	7	8	
		utilizing information and communication technology				Vice Dean I: evidence of service management for students 2) WD II and Dean, Organization and Personnel Section, AUPK Bureau WR II: evidence of human resource management 3) General Section, AUPK Bureau, PTIPD: Data and information management system in the field of education	3)	data and information management by utilizing information and communication technology
							2	Implementation of educational activities including: 1) management and services to students 2) resource management; and 3) data and information management
							1	The implementation of educational activities does not cover 3 aspects.
91		Supervision and control of educational activities are carried out in academic and non-academic fields based on the mission of the Higher Education Institution.	In		Supervision and control of educational activities are carried out in academic and non-academic fields based on the mission of the Higher Education Institution which: 1) Transparan 2) Accountable 3) Reported 4) Followed up	LPM: The mechanism for monitoring and controlling educational activities in academic and non-academic fields includes 4 criteria.	4	Supervision and control of educational activities are carried out in academic and non-academic fields based on the mission of the Higher Education Institution which: 1) Transparan 2) Accountable 3) Reported 4) Followed up
							3	Supervision and control of educational activities are carried out in academic and non-academic fields based on the mission of the Higher Education Institution which: 1) Transparan 2) Accountable 3) Reported
							2	Supervision and control of educational activities are carried out in academic and non-academic fields based on the mission of the Higher Education Institution which: 1) Transparan 2) Accountable
							1	Supervision and control of educational activities are carried out in academic and non-academic fields based on the mission of the Higher Education Institution.
92		Supervision and control of educational activities includes at least:	In		Higher education institutions supervise and control	LPM:	4	Supervision and control of educational activities includes 5 aspects

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating	
1	2	3	4	5	6	7	8	
		1) monitoring and evaluation of the implementation of educational activities and the effectiveness of academic policies; 2) monitoring potential risks; 3) ensuring compliance with academic authority regulations and academic ethics; 4) receiving, documenting, processing and resolving complaints, reports or grievances regarding alleged violations of academic ethics, violations of university regulations and violations of laws and regulations; and 5) reporting and accountability for the use of funding assistance and/or resources from partners.			educational activities which include 5 aspects.	supervision and control of educational activities which includes 5 aspects.	3	Supervision and control of educational activities includes 4 aspects
							2	Supervision and control of educational activities includes 3 aspects
							1	Supervision and control of educational activities includes 2 aspects
93		Monitoring system to ensure effective learning takes place	In		The university has a reliable and consistently implemented learning process monitoring system to ensure	1) Study Program: results of monitoring the learning process of each lecturer at the study program level	4	UPPS has a learning process monitoring system that: a. very reliable, b. implemented very consistently c. assessment results are followed up

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1	2	3	4	5	6	7	8
					effective learning. Assessment results are followed up and communicated to relevant stakeholders.	2) WD I and Dean: results of monitoring the learning process of each lecturer at the Faculty level 3) PTIPD: learning process monitoring information system	d. The results of the assessment are communicated to interested parties. 3 UPPS has a learning process monitoring system that: a. reliable, b. implemented consistently c. assessment results are followed up 2 UPPS has a learning process monitoring system and is implemented consistently. 1 UPPS does not have a learning activity monitoring system
94		Higher Education Institutions have valid evidence available regarding good practices in developing a quality culture in Higher Education Institutions in the field of education through management review meetings, which have an agenda for discussing elements, including: 1) internal audit results, 2) feedback, 3) process performance and product conformity, 4) status of preventive and corrective actions, 5) follow-up from the previous management review meeting, 6) changes that may affect the quality assurance system, and	In		Higher Education Institutions have valid evidence available regarding good practices in developing a quality culture in Higher Education Institutions in the field of education through management review meetings, which have an agenda for discussing 7 elements.	LPM: Valid evidence related to good practices in developing a quality culture in higher education includes 7 elements.	4 Higher Education Institutions have valid evidence regarding good practices in developing a quality culture in Higher Education Institutions in the field of education through management review meetings which have an agenda for discussing 7 elements. 3 The Higher Education Institution has valid evidence regarding good practices in developing a quality culture in the Higher Education Institution in the field of education through management review meetings which have an agenda for discussing some of the 7 elements. 2 The Higher Education Institution does not have valid evidence regarding good practices in developing a quality culture in the Higher Education Institution in the field of education through management review meetings. 1 No score less than 2

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating	
1	2	3	4	5	6	7	8	
		7) recommendations for improvement						
95		Higher education institutions have effective implementation of the quality assurance system in the field of education for each criterion that meets the following 4 aspects: 1) the existence of formal documents establishing quality standards, 2) quality standards are implemented consistently, 3) monitoring, evaluation and control of established quality standards, and 4) the results are followed up for improvement and quality enhancement	In		The University has implemented a quality assurance system in the field of education which has been proven to be effective in fulfilling 4 aspects and a review of the quality assurance cycle has been carried out involving external reviewers.	LPM: a) SPMI Document b) Evidence of implementation of SPMI in the field of education (PPEPP) c) SPMI cycle review involves external reviewers	4	The University has implemented a quality assurance system in the field of education which has been proven to be effective in fulfilling 4 aspects and a review of the quality assurance cycle has been carried out involving external reviewers.
							3	The University has implemented a quality assurance system in the field of education which has been proven to be effective in fulfilling 4 aspects and a review of the quality assurance cycle has been carried out.
							2	Higher education institutions have implemented a quality assurance system in the field of education which has been proven to be effective in fulfilling 4 aspects.
							1	Higher education institutions have implemented a quality assurance system in the field of education, but it is not yet effective and does not fulfill all aspects.
96		The value of effective and accountable organizational governance Independent Assessment Score for the Implementation of Bureaucratic Reform (PMPRB)	In		The Independent Assessment of Bureaucratic Reform Implementation (PMPRB) score reached the target of 100%.	AAKK Office, AUPK Office, WR III, WR II, WR I, Rector : Evidence of the Independent Assessment of the Implementation of Bureaucratic Reform (PMPRB) reaching the target of 100%	4	If PPMPRB $\geq$ 100% of the target
							3	PPMRPB : Percentage of achievement of the Independent Assessment of the Implementation of Bureaucratic Reform from the target
							2	
							1	
97		Government Agency Performance Accountability System (SAKIP) Values	In		The Government Agency Performance Accountability	Planning and Finance Section, AUPK Bureau, SPI, WR II: Proof of SAKIP Value	4	If SAKIP $\geq$ 70
							3	If SAKIP < 70 then score = (50 + PMPRB)/30
							2	

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating	
1	2	3	4	5	6	7	8	
					System (SAKIP) score is more than 70		1	
98		SPIP Maturity Value	In		SPIP Maturity Value is more than 3.8	Planning and Finance Section, Organization and Personnel Section, AUPK Bureau, SPI, WR II: Proof of SPIP Maturity Value	4	SPIP Maturity Value is more than 3.8
							3	SPIP Maturity Value 3.5 -3.8
							2	SPIP Maturity Value 3.3 – 3.5
							1	SPIP Maturity Value is less than 3.3
99		Percentage of Study Programs implementing the Internal Quality Assurance System (SPMI) for institutional management in the Good category (%)	In		The percentage of Study Programs implementing the Internal Quality Assurance System (SPMI) for institutional management with a Good category is more than 55%	LPM: proof of SPMI assessment results for each study program with a good category	4	If PMBk ≥ 55%
							3	If PMBk < 55% then score = 0.7 + (6 x PMBk)
							2	
							1	Where PMBk = Study Program that implements the Internal Quality Assurance System (SPMI) for institutional management with the Good category
100		ASN Professionalism Index	In		ASN Professionalism Index 75	Organization and Personnel Section, AUPK Bureau, WR II: Evidence of ASN professionalism index value	4	ASN Professionalism Index is more than 75
							3	ASN Professionalism Index 70-75
							2	ASN Professionalism Index 65-70
							1	ASN Professionalism Index is less than 65
101 *		Higher education institutions have a level of satisfaction of internal and external stakeholders in the field of education that meets the following 6 aspects: 1) using valid, reliable, easy-to-use satisfaction instruments, 2) carried out periodically, and the data is recorded comprehensively, 3) analyzed using appropriate methods and useful for decision making,	In		The Higher Education Institution has a level of satisfaction of internal and external stakeholders in the field of education which is coordinated in the UIN Walisongo Semarang system and fulfills 6 aspects.	LPM: Internal and external stakeholder satisfaction instrument form in the field of education WD I and Dean, Assistant Director and Postgraduate Director, LPM: a) Survey Report on the level of satisfaction of internal stakeholders in the field of education coordinated in the UIN Walisongo Semarang system b) Survey Report on the level of satisfaction of external stakeholders in the field of education (graduate users)	4	The Higher Education Institution has a level of satisfaction of internal and external stakeholders in the field of education which is coordinated in the UIN Walisongo Semarang system and fulfills 6 aspects.
							3	The Higher Education Institution has a level of satisfaction of internal and external stakeholders in the field of education that is coordinated in the UIN Walisongo Semarang system and fulfills aspects 1 to 4 and plus aspects 5 or 6.
							2	The University has a level of satisfaction of internal and external stakeholders in the field of education that is coordinated in the UIN Walisongo Semarang system and meets aspects 1 to 4.

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating
1	2	3	4	5	6	7	8
		and 4) a review was conducted of the results of the implementation of satisfaction measurement 5) followed up for improvement and quality enhancement 6) the results are published and easily accessible				coordinated in the UIN Walisongo Semarang system Cooperation, Institutional and Public Relations Section, AAKK Bureau: External Stakeholder Satisfaction Survey Report (cooperation partners)	1 The University has a level of satisfaction of internal and external stakeholders in the field of education which is coordinated in the UIN Walisongo Semarang system but has not yet fulfilled all aspects.
102		Higher education institutions obtain external certification/accreditation from reputable international or international institutions.	In		The number of external certifications/accredit ations obtained by reputable international or national institutions meets the assessment criteria.	LPM: External certification/accreditation data by reputable international or national institutions	4 If $NK \geq 8$ where, $NK = 4 \times N_A + 4 \times N_B + N_C$ 3 If $NK < 8$ where N_A= Number of certifications/accreditations within the scope of the Higher Education Institution or faculty granted by reputable international institutions 2 N_B= Number of certifications/accreditations within the scope of Higher Education (other than by BAN-PT) or faculties awarded by reputable national institutions N_C= Number of certifications/accreditations within the scope of the Bureau (laboratory, etc.) granted by reputable international/national institutions So the score is NK/2 1 No score less than 2
103		The university obtains study program accreditation from a reputable international accreditation agency.	In		Percentage of study programs that have received accreditation from reputable International Accreditation Institutions that meet	LPM: Study program accreditation certificate data from reputable international accreditation institutions	4 If $P_{AI} > 5\%$, where $P_{AI} = (N_{AI} / N_{PSU}) \times 100\%$ 3 If $P_{AI} > 5\%$, where 2 N_{AI}= Number of study programs in the main program accredited by reputable international institutions N_{PSU}= Number of study programs in the main program

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating
1	2	3	4	5	6	7	8
					the assessment criteria		Then a score of 2 + (40 x P_{AI}) 1 No score less than 2 4 If PSA ≥ 60% 3 If PSA < 60% then score = 1+ (5 x PSA) 2 1 Where PSA = Percentage of study programs accredited A/Superior
104		Percentage of Study Programs accredited A/Excellent (%)	In		The percentage of study programs accredited A/Superior is more than 60%	LPM: a) Data for all study programs b) Data and certificates for study programs accredited A or Superior	4 The average score of the Study Program accreditation is more than 325 3 The average score for study program accreditation is 315 – 325 2 The average score of the study program accreditation is 300 -315 1 The average score of the Study Program accreditation is less than 300
105		Average score of study program accreditation	In		The average score of the Study Program accreditation is more than 325	LPM: a) Data for all study programs b) Study program accreditation score data	4 Number of Study Programs that have obtained international reputation 3 3 Number of Study Programs that have obtained international reputation 2 2 Number of Study Programs that have obtained international reputation 1 1 There is no study program that has gained an international reputation.
106		Number of Study Programs that have gained international reputation	In		Number of Study Programs that have obtained international reputation 3	LPM: Data and certificates of international reputation of study programs	4 GreenMetric UI score (score) above 7500 3 Score UI GreenMetric (score) 7300 - 7500 2 Shoes UI GreenMetric (shoes) 7100 -7300 1 UI GreenMetric score (score) below 7100
107		Score UI GreenMetric (score)		In	GreenMetric UI score (score) above 7100	LPM: Latest UI GreenMetric score	4 Webometrics institutional ranking in Indonesia (ranking) above 150 3 Webometrics institutional ranking in Indonesia (ranking) 160 -150 2 Webometrics institutional ranking in Indonesia (ranking) 170 -160 1 Webometrics institutional ranking in Indonesia (ranking) below 170
108		Webometrics Institutional Rankings in Indonesia (ranking)		In	Webometrics institutional ranking in Indonesia (ranking) above 150	LPM: Latest Webometrics institutional rankings in Indonesia	4 If N _{on} ≥ 3,50 3 If N _{on} < 3,50, husband shoes N_{on} + 0,5 , Where
109		Higher education institutions obtain accredited study program status from	In		Amount earnedThe accredited status of the study program by BAN-PT or the	LPM: a) Data for all study programs b) Data on the accredited status of study programs by BAN-PT	

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating
1	2	3	4	5	6	7	8
		BAN-PT or the Independent Accreditation Institute (LAM)			Independent Accreditation Institute (LAM) meets the assessment criteria	or the Independent Accreditation Agency (LAM)	2 1 $N_{on} = (4 \times N_{Superior} + 3,5 \times N_A + 3 \times N_{Very\ well} + 2,5 \times N_B + 2 \times N_{Good} + 1,5 \times N_C) / (N_{Superior} + N_A + N_{Very\ well} + N_B + N_{Good} + N_C + N_K)$ $N_{Superior}$ = number of study programs accredited as superior $N_{Very\ well}$ = number of study programs accredited very well N_{Good} = number of well-accredited study programs N_A = number of study programs accredited A N_B = number of study programs accredited B N_C = number of study programs accredited C N_K = number of unaccredited/expired study programs Note: new study programs with minimum accredited status are not included in the N calculation._{on}
	3. Educational Input Standards						
110 *	Content Standards	The learning materials for each study program have a level of depth and breadth according to the type, program, and graduate competency standards, taking into account developments: 1) science and technology which form the scientific basis of the study program; 2) cutting-edge science and technology relevant to the study program; 3) new concepts resulting from	In		The percentage of courses that have depth and breadth according to the SKL and pay attention to the development of 4 aspects is more than 75%	Study Program: a) Course data on TS and b) Course RPS c) Analysis of depth and breadth according to SKL and paying attention to the development of 4 aspects LPM: The depth and breadth analysis instrument form is in accordance with SKL and takes into account the development of 4 aspects.	4 3 2 1 $\geq 75\%$ of courses have a level of depth and breadth according to the SKL and pay attention to the development of 4 aspects $50\% \leq$ courses $< 75\%$ have a level of depth and breadth according to the SKL and pay attention to the development of 4 aspects $25\% \leq$ courses $< 50\%$ have a level of depth and breadth according to the SKL and pay attention to the development of 4 aspects Less than 25% of courses have a level of depth and breadth according to the SKL and pay attention to the development of 4 aspects.

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating	
1	2	3	4	5	6	7	8	
		current research; and 4) the world of work that is relevant to the profession of graduates of the study program.						
111 *		The level of depth and breadth of learning materials in each study program meets 2 criteria, namely 1) the depth of the learning material must be aligned with the CPL 2) the breadth of learning materials must be aligned with CPL	In		The percentage of courses that have a level of depth and breadth of learning material that is very suitable for CPL is more than 75%	Study Program: a) Course data on TS and b) Course RPS c) Analysis of the depth and breadth of the material in accordance with CPL LPM: The analysis instrument form analyzes the depth and breadth of the material in accordance with CPL.	4	≥ 75% of courses have a level of depth and breadth of learning material that is very appropriate for CPL
							3	50% ≤ courses <75% have a level of depth and breadth of learning material that is very appropriate for CPL
							2	25% ≤ courses <50% have a level of depth and breadth of learning material that is very appropriate for CPL
							1	Less than 25% of courses have a level of depth and breadth of learning material that is highly appropriate for CPL.
112 *		Study programs in formulating the breadth and depth of learning materials must be in line with the values <i>Unity of Science</i>	In		Percentage of courses that have a breadth and depth of learning material that is very much in line with values <i>Unity of Science</i> more than 75%	Study Program: a) Course data on TS and b) Course RPS c) Analysis of the breadth and depth of learning materials that are very much in line with values <i>Unity of Science</i> LPM: The analytical instrument form for the breadth and depth of learning material is very much in line with the values <i>Unity of Science</i>	4	≥ 75% of courses have a level of breadth and depth of learning material that is very much in line with the values <i>Unity of Science</i>
							3	50% ≤ courses <75% have a level of breadth and depth of learning material that is very much in line with the values <i>Unity of Science</i>
							2	25% ≤ courses <50% have a level of breadth and depth of learning material that is very much in line with the values <i>Unity of Science</i>
							1	Less than 25% of courses have a level of breadth and depth of learning material that is closely aligned with the values <i>Unity of Science</i>
113 *		The study program formulates learning materials aimed at: 1) Mastering branches of science and technology	In		The percentage of courses aimed at mastering, developing and applying branches of science and	Study Program: a) Course data on TS and b) Course RPS GKM: Early Semester Monitoring and Evaluation Report	4	≥ 75% of courses aimed at mastering, developing, and applying branches of science and technology are more than 75%
							3	50% ≤ <75% of courses aimed at mastering, developing, and applying branches of science and technology more than 75%

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating	
1	2	3	4	5	6	7	8	
		2) Developing branches of science and technology, and/or 3) Applying branches of science and technology			technology is more than 75%		2	25% ≤ <50% of courses aimed at mastering, developing, and applying branches of science and technology more than 75%
							1	Less than 25% of courses are aimed at mastering, developing, and applying branches of science and technology, more than 75%
114		Higher education institutions have formal policy documents and guidelines for integrating research and PkM activities into learning.	In		The University has a formal document of comprehensive and detailed policies and guidelines for integrating research and PkM activities into learning.	1) WD I and Dean: The RPS policy includes the integration of research and PkM at the Faculty level. 2) Academic and Student Affairs Division, AAKK Bureau, Vice Rector I: The RPS policy includes the integration of research and PkM at the university level.	4	The university has a formal document of comprehensive and detailed policies and guidelines for integrating research and PkM activities into learning.
							3	The university has a formal document of comprehensive policies and guidelines for integrating research and PkM activities into learning.
							2	Higher education institutions have formal policy documents and guidelines for integrating research and community service activities into learning.
							1	Higher education institutions have incomplete formal policy documents and guidelines for integrating research and PkM activities into learning.
115		Availability of valid evidence regarding the implementation, evaluation, control, and continuous quality improvement of the integration of research and PkM activities into learning	In		The Study Program has valid evidence regarding the implementation, evaluation, control, and continuous quality improvement of the integration of research and PkM activities into learning.	Study Program: 1) RPS and evidence containing the integration of research results and PkM into learning 2) Documentation of the integration of research results and PkM in learning 3) GKM report regarding the integration of research results and PkM in learning 4) Follow-up of study programs from evaluation results related to the integration of research results and PkM in learning 5) Increasing the integration of research results and PkM in learning in study programs	4	The Study Program has guidelines for implementation, evaluation, control, and continuous quality improvement of integrated research and PkM activities into learning.
							3	The Study Program has guidelines on the implementation, evaluation, control, and improvement of the quality of integrated research and PkM activities into learning.
							2	The Study Program has guidelines for the implementation, evaluation and integrated control of research and Community Service Program activities in learning.
							1	The Study Program has incomplete guidelines regarding the implementation, evaluation, and integrated control of research and PkM activities in learning.

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating	
1	2	3	4	5	6	7	8	
116		The preparation of learning materials in the study program curriculum can be separate or integrated in the form of: 1) subject; 2) module; 3) thematic blocks; and/or 4) other forms	In		Lecturer presentation compiling learning materials based on criteria of more than 75%	Study Program: Learning material data compiled by each lecturer	4	≥ 75% of lecturers compile learning materials based on criteria
							3	50% ≤ Lecturers <75% compile learning materials based on criteria
							2	25% ≤ Lecturers <50% compile learning materials based on criteria
							1	Less than 25% of lecturers compile learning materials based on criteria
117		Learning materials in the study program curriculum can be filled with micro competency programs in the form of: 1. micro credentials; 2. online learning from other institutions that are open (massive open online courses); and/or other forms.	In		Availability of learning materials in the study program curriculum which is filled with micro competency programs	Study Program: Evidence of learning materials in the study program curriculum filled with micro competency programs	4	The study program has more than 3 learning materials filled with micro competency programs
							3	The study program has 3 learning materials filled with micro competency programs
							2	The study program has 2 learning materials filled with micro competency programs.
							1	The study program has 1 learning material filled with micro competency programs
118		The University has established a program for foreign students <i>Non Degree Summer Program</i> , must follow the material on Wisdom, Walisongo Acronym, Islam, Democracy and Multiculturalism		In	The University has guidelines regarding foreign students in the Program <i>Non Degree Summer Program</i> , must follow the material on Wisdom, Walisongo Acronyms, Islam, Democracy and Multiculturalism and their implementation effectively, efficiently and consistently	Academic and Student Affairs Division, International Office, AAKK Bureau, WR III: a) Guidelines for international students in the Program <i>Non Degree Summer Program</i> b) Evidence of Program Implementation <i>Non Degree Summer Program</i>	4	The University has guidelines regarding foreign students in the Program <i>Non Degree Summer Program</i> , must follow the material on Wisdom, Walisongo Acronyms, Islam, Democracy and Multiculturalism and their implementation effectively and consistently
							3	The University has guidelines regarding foreign students in the Program <i>Non Degree Summer Program</i> , must follow the material on Wisdom, Walisongo Acronyms, Islam, Democracy and Multiculturalism and their effective implementation.
							2	The University has guidelines regarding foreign students in the Program <i>Non Degree Summer Program</i> , must follow the material on Wisdom, Walisongo Acronyms, Islam, Democracy and Multiculturalism and their implementation.

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating	
1	2	3	4	5	6	7	8	
							1	The University has guidelines regarding foreign students in the Program <i>Non Degree Summer Program</i> , must follow the material of Wisdom, Walisongo Acronym, Islam, Democracy and Multiculturalism but the implementation is not valid
119		The minimum study program curriculum includes: 1) graduate profile; 2) graduate learning outcomes; 3) curriculum study period; 4) learning methods; 5) learning modalities; 6) competency and/or qualification requirements for prospective students; 7) assessment of learning outcomes; 8) learning materials that must be taken; and 9) procedures for accepting students at various stages of the curriculum.	In		The Study Program has a complete curriculum containing 9 aspects	Study Program: The complete study program curriculum manuscript contains 9 aspects	4	The Study Program has a complete curriculum containing 9 aspects
							3	The Study Program has a complete curriculum covering aspects 1 to 8.
							2	The Study Program has a complete curriculum covering aspects 1 to 7.
							1	The Study Program has a complete curriculum containing less than 6 aspects
120		Availability of curriculum implementation guidelines that include monitoring and review of the curriculum in each study program that takes into account feedback from stakeholders, achievement of strategic issues to ensure its suitability and currency.	In		Higher education institutions have curriculum implementation guidelines that cover curriculum planning, implementation, monitoring and review that take into account feedback from stakeholders,	WD I and Dean, Assistant Director and Postgraduate Director: Curriculum implementation guidelines (University) Academic and Student Affairs Division, AAKK Bureau, Vice Rector I: Curriculum implementation guidelines (University)	4	Higher education institutions have curriculum implementation guidelines that cover curriculum planning, implementation, monitoring and review that take into account feedback from stakeholders, achievement of strategic issues to ensure its suitability and currency.
							3	Higher education institutions have curriculum implementation guidelines that cover curriculum planning, implementation, monitoring and review that take into account feedback from stakeholders

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating	
1	2	3	4	5	6	7	8	
					achievement of strategic issues to ensure its suitability and currency.			and the achievement of strategic issues to ensure its suitability.
							2	Higher education institutions have curriculum implementation guidelines that cover curriculum planning, implementation, monitoring and review that take into account feedback from stakeholders.
							1	Universities have curriculum implementation guidelines but they are incomplete.
121		The availability of provisions/guidelines regarding vocational education that can implement a curriculum together with the business world, industrial world, and the world of work in a dual system or another term, namely a curriculum that combines learning at university with internships in the business world, industrial world, world of work, and/or industries managed by universities (<i>teaching industry</i>).	In		The study program in vocational education has a dual system curriculum guideline, namely combining learning at university with internships in the business world, industrial world, work world, and/or industry and managed by universities and includes aspects: 1) planning 2) implementation 3) monitoring 4) review 5) and take into account stakeholder feedback 6) achievement of strategic issues to ensure their suitability and currency	Vocational education study program: Curriculum script showing dual system	4	Study programs in vocational education have dual system curriculum guidelines that include planning, implementation, monitoring and review of the curriculum that takes into account feedback from stakeholders, the achievement of strategic issues to ensure its suitability and currency.
							3	Study programs in vocational education have dual system curriculum guidelines that include planning, implementation, monitoring and review of the curriculum that takes into account feedback from stakeholders and the achievement of strategic issues to ensure its suitability.
							2	Study programs in vocational education have dual system curriculum guidelines that include curriculum planning, implementation, monitoring and review that take into account feedback from stakeholders.
							1	Study programs in vocational education have dual system curriculum guidelines but are not complete.
122	Standards for Lecturers and Education Personnel	The availability of guidelines regarding the minimum criteria for lecturer and education	In		The availability of guidelines and valid evidence related to the minimum standards for	Bureau of Organization and Personnel, Bureau of AUPK, WR III: a) guidelines regarding the minimum standards for	4	a. Availability of guidelines and valid evidence regarding the minimum standards for lecturers and education staff that are comprehensive, detailed, support professional development, and are included in the personnel system.

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating	
1	2	3	4	5	6	7	8	
		staff standards is as follows: 1) Competence and qualifications of lecturers to carry out their duties and functions as role models, educators and learning designers, facilitators, and student motivators; 2) The competencies and qualifications of educational staff are in accordance with their duties and functions in carrying out administration, management, development, supervision and technical services to support the educational process. and valid evidence of its implementation			lecturers and educational staff that are comprehensive, detailed, support professional development and the percentage of lecturers and educational staff in accordance with the minimum criteria in the personnel system is more than 75%.	lecturers and education personnel b) data on the number of lecturers and educational staff according to the criteria	3	b. $\geq 75\%$ of lecturers and educational staff meet the minimum criteria a. Availability of guidelines and valid evidence regarding the minimum standards for lecturers and education staff that are comprehensive, detailed, and included in the personnel system. b. $\geq 75\%$ of lecturers and educational staff meet the minimum criteria
							2	a. Availability of guidelines regarding the minimum standards for lecturers and education staff b. $\geq 75\%$ of lecturers and educational staff meet the minimum criteria
							1	a. The availability of guidelines related to the minimum standards for lecturers and educational staff is incomplete and b. There are lecturers and educational staff who do not meet the minimum criteria in the personnel system.
123		The minimum competency requirements for lecturers are to have Pedagogical, Professional, Social and Personality competencies, which are demonstrated by having competency, professional and/or industrial certificates for the total number of permanent lecturers.	In		The percentage of DTPS who have competency, professional and/or industrial certificates compared to the total number of permanent lecturers in each study program is more than 50%	Study Program: a) Permanent lecturer data in study programs b) Data and proof of competency certificates, professions of all lecturers in each study program	4	If $P_{DS} \geq 75\%$
							3	If $P_{DS} < 75\%$ then score = $1 + (4 \times P_{DS})$
							2	
							1	Where $P_{DS} = (N_{DS} / N_{DT}) \times 100\%$ N_{DS} = number of permanent lecturers with competency, professional and/or industry certification N_{DT} = Number of permanent lecturers

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating	
1	2	3	4	5	6	7	8	
124		Lecturers who have international-scale competencies and are demonstrated by competency or professional certificates		In	The percentage of lecturers who have international-scale competencies and are demonstrated by competency or professional certificates is more than 25%	Study Program: a) Permanent lecturer data in study programs b) Data and evidence of international competency certificates	4	More than 25% of lecturers have international-scale competencies and are demonstrated by competency or professional certificates.
							3	20% ≤ Lecturers < 25% have international scale competencies and are demonstrated by competency or professional certificates
							2	15% ≤ Lecturers < 20% have international scale competencies and are demonstrated by competency or professional certificates
							1	Less than 15% of lecturers have international-scale competencies and are demonstrated by competency or professional certificates.
125		Efforts to develop lecturer competency by the Faculty	In		The Faculty plans and develops DTPS in accordance with the Human Resources Development Plan at the University (Higher Education Strategic Plan) consistently.	WD II and Dean: a) RKAKL for human resource development in accordance with the University and Faculty strategic plans b) Evidence of the implementation of human resource development activities	4	UPPS plans and develops DTPS in accordance with the HR development plan in Higher Education (Higher Education Strategic Plan) consistently.
							3	UPPS plans and develops DTPS in accordance with the human resource development plan in Higher Education (Higher Education Strategic Plan)
							2	UPPS develops DTPS in accordance with the human resource development plan in Higher Education (Higher Education Strategic Plan)
							1	UPPS develops DTPS without following or not in accordance with the HR development plan in Higher Education (Higher Education Strategic Plan)
126		DTPS competency and career development activities through ongoing professional activities	In		Percentage of DTPS competency and career development activities through ongoing professional activities such as: further studies, <i>postdoc</i> , <i>academic recharging program</i> (ARP), short courses, internships,	Study Program: a) Permanent lecturer data in study programs b) Data and certificates of competency development for permanent lecturers	4	≥ 60% of DTPS participated in ongoing professional activities in the last 3 years
							3	35% ≤ DTPS < 60% participated in ongoing professional activities in the last 3 years
							2	20% ≤ DTPS < 35% participated in ongoing professional activities in the last 3 years
							1	Less than 20% of DTPS participated in continuing professional activities in the last 3 years

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating
1	2	3	4	5	6	7	8
					training, certifications, conferences, seminars and workshops in the last 3 years more than 60%		
127		Permanent lecturers whose areas of expertise are in accordance with the study program carry out scientific seminars/workshops/training/exhibitions involving lecturers from external institutions.	In		Permanent lecturers whose areas of expertise are in accordance with the study program carry out scientific seminars/workshops/training/exhibitions involving lecturers from external institutions.	Study Program: a) Permanent lecturer data in study programs b) Data and evidence of articles/certificates of scientific seminar/workshop/training/exhibition activities involving lecturers from external institutions	4 If $SP \geq 3$, then score = 4 For example: a = number of papers or activities (as presenter) b = number of attendees (as participants) n = number of permanent lecturers $SP = \frac{a + \frac{b}{4}}{n}$ 3 If $0 < SP < 3$, then 2 shoes = $1 + SP$ 1
128		The average number of lecturers who have received recognition for their achievements/performance compared to the number of permanent lecturers	In		The average number of lecturers who have received recognition for their achievements/performance compared to the total number of lecturers is more than 0.7	Study Program: a) Permanent lecturer data in study programs b) Data and evidence of SK/Certificates or other matters related to recognition of lecturers' achievements/performance	4 If $R_{RD} \geq 0,70$ 3 If $R_{RD} < 0.70$ spouse shoes = $2 + (3 \times R_{RD})$, Where $R_{RD} = N_{RD} / N_{DT}$ N_{RD} = number of recognitions for achievements/performance of permanent lecturers N_{DT} = Number of permanent lecturers Lecturer achievement in the form of: 1) Become <i>visiting lecture</i> or <i>visiting scholar</i> in an A/Superior accredited study program/university or a reputable international study program/university 2) Become <i>keynote speaker/invited speaker</i> at national/international scientific meetings 3) Become an expert staff/resource person at a regional/national/international level institution in a field that is in line with the field of study program (for proposers from study programs in Bachelor/Master/Doctoral programs), or become an expert/consultant at a

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating
1	2	3	4	5	6	7	8
							regional/national/international level institution/industry in a field that is in line with the field of study program (for proposers from study programs in Diploma Three/Applied Bachelor/Applied Master/Applied Doctoral programs), 4) Become an editor or peer reviewer in an accredited national journal / reputable international journal in a field that is relevant to the field of study program. 5) Receive awards for achievements and performance at regional/national/international levels
129		The university has a number of lecturers with international recognition.		In	The percentage of lecturers who have international recognition is more than 40%	Study Program: a) Permanent lecturer data in study programs b) Data and evidence of SK/Certificates of lecturers who have international recognition WD II and Dean: a) Permanent lecturer data in the faculty b) Data and evidence of SK/Certificates of lecturers who have international recognition Organization and Personnel Section, AUPK Bureau, WR II: a) Data on permanent lecturers at universities b) Data and evidence of SK/Certificates of lecturers who have international recognition	1 No score less than 2 4 $\geq 40\%$ of lecturers have international recognition 3 $25\% \leq$ lecturers $< 40\%$ have international recognition 2 $10\% \leq$ lecturers $< 25\%$ have international recognition 1 Less than 10% of lecturers have international recognition

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating	
1	2	3	4	5	6	7	8	
130		The university assigns DTPS as the main supervisor for students' final assignments/thesis, which enables the supervision to run smoothly.	In		DTPS is the main supervisor for final assignments (combined thesis, dissertation, and dissertation) for 1 – 5 students per semester.	Study Program: Final/semester assignment supervisor's decree	4	DTPS becomes the main supervisor for final assignments (combination of undergraduate thesis, dissertation, and dissertation) 1 – 5 people per semester.
							3	DTPS is the main supervisor for final assignments (combination of undergraduate thesis, dissertation, and dissertation) for 6 – 8 people per semester.
							2	DTPS is the main supervisor for final assignments (combination of undergraduate thesis, dissertation, and dissertation) for 9-10 people per semester.
							1	DTPS is the main supervisor for final assignments (combination of undergraduate thesis, dissertation, and dissertation) for more than 10 people per semester.
131		Implementation of final assignment/thesis guidance both offline and online in a scheduled, consistent and well-documented manner	In		The study program carries out final assignment/thesis guidance offline and online at least 16 times in a scheduled, consistent and well-documented manner.	Study Program: Summary data of guidance for each lecturer in the study program PTIPD: Information system related to final assignment guidance documentation	4	The final project/thesis supervisor provides guidance to students: a. ≥ 12 times b. Very well documented
							3	The final project/thesis supervisor provides guidance to students: a. A total of 8 – 11 times b. Well documented
							2	The final project/thesis supervisor provides guidance to students: a. A total of 4 – 7 times b. Well documented
							1	The final project/thesis supervisor provides guidance to students: a. ≤ 5 times b. Not documented with good Program
132		The university determines the workload (BK) of DTPS in the last year which allows DTPS to work optimally.	In		BK in the last year has enabled DTPS to work optimally with an average DTPS BK in the range of 13-14 credits.	Study Program: Summary data of BKD reports for each permanent lecturer in the study program	4	The average BK DTPS is in the range of 13-14 credits
							3	The average BK DTPS is in the range of 15-16 credits
							2	Rata-rata BK DTPS = 12 SKS
							1	Average BK DTPS in the range of BK < 12 credits or BK > 16 credits

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating	
1	2	3	4	5	6	7	8	
133		The university stipulates that the minimum qualifications for lecturers are 1) Have a minimum of a Master's degree for diploma programs or undergraduate programs and a doctoral degree (S3) for postgraduate programs 2) Lecturers in vocational education can come from practitioners, the business world, the industrial world, and the world of work.	In		Higher education institutions have DTPS that meet the adequacy of lecturer qualifications based on the needs of study programs to support the implementation of the Tri Dharma and the development of study programs.	Study Program: a) Permanent lecturer data (study program) b) Data and evidence of permanent lecturers who meet the qualifications of lecturers to support the implementation of the Tri Dharma and the development of study programs. WD II and Dean: a) Permanent lecturer data (faculty) b) Data and evidence of permanent lecturers who meet the qualifications of lecturers to support the implementation of the Tri Dharma and the development of study programs. Organization and Personnel Section, AUPK Bureau, WR II: a) Permanent lecturer data (university) b) Data and evidence of permanent lecturers who meet the qualifications of lecturers to support the implementation of the Tri Dharma and the development of study programs.	4	Higher education institutions have DTPS ≥ 80% which fulfills the adequacy of lecturer qualifications based on the needs of study programs to support the implementation of the Tri Dharma and the development of study programs.
							3	Higher education institutions have a DTPS of between 70% - 80% which meets the adequacy of lecturer qualifications based on the needs of study programs to support the implementation of the Tri Dharma and the development of study programs.
							2	Higher education institutions have a DTPS of between 60% - 70% which meets the adequacy of lecturer qualifications based on the needs of study programs to support the implementation of the Tri Dharma and the development of study programs.
							1	Higher education institutions have DTPS between 50% - 60% which fulfills the adequacy of lecturer qualifications based on the needs of study programs to support the implementation of the Tri Dharma and the development of study programs.
134		The university has lecturers with doctoral qualifications.	In		The percentage of lecturers with S3 (Doctoral) qualifications is more than 50%	Study Program: a) Data of all lecturers in the study program b) Data and proof of diplomas of lecturers with doctoral qualifications	4	If $P_{DS3} \geq 50\%$
							3	If $P_{DS3} < 50\%$, then score = $2 + (4 \times \text{If } P_{DS3})$
							2	Where $P_{DS3} = (N_{DS3} / N_{DT}) \times 100\%$ N_{DS3} = Total DTPS with Doctoral education N_{DT} = Number of Permanent Lecturers
							1	No score less than 2

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating
1	2	3	4	5	6	7	8
						WD II and Dean: a) Data of all lecturers in the faculty b) Data and proof of diplomas of lecturers with doctoral qualifications Organization and Personnel Section, AUPK Bureau, WR II: a) Data of all lecturers at the university b) Data and proof of diplomas of lecturers with doctoral qualifications	
135		The university has lecturers with a minimum functional position of Senior Lecturer compared to the total number of permanent lecturers.	In		The university has lecturers who have a functional position of at least Senior Lecturer, which is more than 25% of the total number of permanent lecturers.	Study Program: a) Data of all lecturers in the study program b) Data and evidence of the functional position decree for Senior Lecturer WD II and Dean: a) Data of all lecturers in the faculty b) Data and evidence of the functional position decree for Senior Lecturer Organization and Personnel Section, AUPK Bureau, WR II: a) Data of all lecturers at the university b) Data and evidence of the functional position decree for Senior Lecturer	4 If $P_{LK} \geq 25\%$ 3 If $P_{LK} < 25\%$ then score = $1 + (12 \times P_{LK})$ 2 $P_{LK} = (NDT_{LK} / N_{DT}) \times 100\%$ 1 N_{LK} = Number of DTSPs who have the functional position of Senior Lecturer N_{DT} = Number of Permanent Lecturers
136		The university has lecturers with a minimum functional position of	In		Higher education institutions have lecturers who	Study Program: a) Data of all lecturers in the study program	4 If $P_{GB} \geq 15\%$

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating
1	2	3	4	5	6	7	8
		Professor compared to the total number of permanent lecturers.			have a minimum functional position of Professor, more than 15% of the total number of permanent lecturers.	b) And proof of the functional position decree for Professor WD II and Dean: a) Data of all lecturers in the faculty b) Data and evidence of the functional position decree for Professor Organization and Personnel Section, AUPK Bureau, WR II: a) Data of all lecturers in the study program b) Data and evidence of the functional position decree for Professor	3 If $P_{GB} < 15\%$ then score = $1 + (20 \times P_{GB})$ $P_{GB} = (NDT_{GB} / N_{DT}) \times 100\%$ N_{GB} = Number of DTPS who have the functional position of Professor N_{DT} = Number of Permanent Lecturers 2 1
137		The university has lecturers with the functional position of Lecturer compared to the total number of permanent lecturers.	In		The study program has a DTPS that has a minimum functional position of Lecturer of at least $\geq 70\%$ in the last three years.	Study Program: a) Lecturer data in study programs b) Data and evidence of functional position decree for Lecturer WD II and Dean: a) Data of all lecturers in the faculty b) Data and evidence of SK evidence of SK for functional position of Lecturer Organization and Personnel Section, AUPK Bureau, WR II: a) Data of all lecturers at the university b) Data and evidence of functional position decree for Lecturer	4 Each DTPS lecturer has a minimum of $\geq 70\%$ Lecturer position of the total number of DTPS 3 Each lecturer must have at least the position of Lecturer with a ratio of $35\% \leq X < 70\%$ 2 Each lecturer must have at least a lecturer position with a ratio of $< 35\%$ 1 The study program does not have a minimum position of Lecturer at all.
138		Percentage of permanent lecturers who	In		The percentage of permanent lecturers	Study Program:	4 if $KD_5 \geq 40\%$, then score = 4

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating
1	2	3	4	5	6	7	8
		have a teaching certificate/lecturer certificate			who have a teaching certificate/lecturer certificate is more than 40%	a) Data of all lecturers in the study program b) Teacher certificate/lecturer certificate WD II and Dean: a) Data of all lecturers in the faculty b) Teacher certificate/lecturer certificate Organization and Personnel Section, AUPK Bureau, WR II: a) Data of all lecturers at the university b) Teacher certificate/lecturer certificate	3 if $KD_5 < 40\%$, then score = $10 \times KD_5$ 2 1
139		Percentage of permanent lecturers with academic qualifications of S3 who have competency/professional certificates recognized by industry and the world of work: or come from professional practitioners, the world of industry or the world of work	In		The percentage of permanent lecturers with academic qualifications of S3 who have competency/professional certificates is more than 85%	Assistant Director and Post Graduate Director, Organization and Personnel Section, AUPK Bureau, WR II: a) Data on permanent lecturers with doctoral qualifications b) Data and proof of competency/professional certificates for permanent lecturers with S3 qualifications	4 If $DS3_s \geq 85\%$ 3 If $DS3_s < 85\%$ then score = $0.60 + (4 \times DS3_s)$ 2 $DS3_s = (NDS3_s / N_{DTS3}) \times 100\%$ 1 $NDS3_s$ = Number of DTPS with academic qualifications of S3 who have certificates N_{DTS3} = Number of DTPS with academic qualifications of S3
140		Lecturers meet the lecturer requirements for the number of study programs	In		The ratio of the number of permanent lecturers in study programs (DTPS) who meet the lecturer requirements to the number of study programs is more than 10	Organization and Personnel Section, AUPK Bureau, WR II: a) Data on permanent lecturers who meet the lecturer requirements b) Data on the number of study programs	4 If $RDPS \geq 10$ Where $RDPS = NDT / NPS$ NDT = Number of permanent lecturers NPS = Number of study programs 3 If $5 \leq RDPS < 10$ 2 Couple shoes = $(2 \times RDPS) / 5$ 1 If $RDPS < 5$ then score 0

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating	
1	2	3	4	5	6	7	8	
141		The university has a number of non-permanent lecturers compared to the total number of lecturers (permanent lecturers and non-permanent lecturers) according to the criteria.	In		The percentage of the number of non-permanent lecturers to the total number of lecturers (permanent lecturers and non-permanent lecturers) is less than 10%	Organization and Personnel Section, AUPK Bureau, WR II: a) Permanent lecturer data and b) Non-permanent lecturer data	4	If $P_{DTT} \leq 10\%$
							3	If $10\% < P_{DTT} \leq 40\%$ was score $(14 - (20 \times P_{DTT}))/3$
							2	Where is $P_{DTT} = (N_{DTT} / (N_{DTT} + N_{DT})) \times 100\%$ N_{DT} = Number of permanent lecturers N_{DTT} = Number of non-permanent lecturers
							1	If $P_{DTT} > 40\%$ then score 0
142		The university has a ratio of the number of students to the number of permanent lecturers according to the criteria.	In		The ratio of the number of students to the number of permanent lecturers is 1:24	Study Program: a) Active student data b) Permanent lecturer data in study programs c) The ratio of the number of students to the number of permanent lecturers	4	If $12 \leq R_{MDT} \leq 24$
							3	If $R_{MDT} < 12$ pairs of shoes = $R_{MDT} / 3$
							2	Where is $R_{MDT} = N_M / N_{DT}$ N_M = Number of regular and transfer students in the current year (TS) N_{DT} = Number of permanent lecturers
							1	If $24 < R_{MDT} < 40$ Pair of shoes = $10 - (R_{MDT} / 4)$
143		The study program has international-scale practicing lecturers.		In	The study program has as many internationally renowned practicing lecturers as > 5% from all lecturers	Study Program: a) Data on all lecturers in study programs and b) Data and evidence from international scale practicing lecturers	4	The study program has as many internationally renowned practicing lecturers as > 5% from all lecturers
							3	The study program has as many internationally renowned practicing lecturers as $3\% \leq X \leq 5\%$ of the total number of lecturers
							2	The study program has as many internationally renowned practicing lecturers as $1\% \leq X < 3\%$ of the total number of lecturers
							1	The study program has as many internationally renowned practicing lecturers as < 1% of the total number of lecturers
144		Percentage of lecturers who are involved in tri dharma activities at other campuses, in QS100 based on field of science (QS100 by subject), working as practitioners, or mentoring students who have achieved the lowest national level	In		The percentage of lecturers who are involved in tri dharma activities at other campuses, in the QS100 by subject, working as practitioners, or mentoring students who have achieved the lowest national	Study Program: a) Data of all lecturers in the study program b) Certificates or achievements of lecturers who are involved in tri dharma activities at other campuses based on their field of study (QS100 by subject) WD II and Dean:	4	Lecturers who are involved in tri dharma activities at other campuses, in QS100 based on field of science (QS100 by subject), work as practitioners, or mentor students who have achieved the lowest national level achievements in the last 5 (five) years of more than 70%.
							3	lecturers who are involved in tri dharma activities at other campuses, in QS100 based on field of science (QS100 by subject), working as practitioners, or mentoring students who have achieved the lowest national level achievements

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating
1	2	3	4	5	6	7	8
		achievements in the last 5 (five) years			level achievements in the last 5 (five) years is more than 70%.	a) Data of all lecturers in the faculty b) Certificates or achievements of lecturers who are involved in tri dharma activities at other campuses based on their field of study (QS100 by subject) Organization and Personnel Section, AUPK Bureau, WR II: a) Data of all lecturers at the university b) Certificates or achievements of lecturers who are involved in tri dharma activities at other campuses based on their field of study (QS100 by subject)	in the last 5 (five) years 60% - 70% 2 lecturers who are involved in tri dharma activities at other campuses, in QS100 based on field of science (QS100 by subject), working as practitioners, or mentoring students who have achieved the lowest national level achievements in the last 5 (five) years 50% - 60% 1 lecturers who are involved in tri dharma activities at other campuses, in QS100 based on field of science (QS100 by subject), working as practitioners, or mentoring students who have achieved the lowest national level achievement in the last 5 (five) years of less than 50%
145		Higher education institutions determine that educational staff must have a minimum of a D4 or S1 degree according to their expertise (laboratory staff, librarians, archivists, etc.) except for cleaning staff, drivers and the like, minimum high school diploma	In		The percentage of educational staff who have a minimum diploma of D4 or S1 according to their expertise (except for cleaning staff, drivers and similar who have a minimum of high school) is more than 75%.	WD II and Dean: Data on all educational staff and educational staff diplomas (Faculty) Organization and Personnel Section, AUPK Bureau, WR II: Data on all educational staff and educational staff diplomas (University)	4 ≥ 75% of educational staff have a minimum diploma of D4 or S1 according to their expertise 3 50% ≤ educational staff <75% have a minimum diploma of D4 or S1 according to expertise 2 25% ≤ educational staff <50% have a minimum diploma of D4 or S1 according to expertise 1 Less than 25% of education staff have a minimum diploma of D4 or S1 according to their expertise
146		Adequate laboratory qualifications to support the learning process according to the needs of the study program	In		UPPS has a sufficient number of laboratory technicians for the number of laboratories used by study programs, their qualifications are in accordance with the laboratories for which they are responsible	Head of Faculty, WD II and Laboratory: Laboratory data in the study program along with educational history and certificates held.	4 UPPS has a sufficient number of laboratory technicians for the number of laboratories used by study programs, their qualifications are in accordance with the laboratories for which they are responsible and they are certified laboratory technicians and have certain competency certificates according to their field of work. 3 UPPS has a sufficient number of laboratory technicians for the number of laboratories used by the study program, their qualifications are in

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating
1	2	3	4	5	6	7	8
					and they are certified laboratory technicians and have certain competency certificates according to their field of work.		accordance with the laboratory for which they are responsible and they are certified laboratory technicians or have certain competency certificates according to their field of work. 2 UPPS has a sufficient number of laboratory technicians for the number of laboratories used by study programs, their qualifications are in accordance with the laboratories for which they are responsible. 1 UPPS has a sufficient number of laboratory technicians compared to the number of laboratories used by study programs.
147		Competency and career development activities for educational staff (tendik)	In		Presentation of educational staff participating in various competency development activities such as further studies, training, workshops, certification, internships, or other public service improvements relevant to the main duties and functions of more than 50%	Head of Faculty, Vice Dean II: a) Faculty staff data b) Certificate/proof of competency and career development activities for educational staff Organization and Personnel Section, AUPK Bureau, WR II: a) Database of all educational staff at the university b) Certificate/proof of competency and career development activities for educational staff	4 $\geq 50\%$ of educational staff participate in professional activities relevant to their duties and functions 3 $30\% \leq$ educational staff $< 50\%$ participate in professional activities relevant to their duties and functions 2 $10\% \leq$ educational staff $< 30\%$ participate in professional activities relevant to their duties and functions 1 Less than 10% of educational staff participate in professional activities relevant to their duties and functions
148		Educational staff have expertise certification	In		The percentage of education staff who have expertise certificates is more than 59%	Head of Faculty, Vice Dean II: a) Faculty staff data b) Percentage results and proof of educational staff expertise certificates Organization and Personnel Section, AUPK Bureau, WR II: a) Data on all educational staff at the university b) Percentage results and proof of educational staff expertise certificates	4 If $P_{TDS} \geq 50\%$ 3 If $P_{TDS} < 50\%$ then score = $1 + (6 \times P_{TDS})$ 2 Where 1 $P_{TDS} = (N_{TDS} / N_{TD}) \times 100\%$ N_{TDS} = number of educational staff with expertise certification N_{TD} = Number of educational staff

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating	
1	2	3	4	5	6	7	8	
149		Internationally certified educational staff		In	The percentage of educational staff with international professional certification in accordance with the vision and mission of international competitiveness is more than 5%.	Organization and Personnel Section, AUPK Bureau, International Office, WR II: a) Data on all educational staff b) Percentage results and proof of international professional certificates for educational staff	4	≥ 5% of educational staff are internationally certified
							3	3% ≤ educational staff < 5% internationally certified
							2	1% ≤ educational staff < 3% internationally certified
							1	Less than 1% of educational staff are internationally certified
150	Infrastructure Standards	Higher education institutions guarantee and provide access to facilities and infrastructure that: 1) accommodate students' educational needs; 2) accommodate the implementation of the duties of lecturers, tutors, instructors, assistants and supervisors in accordance with their fields of expertise and educational staff; 3) friendly towards students, lecturers and educational staff with special needs; and 4) adequate to organize higher education and management according to the needs of organizing	In		Higher education guarantees and provides access to facilities and infrastructure that fulfill 4 aspects	Head of Faculty, Vice Dean II, Library, PTIPD, PPB, Business Center, Laboratory, Ma'had, General Section, AUPK Bureau, Vice Dean II: Data on all access to infrastructure at the district level faculty/postgraduate/unit/institution/ university	4	Access to facilities and infrastructure meets 4 aspects
							3	Access to facilities and infrastructure meets 3 aspects
							2	Access to facilities and infrastructure fulfills 2 aspects
							1	Access to facilities and infrastructure fulfills 1 aspect

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating	
1	2	3	4	5	6	7	8	
		and planning education development.						
151		Higher Education Institutions have an ICT (Information and Communication Technology) System to collect accurate, accountable and confidential data (e.g.: Higher Education Management Information System/ SIMPT) which includes: 1) Academic, financial, human resources, and facilities and infrastructure (assets) services, 2) easily accessible to all work bureaus within the institution, 3) complete and up-to-date, 4) all types of services have been integrated and used for decision making, and 5) All types of integrated services are evaluated periodically and the results are followed up to improve the information system.	In		Higher Education Institutions have an ICT (Information and Communication Technology) System to collect accurate, accountable and confidential data (e.g.: Higher Education Management Information System/ SIMPT) which covers 5 aspects, is evaluated periodically and the results are followed up to improve the information system.	PTIPD: Evidence of a Higher Education Management Information System that fulfills 5 aspects in the field of education	4	The university has an information system for administrative services that has been proven to be effective in fulfilling 5 aspects, is evaluated periodically and the results are followed up to improve the information system.
							3	The university has an information system for administrative services that has been proven to be effective in fulfilling aspects 1-4.
							2	The university has an information system for administrative services that has been proven to be effective in fulfilling aspects 1-3.
							1	The university has an information system for administrative services but it does not yet fulfill all aspects.
152		Higher education institutions have an information system for learning process services that has been	In		Higher education institutions have an information system for learning process services that has	PTIPD: Related information systems a) e-learning services b) library services	4	Higher education institutions have an information system for learning process services that has been proven to be effective in fulfilling the following aspects:

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating
1	2	3	4	5	6	7	8
		proven to be effective in fulfilling the following aspects: 1) availability of e-learning services, libraries (e-journals, e-books, e-repositories, etc.) 2) easily accessible to academics, and 3) All types of services are evaluated periodically, the results of which are followed up to improve the information system.			been proven to be effective in fulfilling the three aspects.	c) other learning process services d) and the improvement evaluation document	1) availability of e-learning services, libraries (e-journals, e-books, e-repositories, etc.) 2) easily accessible to academics, and 3) All types of services are evaluated periodically, the results of which are followed up to improve the information system.
							3) Higher education institutions have an information system for learning process services that has been proven to be effective in fulfilling the following aspects: 1) availability of e-learning services, libraries (e-journals, e-books, e-repositories, etc.) 2) easily accessible to academics, and 3) all types of services are evaluated periodically 2) Higher education institutions have an information system for learning process services that has been proven to be effective in fulfilling the following aspects: 1) availability of e-learning services, libraries (e-journals, e-books, e-repositories, etc.) 2) easily accessible to academics, and 1) Higher education institutions have an information system for learning process services, but it is not yet complete.
153		Higher education institutions have effective implementation of the quality assurance system for educational facilities and infrastructure for each criterion that meets the following 4 aspects: 1) the existence of formal documents establishing quality standards for infrastructure facilities 2) infrastructure quality standards are	In		The Higher Education Institution has implemented a quality assurance system for educational facilities and infrastructure that has been proven to be effective in fulfilling 4 aspects and a review of the quality assurance cycle has been carried out involving external reviewers.	LPM: a) SPMI Document b) Evidence of implementation of SPMI for educational facilities and infrastructure (PPEPP) c) SPMI cycle review involves external reviewers	4) The Higher Education Institution has implemented a quality assurance system for educational facilities and infrastructure that has been proven to be effective in fulfilling 4 aspects and a review of the quality assurance cycle has been carried out involving external reviewers. 3) The University has implemented a quality assurance system for educational facilities and infrastructure which has been proven to be effective in fulfilling 4 aspects and a review of the quality assurance cycle has been carried out. 2) The University has implemented a quality assurance system for educational facilities and infrastructure which has been proven to be effective in fulfilling 4 aspects.

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating	
1	2	3	4	5	6	7	8	
		implemented consistently, 3) monitoring, evaluation and control of established quality standards, and 4) the results are followed up for improvement and quality enhancement					1	Higher education institutions have implemented a quality assurance system for educational facilities and infrastructure, but it is not yet effective and does not fulfill all aspects.
154		Higher Education Institutions have valid evidence available regarding good practices in the implementation of <i>Good University Governance</i> (at least covering the aspects of credibility, transparency, accountability, responsibility and fairness), and risk management related to guaranteeing and providing access to infrastructure facilities in accordance with the 3 provisions of SN-DIKTI	In		Higher Education Institutions have valid evidence regarding good practices in the implementation of GUG covering all aspects related to guaranteeing and providing access to infrastructure facilities. The University announces a summary of its annual report to the public.	Head of Faculty, Assistant Director and Director of Postgraduate Studies, Vice Dean II and Dean, General Affairs, AUPK Bureau, Vice Dean II: Analysis documents and valid evidence related to good practices in the implementation of GUG in guaranteeing and providing access to infrastructure facilities which include 7 aspects.	4	Higher education institutions have valid evidence regarding good practices in implementing GUG, including the following aspects: 1) Credibility 2) Transparency 3) Accountability 4) Responsibility 5) Justice 6) Consistent, effective and efficient risk management The University announces a summary of its annual report to the public.
							3	Higher education institutions have valid evidence regarding good practices in implementing GUG, including the following aspects: 1) Credibility 2) Transparency 3) Accountability 4) Responsibility 5) Justice 6) Consistent risk management, The University announces a summary of its annual report to the public.
							2	Higher education institutions have valid evidence regarding good practices in implementing GUG, including the following aspects: 1) Credibility 2) Transparency 3) Accountability 4) Responsibility

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating
1	2	3	4	5	6	7	8
							5) Justice 7) Risk management The University announces a summary of its annual report to the public.
							1 Higher education institutions have valid evidence regarding good practices in implementing GUG but only cover several aspects: 1) Credibility 2) Transparency 3) Accountability 4) Responsibility 5) Justice 6) Risk management
155		Higher education institutions have valid evidence available regarding the institution's efforts to protect academic integrity and the quality of higher education related to data and information.	In		Higher education institutions have valid evidence (formal documents of policies and regulations) to guarantee the integrity and quality of institutions related to data and information that is implemented consistently, effectively and efficiently.	General Section, AUPK Bureau, WR II: formal documents (policies and regulations) to ensure the integrity and quality of institutions related to data and information	4 Higher education institutions have valid evidence (formal documents of policies and regulations) to guarantee the integrity and quality of the institution which is implemented consistently, effectively and efficiently. 3 Higher education institutions have valid evidence (formal documents of policies and regulations) to guarantee the integrity and quality of the institution which is implemented consistently. 2 Higher education institutions have valid evidence (formal documents of policies and regulations) to guarantee the integrity and quality of the institution. 1 Higher education institutions have valid evidence (formal documents of policies and regulations) to guarantee the integrity and quality of the institution.
156		The College stipulates that: learning resources include: 1) learning resources prepared by the Higher Education Institution; and 2) Other learning resources at least	In		Availability of learning resources prepared by universities and other open learning resources that meet the criteria	Study Program: learning resources prepared by lecturers that meet 4 criteria Library: Learning resource data prepared by universities and open learning resources that meet 4 criteria	4 Availability of learning resources prepared by universities and other/open learning resources which: a. accessible b. according to the field of expertise and can be used jointly by several universities c. distributed as public domain d. permits use, modification, and redistribution by its users

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating	
1	2	3	4	5	6	7	8	
		include open learning resources: a. which can be accessed by students, lecturers, tutors, instructors, assistants and supervisors according to their field of expertise, and can be used jointly by several universities. b. which is distributed as public domain and/or uses a license that permits use, modification, and redistribution by its users					3	Availability of learning resources prepared by universities and other/open learning resources which: a. accessible b. according to the field of expertise and can be used jointly by several universities c. distributed as public domain
							2	Availability of learning resources prepared by universities and other/open learning resources which: a. accessible b. according to the field of expertise and can be used jointly by several universities
							1	Availability of learning resources prepared by universities and other/open learning resources that can be accessed and are appropriate to the field of expertise.
157		Higher education institutions implement policies that prioritize the creation and use of open learning resources that are relevant to the curriculum.	In		Lecturers use open learning resources that are relevant to the curriculum more than 75% of the time.	Study Program: open learning resources relevant to the curriculum for each lecturer	4	≥ 75% of lecturers use open learning resources that are relevant to the curriculum
							3	50% ≤ lecturers < 75% use open learning resources that are relevant to the curriculum
							2	25% ≤ lecturers < 50% use open learning resources that are relevant to the curriculum
							1	Less than 25% of lecturers use open learning resources that are relevant to the curriculum.
158		Library materials access and utilization of facilities used in the administration and learning processes as well as the implementation of the tridharma activities of higher education	In		Availability of library materials in the form of textbooks (including the availability and use of ebooks) of more than 400 titles	Library, General Section, AUPK Bureau: Report on the availability of library materials in the form of textbooks	4	If the number of titles ≥ 400, then the score = 4
							3	If the number of titles is < 400, then Score = (number of titles) / 100
							2	
							1	

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating	
1	2	3	4	5	6	7	8	
159		The main infrastructure and equipment used in the laboratory (including clinical labs and computer labs) used in the learning process	In		Availability, access and utilization of main infrastructure and equipment in the laboratory Evaluation elements 1) the condition of the tool is very good (well maintained and functioning) 2) tool : student ratio (1: 18) 3) accessibility of tool use 4) types of tools to meet learning outcomes 5) logbook according to learning outcomes	Laboratory, General Section, AUPK Bureau: Report on the availability, access and utilization of main infrastructure and equipment in the laboratory which contains 5 criteria.	4	All criteria met
							3	Meet 4 criteria
							2	Meet 3 criteria
							1	Only meets 2 criteria
160		Eligibility, access and utilization of laboratory facilities	In		Eligibility, access and utilization of laboratory facilities. Criteria 1) adequate laboratory capacity 2) adequate laboratory maintenance system 3) good accessibility (having flexibility in using it outside of scheduled practical activities) 4) efficient laboratory use (average usage time per week)	Laboratory, General Section, AUPK Bureau: The report on feasibility, access and utilization of laboratory facilities meets 4 criteria.	4	All criteria are met
							3	Meet 3 criteria
							2	Meet 2 criteria
							1	Only meets 1 criteria

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating	
1	2	3	4	5	6	7	8	
161 *		Percentage of Study Programs that meet learning facilities and infrastructure standards (%)	In		The percentage of study programs that meet the standards for learning facilities and infrastructure is more than 85%	Head of Faculty, Assistant Director and Director of Postgraduate Studies, Vice Dean II and Dean: Data on study program infrastructure that meets standards LPM: Form for the assessment instrument for infrastructure facilities that comply with standards and AMI report regarding infrastructure standards in study programs	4	The percentage of study programs that meet the standards for learning facilities and infrastructure is more than 85%
							3	Percentage of Study Programs that meet the standards for learning facilities and infrastructure 75% - 85%
							2	Percentage of Study Programs that meet the standards for learning facilities and infrastructure 65% - 75%
							1	The percentage of study programs that meet the standards for learning facilities and infrastructure is less than 65%
162	Financing Standards	Realization of investments (human resources, facilities and infrastructure) that support the implementation of the tridharma	In		Investment realization (human resources, facilities and infrastructure) meets the needs for the implementation of the Tridharma program and meets the standards of higher education institutions related to education, research and PkM)	Assistant Director and Postgraduate Director, Vice Dean II and Dean: RKAKL and proof of investment realization for human resources, facilities and infrastructure) at faculty/postgraduate level Library, Laboratory, PTIPD, PPB, Business Center, Admissions, International Office, LPPM, LPM, Ma'had, SPI, Planning and Finance Section, AUPK Bureau and WR II: RKAKL and proof of investment realization for human resources, facilities and infrastructure) at the Unit/Institution/University level	4	Investment realization (human resources, facilities and infrastructure) meets the needs for the implementation of the Tridharma program and meets the standards of higher education institutions related to education, research and PKM.
							3	Investment realization (human resources, facilities and infrastructure) only partially meets the needs for implementing the Tridharma program and meets the standards of higher education institutions related to education, research and Community Service Programs.
							2	Investment realization (human resources, facilities and infrastructure) only meets the needs for the implementation of educational programs and meets the standards of higher education institutions related to education.
							1	Investment realization (human resources, facilities and infrastructure) has not met the needs for implementing educational programs.
163		Operational costs of education for the last 3 years (per student, per year)	In		The operational costs of education for the last 3 years (per student, per year) are more than 20 million	WD II and Dean: RKAKL operational costs for undergraduate education programs (Faculty)	4	If $DOP \geq 20$
							3	If $DOP < 20$ then the score is $DOP/5$, where
							2	$DOP =$ Average operational funds for
							1	education/students in the last 3 years (in millions of rupiah)

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating	
1	2	3	4	5	6	7	8	
						Planning and Finance Section, AUPK Bureau and WR II: RKAKL operational costs for undergraduate education programs (University)		
164		Operational costs of master's program education in the last 3 years (per student, per year)	In		The operational costs of education for the last 3 years (per student, per year) are more than 28 million	Assistant Director and Postgraduate Director, Vice Dean II and Dean: RKAKL operational costs for master's program education (Faculty/Postgraduate) Planning and Finance Section, AUPK Bureau and WR II: RKAKL operational costs for master's program education (University)	4	If DOP $\geq$ 28
							3	If DOP < 28 then DOP score/7
							2	Where
							1	DOP = Average operational funds for education/students in the last 3 years (in millions of rupiah)
165		Operating costs of doctoral program education in the last 3 years (per student, per year)	In		The operational costs of education for the last 3 years (per student, per year) are more than 40 million	Assistant Director and Post Director: RKAKL operational costs for doctoral (Post) program education Planning and Finance Section, AUPK Bureau and WR II: RKAKL operational costs for doctoral program education (University)	4	If DOP $\geq$ 40
							3	If the DOP < 40 then the DOP score/10
							2	Where
							1	DOP = Average operational funds for education/students in the last 3 years (in millions of rupiah)
166		Higher education institutions have sufficient funds to ensure the achievement of learning outcomes.	In		Funds can guarantee the operational continuity of the Tridharma, development over the last 3 years and have sufficient funds for the development plan for the next 3 years supported by realistic funding sources.	1) Assistant Director and Postgraduate Director, Vice Dean II and Dean: a) Report on the use of Tridharma operational funds for the last 3 years at the faculty/postgraduate level b) Funding report for the next 3 years development plan with realistic funding sources at the	4	Funds can guarantee the operational continuity of the Tridharma, development over the last 3 years and have sufficient funds for the development plan for the next 3 years supported by realistic funding sources.
							3	Funds can guarantee the continuity of tridharma operations, development over the last 3 years
							2	Funds can guarantee the continuity of tridharma operations and a small part of development
							1	Funds can guarantee the continuity of tridharma operations and are not available for development.

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating	
1	2	3	4	5	6	7	8	
						faculty/postgraduate level 2) Library, Laboratory, PPB, International Office, Ma'had, Business Center, LPPM, SPI, Planning and Finance Section, AUPK Bureau, WR II: a) Report on the use of Tridharma operational funds for the last 3 years at the unit/institution/university level b) Funding report for the next 3 years development plan with realistic funding sources at the unit/institution/university level		
167		UPPS has publication funds	In		UPPS has a publication fund of ≥3 million rupiah/lecturer/year	WD II and Dean: RKAKL operational costs for undergraduate education programs (Faculty) Planning and Finance Section, AUPK Bureau and WR II: RKAKL operational costs for undergraduate education programs (University)	4	publication funds amounting to ≥3 million rupiah/lecturer/year
							3	publication funds of 2 million rupiah/lecturer/year
							2	publication funds amounting to 1 million rupiah/lecturer/year
							1	publication funds amounting to <1 million rupiah/lecturer/year
168		Higher education institutions ensure the availability of documents on funding sources with complete sources according to BAN-PT indicators originating from: 1) Government (RM and BOPTN)	In		The availability of detailed documents regarding the provisions of financing sources originating from 9 sources, supports transparency in their use, and is socialized.	Planning and Finance Section, AUPK Bureau, SPI, and WR II: detailed document regarding the provisions for financing sources originating from 9 sources and their socialization	4	The availability of detailed documents regarding the provisions of financing sources originating from 9 sources, supports transparency in their use, and is socialized.
							3	The availability of documents regarding the provisions of financing sources originating from 9 sources supports transparency in their use.
							2	Availability of documents regarding provisions for sources of financing originating from 9 sources

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating
1	2	3	4	5	6	7	8
		2) PT Sendiri (BLU) 3) Cost of education 4) Management of alumni and philanthropic endowment funds 5) Professional services and/or 6) Skill 7) Tridharma cooperation with the government and private sector 8) Other sources from the community 9) Other sources from foreign organizations					1 Availability of documents regarding provisions for financing sources originating from less than 9 sources
169		Percentage of funding obtained from students to total funding obtained by higher education institutions	In		The percentage of funding obtained from students to the total funding obtained by higher education institutions is less than 40%.	Planning and Finance Section, AUPK Bureau, SPI, and WR II: proof of funding obtained from students and the results of percentage analysis	4 If $P_{DM} \leq 40\%$ 3 If $40\% < P_{DM} \leq 55\%$, then score = $(28 - (40 \times P_{DM}))/3$, Where $P_{DM} = (D_M / D_T) \times 100\%$ D_M = Amount of funds sourced from student admissions in the last 3 years D_T = Total funding received by the University in the last 3 years 2 1 If $P_{DM} > 55\%$, then score = $(40 - (40 \times P_{DM}))/9$
170		Percentage of higher education funding obtained from sources other than students and ministries/institutions to total higher education funding obtained	In		The percentage of higher education funding obtained from sources other than students and ministries/institutions to the total higher education funding obtained is more than 10%	1) Study Program: proof of funding from sources other than students and Ministries/Institutions in the study program and the results of percentage analysis 2) Assistant Director and Postgraduate Director, Vice Dean II and Dean: proof of funding from sources other than students and	4 If $P_{DL} \geq 10\%$ 3 If $P_{DL} < 10\%$, then score = $(20 \times P_{DL}) + 2$, Where $P_{DL} = (D_L / D_T) \times 100\%$ D_L = Amount of funds from sources other than students in the last 3 years D_T = Total funding received by the University in the last 3 years 2 1 No score less than 2

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating	
1	2	3	4	5	6	7	8	
						Ministries/Institutions at the faculty/postgraduate level and the results of percentage analysis 3) Planning and Finance Section, AUPK Bureau, SPI, and WR II: proof of funding from sources other than students and Ministries/Institutions at the university and the results of percentage analysis		
171		Higher Education Funding from International Institutions		In	The University's funding from international institutions is more than 50 million per year.	1) Study Program: proof of obtaining funds from international institutions in the study program 2) Assistant Director and Postgraduate Director, Vice Dean II and Dean: proof of obtaining funds from international institutions at the faculty/postgraduate level 3) Planning and Finance Section, AUPK Bureau, SPI, and WR II: proof of obtaining funds from international institutions at the university	4	The University's funding from international institutions is more than 50 million per year.
							3	University funding from international institutions is 30-50 million per year
							2	University funding from international institutions is 20 million per year.
							1	The funding obtained by universities from international institutions is less than 20 million per year.
172		The Higher Education Institution has formal documents and evidence of approval and determination mechanisms for strategic financial funding plans which include the following 5 aspects: a. the involvement of stakeholders,	In		The Higher Education Institution has formal documents and evidence of the approval and determination mechanism for the strategic financial funding plan which includes 5 aspects	Assistant Director and Postgraduate Director, Vice Dean II and Dean: a) Document on achievements of the strategic plan for faculty financial funding for the previous period b) Activity <i>Benchmark</i> at international level universities c) Activities to prepare a strategic plan for faculty	4	The University has formal documents and evidence of approval and determination mechanisms for strategic plans that cover 5 aspects and exist. <i>benchmark</i> with similar international level universities
							3	The University has formal documents and evidence of approval and determination mechanisms for strategic plans that cover 5 aspects and exist. <i>benchmark</i> with similar national level universities

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating	
1	2	3	4	5	6	7	8	
		b. referring to the achievements of the previous period's strategic plan, c. referring to the institutional VMTS, d. conducting an analysis of internal and external conditions, and e. approved by the authorized organ.			and exists. <i>benchmark</i> with similar international level universities	financial funding for the next period by involving stakeholders d) the strategic plan for the next period of faculty financial funding that has been approved Planning and Finance Section, AUPK Bureau, SPI, and WR II: a) Document on achievements of the university's previous period's strategic financial funding plan b) Activity <i>Benchmark</i> at international level universities c) Activities to prepare a strategic plan for university financial funding for the next period by involving stakeholders d) the strategic plan for financial funding for the next period that has been approved	2	The University has formal documents and evidence of approval and determination mechanisms for strategic plans that cover 5 aspects.
							1	The university has formal documents and evidence of the approval and determination mechanism for the strategic plan, but it does not yet cover all aspects related to evidence of the preparation mechanism, approval and determination.
173		Higher education institutions have formal documents and guidelines for managing education finances available.	In		Higher education institutions have formal documents and guidelines for managing education finances which: 1) Comprehensive 2) Clear 3) Socialized 4) Easily accessible to stakeholders	Planning and Finance Section, AUPK Bureau, SPI, and WR II: Evidence of financial management guidelines in the field of education and uploaded on <i>website</i>	4	Higher education institutions have formal documents and guidelines for financial management in the education sector that are comprehensive, clear, socialized, and easily accessible to stakeholders.
							3	Higher education institutions have formal documents and guidelines for managing education finances that are comprehensive, clear, and socialized.
							2	Higher education institutions have the availability of formal documents and comprehensive and clear guidelines for managing education finances.
							1	Higher education institutions have formal documents and guidelines for managing education finances, but they are not comprehensive and clear.

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating
1	2	3	4	5	6	7	8
174		Higher education institutions have valid evidence available regarding the implementation of financial management policies and guidelines in the field of education.	In		Higher education institutions have valid evidence available regarding the implementation of consistent, effective and efficient financial management policies and guidelines in the field of education.	1) Assistant Director and Postgraduate Director, Vice Dean II and Dean: a) RKAKL Faculty/Postgraduate in the field of education b) Report on the use of finances in the field of education at the Faculty/Postgraduate level 2) Library, Laboratory, PPB, International Office, Ma'had, LPPM, SPI, Planning and Finance Section, AUPK Bureau, WR II: a) RKAKL units/institutions/universities in the field of education b) Report on the use of finances in the education sector at the unit/institution/university level	4 Higher education institutions have valid evidence available regarding the implementation of consistent, effective and efficient financial management policies and guidelines in the field of education. 3 Higher education institutions have valid evidence available regarding the consistent implementation of financial management policies and guidelines in the field of education. 2 Higher education institutions have valid evidence available regarding the implementation of financial management policies and guidelines in the field of education. 1 Higher education institutions do not have valid evidence available regarding the implementation of financial management policies and guidelines in the field of education.
175		Higher Education Institutions have the implementation and results of external financial audits in the field of education at Higher Education Institutions.	In		The external audit is carried out by a Public Accounting Firm with an Unqualified Opinion.	Planning and Finance Section, AUPK Bureau, SPI, and WR II: The results of the external audit were carried out by a Public Accounting Firm with an Unqualified Opinion.	4 External audits are conducted by a Public Accounting Firm with an Unqualified Opinion (<i>Unqualified Opinion</i>) 3 The external audit was conducted by a Public Accounting Firm with an Unqualified Opinion with an explanatory paragraph (<i>Modified Unqualified Opinion</i>) 2 External audits are conducted by Public Accounting Firms with Qualified Opinions (<i>Qualified Opinion</i>) 1 External audits are conducted by Public Accounting Firms with an Unqualified Opinion (<i>Adverse Opinion</i>)
176		Higher education institutions implement	In		Higher education institutions implement UKT gradation and	Planning and Finance Section, AUPK Bureau and WR II:	4 Higher education institutions implement UKT gradations and UKT appeals based on

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating	
1	2	3	4	5	6	7	8	
		UKT gradation and UKT comparison			UKT appeals based on established, transparent, fair, and well-documented requirements and procedures/SOPs.	a) requirements and procedures/SOP for UKT gradation and UKT appeals that have been determined b) Evidence of UKT gradation results and UKT appeals.		established, transparent and fair requirements and procedures/SOPs.
							3	Higher education institutions implement UKT gradations and UKT appeals based on established requirements and procedures/SOPs.
							2	Higher education institutions implement UKT gradations and UKT appeals based on established requirements but not in accordance with SOPs.
							1	Higher education institutions implement UKT gradations and UKT appeals not based on the requirements and/or procedures/SOPs that have been established.
177		The University has established a policy of providing scholarships for high-achieving students, Tahfid scholarships, and scholarships for the underprivileged in collaboration with BAZNAS, BLU, local governments, and other partners.		In	Availability of formal documents and guidelines for providing scholarships for outstanding students, Tahfid scholarships, and scholarships for the underprivileged in collaboration with BAZNAS, BLU, local governments, and other partners who: 1) Comprehensive 2) Clear 3) Socialized 4) Easy to access	1) Academic and Student Affairs Division, AAKK Bureau, Vice Rector III: Guidelines for awarding scholarships to high-achieving, Tahfid, and underprivileged students 2) Cooperation, Institutional, and Public Relations Division: socialization of scholarships for high-achieving, Tahfid, and underprivileged students	4	Higher education institutions have formal documents and guidelines for providing student scholarships that are comprehensive, clear, socialized, and easily accessible.
							3	Higher education institutions have formal documents and guidelines for providing comprehensive, clear, and socialized student scholarships available.
							2	The university has the availability of formal documents and comprehensive and clear guidelines for awarding student scholarships.
							1	Universities have formal documents and guidelines for awarding student scholarships available, but they are not comprehensive and clear.
178		Percentage of completion of BLU financial management modernization (%) a. Public Service Non-Tax State Revenue b. BLU PNPB from smooth asset management	In		The percentage of completion of BLU financial management modernization is more than 190%	Planning and Finance Section, AUPK Bureau, SPI, WR II: Evidence of completion of BLU financial management modernization of more than 190%	4	The percentage of completion of BLU financial management modernization is more than 190%
							3	Percentage of completion of BLU financial management modernization 160% – 190%
							2	Percentage of completion of BLU financial management modernization 130% – 160%
							1	The percentage of completion of BLU financial management modernization is less than 130%

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating	
1	2	3	4	5	6	7	8	
		c. BLU PNBP from fixed asset management and cooperation						
179		Realization of BLU PNBP (Rupiah)	In		BLU PNBP realization 100% of target (rupiah)	Planning and Finance Section, AUPK Bureau, SPI, WR II: Proof of realization of BLU PNBP	4	If RPNBP $\geq$ 100%
							3	If RPNBP < 100% then score = 4 x RPNBP
							2	
							1	Where RPNBP = Realization of BLU PNBP
180		Budget absorption percentage (%)	In		Budget absorption percentage is more than 96%	1) Assistant Director and Postgraduate Director, Vice Dean II and Dean: percentage of budget absorption in faculty/postgraduate financial reports 2) Library, Laboratory, PTIPD, PPB, Business Center, Admission, International Office, Ma'had, LPPM, LPM, SPI, Planning and Finance Section, AUPK Bureau, WR II: percentage of budget absorption in the financial report of the unit/institution/university	4	Budget absorption percentage is more than 96%
							3	Budget absorption percentage 80% - 96%
							2	Budget absorption percentage 64% - 80%
							1	Budget absorption percentage is less than 64%
181		Percentage of PNBP revenue to operational costs (%)	In		The percentage of PNBP revenue to operational costs is more than 60%	Planning and Finance Section, AUPK Bureau, SPI, WR II: Percentage analysis of PNBP revenue to operational costs (%)	4	The percentage of PNBP revenue to operational costs is more than 60%
							3	Percentage of PNBP revenue to operational costs 40% - 60%
							2	Percentage of PNBP revenue to operational costs 20% - 40%
							1	The percentage of PNBP revenue to operational costs is less than 20%
182		Percentage of administrative and financial findings resulting from internal (APIP) and external supervision that were resolved (%)	In		The percentage of administrative and financial findings resulting from internal and external supervision (APIP) that were resolved was more than 90%.	Planning and Finance Section, AUPK Bureau, SPI, WR II: Evidence of analysis of the percentage of administrative and financial findings resulting from internal and external supervision (APIP) that were resolved	4	The percentage of administrative and financial findings resulting from internal and external supervision (APIP) that were resolved was more than 90%.
							3	Percentage of administrative and financial findings resulting from internal (APIP) and external supervision that were resolved 70% - 90%

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating	
1	2	3	4	5	6	7	8	
							2	Percentage of administrative and financial findings resulting from internal (APIP) and external supervision that were resolved 50% - 70%
							1	The percentage of administrative and financial findings resulting from internal and external supervision (APIP) that were resolved was less than 50%
183		Use of investment funds (infrastructure investment, facilities investment, human resource investment, etc.) per year	In		The percentage of investment fund usage (infrastructure investment, facilities investment, human resource investment, etc.) per year is less than 10%	1) WD II and Dean: Report on the use of investment funds (infrastructure investment, facilities investment, human resource investment, etc.) per year at the faculty level 2) Library, Laboratory, PTIPD, PPB, Business Center, Admission, International Office, Ma'had, LPPM, LPM, SPI, Planning and Finance Section, AUPK Bureau, WR II: Report on the use of investment funds (infrastructure investment, facilities investment, human resource investment, etc.) per year at the unit/institution/university level	4	$5\% \leq P_{\text{FROM}} \leq 10\%$ of total PD, then score = 4 $P_{\text{FROM}} = \text{Presentation of investment funds}$
							3	$10\% \leq P_{\text{FROM}} \leq 30\%$ of total PD, then
							2	Shoes = $6 - (20 \times P_{\text{FROM}})$
							1	
184	Educational Cooperation Standards	Availability of formal documents on network and partnership development policies and procedures (domestic and international), and monitoring and evaluation of the satisfaction of educational cooperation partners.	In		The Higher Education Institution has formal policy and procedure documents, which are comprehensive, detailed, up-to-date, and easily accessible to stakeholders, regarding the development of networks and partnerships	1) Cooperation, Institutional, and Public Relations Section, AAKK Bureau, International Office, WR III: a) Policies and procedures for developing networks and partnerships (domestic and international), and b) Policies and procedures for monitoring and evaluating the satisfaction	4	The Higher Education Institution has formal policy and procedure documents, which are comprehensive, detailed, up-to-date, and easily accessible to stakeholders, regarding the development of networks and partnerships (domestic and international), and monitoring and evaluating the satisfaction of educational cooperation partners.
							3	The Higher Education Institution has formal policy and procedure documents, which are comprehensive and easily accessible to stakeholders, regarding the development of networks and partnerships (domestic and

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating
1	2	3	4	5	6	7	8
					(domestic and international), and monitoring and evaluating the satisfaction of educational cooperation partners.	of educational cooperation partners 2) PTIPD : Cooperation management information system, including monitoring and evaluation	international), and monitoring and evaluating the satisfaction of educational cooperation partners. 2 The University has formal documents of policies and procedures regarding the development of networks and partnerships (domestic and international), and monitoring and evaluating the satisfaction of educational cooperation partners. 1 The University has formal documents of policies and procedures regarding the development of networks and partnerships (domestic and international)
185		Availability of planning documents for the development of educational networks and partnerships that are established to achieve the institution's vision, mission and strategic objectives.	In		The Higher Education Institution has a valid and targeted planning document for developing educational networks and partnerships to achieve the institution's vision, mission and strategic goals.	1) Assistant Director and Postgraduate Director, Vice Dean III and Dean: Planning documents for International, National, and Local Cooperation in the field of education at the Faculty/Postgraduate level 2) Cooperation, Institutional, and Public Relations Section, International Office, AAKK Bureau, WR III: Planning documents for International, National, and Local Cooperation in the field of education at the University level	4 The Higher Education Institution has a valid and targeted planning document for developing educational networks and partnerships to achieve the institution's vision, mission and strategic goals. 3 The Higher Education Institution has a valid planning document for developing networks and partnerships in the field of education to achieve the institution's vision, mission and strategic goals. 2 The university has a planning document for developing networks and partnerships in the field of education to achieve the institution's vision, mission and strategic goals. 1 The university has a planning document for developing educational networks and partnerships that does not support the achievement of the institution's vision, mission and strategic goals.
186		Availability of data on the number, scope, relevance and benefits of cooperation in the education sector	In		The Higher Education Institution has a network and cooperation partners in the field of education that are relevant to VMTS and are beneficial for the development of the institution's tridharma which	1) Study Program: Proof International, National, Local cooperation in the field of education relevant to VMTS at the study program level 2) Assistant Director and Postgraduate Director, Vice Dean III and Dean: Proof International, National, Local cooperation in the field of education relevant to VMTS	4 The Higher Education Institution has a network and cooperation partners in the field of education that are relevant to VMTS and are beneficial for the development of the institution's tridharma which includes local/regional, national and international cooperation. 3 The Higher Education Institution has a network and cooperation partners in the field of education that are relevant to VMTS and are beneficial for the development of the institution's tridharma

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating
1	2	3	4	5	6	7	8
					includes local/regional, national and international cooperation.	at the Faculty/Postgraduate level 3) Cooperation, Institutional, and Public Relations Section, International Office, AAKK Bureau, WR III: Proof of International, National, Local cooperation in the field of education relevant to VMTS at the University level	which includes local/regional and national cooperation. 2 The Higher Education Institution has a network and collaborative partners in the field of education that are relevant to VMTS and beneficial for the institution. 1 Higher education institutions have networks and collaborative partners in the field of education but they are not relevant
187		Availability of evidence of monitoring and evaluation of the implementation of partnership programs, the level of satisfaction of cooperation partners as measured by valid instruments, as well as efforts to improve the quality of networks and partnerships to ensure the achievement of the vision, mission and strategic objectives.	In		The College has evidence: a) monitoring and evaluation of the implementation of partnership programs, b) the level of satisfaction of cooperation partners as measured by valid instruments and c) efforts to improve the quality of networks and sustainable partnerships, to ensure the realization of the vision, implementation of the mission and achievement of strategic goals.	1) Study Program: a) Proof monitoring and evaluation of increasing cooperation in the field of education in study programs b) Satisfaction level of educational cooperation partners in study programs coordinated in the UIN Walisongo Semarang system c) Efforts to improve the quality of cooperation in the field of education in study programs 2) Assistant Director and Postgraduate Director, Vice Dean III and Dean: a) Proof monitoring and evaluation of improving cooperation in the field of education in the faculty b) Satisfaction level of educational cooperation partners in the faculties coordinated in the UIN Walisongo Semarang system	4 The University has evidence of monitoring and evaluation of the implementation of partnership programs, the level of satisfaction of cooperation partners as measured by valid and coordinated instruments in the UIN Walisongo Semarang system, as well as continuous improvement in the quality of networks and partnerships, to ensure the realization of the vision, implementation of the mission and achievement of strategic goals. 3 The Higher Education Institution has evidence of monitoring and evaluation of the implementation of partnership programs, the level of satisfaction of cooperation partners as measured by valid instruments, as well as improvements in the quality of networks and partnerships, to ensure the realization of the vision, implementation of the mission and achievement of strategic goals. 2 The Higher Education Institution has evidence of monitoring and evaluation of the implementation of partnership programs, the level of satisfaction of cooperation partners, and efforts to improve the quality of networks and partnerships, to ensure the realization of the vision, implementation of the mission and achievement of strategic goals. 1 The University has evidence of monitoring and evaluation of the implementation of partnership programs, the level of satisfaction of cooperation partners, but there have been no efforts to improve the quality of networks and partnerships, to ensure the realization of the vision,

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating
1	2	3	4	5	6	7	8
						c) Efforts to improve the quality of cooperation in the field of education in the faculty 3) Cooperation, Institutional, and Public Relations Section, International Office, AAKK Bureau, WR III: a) Proof monitoring and evaluation of improving cooperation in the field of education at the university level b) Satisfaction level of cooperation partners in the field of university-level education coordinated in the UIN Walisongo Semarang system c) Efforts to improve the quality of cooperation in the field of education at the university level 4) LPM: Cooperation Monitoring and Evaluation Instrument Form	implementation of the mission and achievement of strategic goals.
188		International, national, regional/local level collaborations relevant to the study program and managed by the Faculty in the last 3 years in the field of education	In		International, national, regional/local level collaborations that are relevant to the study program and managed by the Faculty in the last 3 years meet the maximum assessment criteria.	1) Study Program, Assistant Director and Postgraduate Director, Vice Dean III and Dean: Evidence of International, National, Local Cooperation in the field of education at the Study Program/Faculty/Postgraduate level 2) Cooperation, Institutional, and Public Relations Section, International Office, AAKK Bureau, WR	4 If $R_i \geq a$ Where $R_i = N_i / N_{DT}$, $R_N = N_N / N_{DT}$, $R_L = N_L / N_{DT}$ N_i = Number of international level educational cooperation N_N = Number of national level educational cooperation N_L = Number of local/regional level educational collaborations N_{DT} = Number of permanent lecturers

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating	
1	2	3	4	5	6	7	8	
						III:Evidence of International, National, Local Cooperation in the field of education at the University level	3 2 1	If $R_i < a$ and $R_N \geq b$, pair shoes = $3 + (R_i / a)$ Factor $a = 0.02$, $b = 0.2$, $c = 0.5$ If $0 < R_i < a$ and $0 < R_N < b$, wife shoes $2 + (2 \times R_i / a) + (R_N / b) - ((R_i \times R_N) / (a \times b))$ If $R_i = 0$ and $R_N = 0$ and $R_L \geq c$, spouse shoes 2 If $R_i = 0$ and $R_N = 0$ and $R_L < c$, couple shoes = $(2 \times R_L) / c$
189		Percentage increase in collaborative partnerships between Study Programs (%)	In		The percentage increase in collaborative partnerships between Study Programs is more than 76%	Study Program: Proof increasing cooperation in study programs	4 3 2 1	The percentage increase in collaborative partnerships between Study Programs is more than 76% Percentage increase in collaborative partnerships between study programs 60% - 76% Percentage increase in collaborative partnerships between study programs 44% - 60% The percentage increase in collaborative partnerships between Study Programs is less than 44%

INTERNAL QUALITY AUDIT INSTRUMENT
WALISONGO STATE ISLAMIC UNIVERSITY OF SEMARANG
(RESEARCH STANDARDS)

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating
1	2	3	4	5	6	7	8
B	Study						
	1. Research Output Standards						
1		The university has a research reporting document by the research manager to the university leadership and partners/funders, fulfilling the following aspects: 1) comprehensive, 2) detailed, 3) relevant, 4) up-to-date, and 5) delivered on time.	In		The university has a research activity reporting document that fulfills 5 aspects, which is created by the research manager, reported to the university leadership and partners/funders.	Study Program: Permanent lecturer research reporting documents (study program) WD I and Dean: Permanent lecturer (faculty) research reporting documents LPPM: Permanent lecturer research reporting document (University)	4 The university has a research activity reporting document that fulfills 5 aspects, which is created by the research manager, reported to the university leadership and partners/funders. 3 The university has a research activity reporting document that fulfills 3 of the 5 aspects, which is created by the research manager, reported to the university leadership and partners/funders. 2 The university has a research activity reporting document prepared by the research manager, reported to the university leadership and/or partners/funders. 1 The university has a research activity reporting document prepared by the research manager, reported to the university leadership or partners/funders.
2		The existence of written policies from the leadership of the Higher Education Institution (Chancellor, Dean, or Chair) regarding research (strategic plans, creation of research roadmaps, and implementation of research)	In		There is a complete written policy document from the University leadership (Chancellor, Dean, or Chair) regarding research, and it has been socialized, implemented, evaluated, and followed up.	Study Program: a) <i>Roadmap</i> Study b) Research Cluster Group Decree c) Evidence of Socialization d) Research implementation documents in accordance with <i>roadmap</i> and Research Cluster Group Decree e) Evidence of Evaluation and Follow-up WD I and Dean: a) Faculty Research Strategic Plan	4 There is a complete written policy document from the University leadership (Chancellor, Dean, or Chair) regarding research, and it has been socialized, implemented, evaluated, and followed up. 3 There is a complete written policy document from the leadership of the Higher Education Institution (Chancellor, Dean, or Chair) regarding research, and it has been socialized, implemented, and evaluated. 2 There is a complete written policy document from the leadership of the Higher Education Institution (Chancellor, Dean, or Chair) regarding research, and it has been socialized and implemented.

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating
1	2	3	4	5	6	7	8
						b) <i>Roadmap</i> Faculty Research c) Faculty Research Guide d) Evidence of Socialization e) Research implementation documents in accordance with <i>roadmap</i> f) Evaluation of faculty research implementation and follow-up LPPM: a) University Research Strategic Plan b) <i>Roadmap</i> University Research c) University Research Guidelines and Guidelines d) Evidence of Socialization e) Research implementation documents in accordance with <i>roadmap</i> f) Evaluation of faculty research implementation and follow-up	1 There is no complete written policy document available from the leadership of the Higher Education Institution (Chancellor, Dean, or Chairperson) regarding research.
3		Learning in PS integrates research results	In		The percentage of lecturers who carry out the learning process by integrating research is more than 50%	Study Program: a) Data on permanent lecturers of study programs b) RPS and evidence of integration of lecturer research results in learning GKM: End of Semester Learning Monitoring and Evaluation Report	4 ≥ 50% of lecturers integrate research results into learning
							3 30% ≤ Lecturers <50% integrate research results in learning
							2 10% ≤ Lecturers <30% integrate research results in learning
							1 Less than 10% of lecturers integrate research results into learning
4		DTPS and/or students publish research results	In		DTPS and/or students publish research results that meet the maximum assessment criteria.	Study Program: Publication of research results by lecturers and/or students (study program) WD I and Dean: Publication of research results by lecturers and/or students (faculty)	4 If $R_i \geq a$ or $R_N > b$, Where $R_L = ((NA1 + NB1 + NC1) / NM) \times 100\%$ $R_N = ((NA2 + NA3 + NB2 + NC2) / NM) \times 100\%$ $R_i = ((NA4 + NB3 + NC3) / NM) \times 100\%$ Factor: a = 1%, b = 10%, c = 50% NA1 = Number of publications in non-accredited national journals

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating
1	2	3	4	5	6	7	8
						LPPM: Publication of research results by lecturers and/or students (university)	NA2 = Number of publications in accredited national journals NA3 = Number of publications in international journals NA4 = Number of publications in reputable international journals NB1 = Number of regional/local/PT seminar proceedings NB2 = Number of seminar proceedings in national journals NB3 = Number of seminar proceedings in international journals NC1 = Number of regional/local/PT mass media NC2 = Number of mass media in national journals NC3 = Number of mass media in international journals NM = Number of students during TS For applied study programs, then, NB1 = Number of regional/local/PT seminar presentations NB2 = Number of seminar presentations in national journals NB3 = Number of seminar presentations in international journals NC1 = Number of presentations at regional/local/PT forums NC2 = Number of presentations at national forums NC3 = Number of presentations at international forums
							3 If $R_i = 0$ and $0 < R_N < b$ maka shoes = $3 + (R_N / b)$ 2 If $0 < R_i < a$ and $R_N = 0$, pair shoes = $3 + (R_i / a)$ If $0 < R_i < a$ and $0 < R_N < b$, spouse shoes = $\text{Max} [3 + (R_i/a), 3 + (R_N/b)]$ 1 If $R_i = 0$ and $R_N = 0$ and $R_L \geq c$, spouse shoes 2 If $R_i = 0$ and $R_N = 0$ and $R_i < c$,

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating
1	2	3	4	5	6	7	8
							couple shoes = $(2 \times R_i) / c$
5		Recognition of Lecturers' Scientific Work a) Hirsch indexer (H) Scopus index or WOS Impact Factor b) Feel Score	In		The study program has recognition of lecturers' scientific work indexed by Scopus or a minimum Sinta score of more than 80% DTPS.	Study Program, WD I, LPPM, PTIPD: a) Data on permanent lecturers of study programs b) Data and evidence of lecturers' scientific work indexed by Scopus or Sinta Score	4 If > 80% of lecturers have a Scopus or WOS h-index and Sinta score. 3 If 60-79% of lecturers have a Scopus or WoS h-index and Sinta score. 2 If 40-59% of lecturers have a Scopus or WoS h-index and Sinta score. 1 If <40% of lecturers have a Scopus or WOS h-index and Sinta score.
6		The study program produces international standard research dissemination according to the research roadmap.		In	The percentage of study programs producing international standard research dissemination according to roadmap research more than 80%	Study Program, WD I, and LPPM: a) Data on permanent lecturers of study programs b) Data and evidence of international standard research dissemination in accordance with roadmap	4 If > 80% of lecturers disseminate international standard research 3 If 60-79% of lecturers disseminate international standard research 2 If 40-59% of lecturers disseminate international standard research 1 If < 40% of lecturers disseminate international standard research
7		The study program has data on scientific articles resulting from DTPS research that have been cited.	In		The study program has data on scientific articles resulting from DTPS research that have been cited more than 50% of the time.	Study Program, WD I, LPPM, PTIPD: a) Data on permanent lecturers of study programs b) Data and evidence from scientific articles on the results of DTPS research that were cited	4 $\geq 50\%$ of scientific articles resulting from DTPS research are cited 3 $30\% \leq$ scientific articles resulting from DTPS research < 50% citations 2 $10\% \leq$ scientific articles resulting from DTPS research < 30% citations 1 Less than 10% of scientific articles resulting from DTPS research are cited
8		The study program has data on the number of research outputs produced by DTPS in the last 3 years.	In		The study program has data on the number of research outputs produced by DTPS according to optimal assessment criteria. The externalities can be: 1) IPR recognition (Patent, Simple Patent) 2) Appropriate Technology, Products	Study Program, WD I, and LPPM: a) Data on permanent lecturers of study programs b) Data and evidence of research outputs produced by lecturers	4 If $RLP \geq 1$, where $RLP = (2 \times (NA + NB + NC) + ND) / NDTPS$ NA = Number of research outputs that have received IPR recognition (Patents, Simple Patents) NB = Number of research outputs that have received IPR recognition (Copyright, Industrial Product Design, Plant Variety Protection, Integrated Circuit Layout Design, etc.) NC = Number of research outputs in the form of Appropriate Technology, Products

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating
1	2	3	4	5	6	7	8
					(Standardized Products, Certified Products), Artworks, Social Engineering 3) IPR recognition (Copyright, Industrial Product Design, Plant Variety Protection, Integrated Circuit Layout Design, etc.) 4) Research outputs published in the form of Books with ISBNs, Book Chapters.		(Standardized Products, Certified Products), Artworks, Social Engineering ND = Number of research outputs published in the form of ISBN books, Book Chapters. NDTPS = Number of permanent study program lecturers 3 If $RPL < 1$ then Score = $2 + (2 \times RPL)$ 2 1 No score less than 2
9		Percentage of nationally accredited scientific journals	In		The percentage of nationally accredited scientific journals is more than 65%	LPPM: a) Data on all scientific journals at the university b) Data on the number of nationally accredited scientific journals	4 If $JN \geq 65\%$ 3 If $JN < 65\%$ then score = $0.1 + (6 \times JN)$ 2 1 Where JN = Percentage of nationally accredited scientific journals
10		Accredited national journals that are owned and accessible		In	The number of national journals accredited by Sinta that are owned and accessible is > 20	LPPM: Data on the number of scientific journals accredited by Sinta that can be accessed	4 The number of national journals accredited by Sinta that are owned and accessible is more than 20 3 The number of national journals accredited by Sinta that are owned and accessible is 15-20 2 The number of national journals accredited by Sinta that are owned and accessible is 10 – 15 1 The number of national journals accredited by Sinta that are owned and accessible is less than 10
11		Number of reputable international journals owned and accessible		In	Number of reputable international journals owned and accessible > 5	LPPM: Accessible data from reputable internationally accredited scientific journals	4 Number of reputable international journals owned and accessible > 5 3 Number of reputable international journals owned and accessible 3 – 5 2 Number of reputable international journals owned and accessible 2

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating	
1	2	3	4	5	6	7	8	
							1	Number of reputable international journals owned and accessible 1
12		Number of international proceedings held in the last three years and accessible		In	Number of international proceedings owned and accessible > 5 each year	LPPM: International journal proceedings data owned and accessible	4	Number of international proceedings owned and accessible > 5 each year
							3	The number of international proceedings owned and accessible is 3 - 5 each year.
							2	The number of international proceedings owned and accessible is 2 every year.
							1	The number of international proceedings owned and accessible is 1 per year.
13		The number of research outputs that have received national/international recognition or have been applied by industry/society/ government (title)	In		Higher education institutions have research output that has received national/international recognition or is applied by industry/society/ government more than 190 titles	Study Program, WD I, and LPPM: Research output that receives national/international recognition or is applied by industry/community/ government	4	Higher Education Institutions have research outputs that have received national/international recognition or are applied by industry/society/ government over 190 titles
							3	Higher Education Institutions have research outputs that have received national/international recognition or are applied by industry/society/ government 170 - 190 titles
							2	Higher Education Institutions have research outputs that have received national/international recognition or are applied by industry/society/ government 150 – 170 titles
							1	Higher Education Institutions have research outputs that have received national/international recognition or are applied by industry/society/ government less than 150 titles
	2. Research Process Standards							
14		Higher education institutions are able to analyze and carry out future development plans in the field of research, which include: 1) identify relevant, comprehensive and strategic	In		Consistency with results SWOT analysis and/or other analysis as well development plan forward in the field of research according to the criteria.	Study Program: SWOT analysis related to research development plans in the Study Program Faculty Chair, WD III, WD II, WD I and Dean: SWOT analysis related to research development plans at the faculty level	4	Higher education institutions are able to: 1) identify relevant, comprehensive and strategic environmental conditions, 2) determine the position of the Higher Education Institution relative to its environment, 3) use the results of the identification and positioning established to conduct a

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating	
1	2	3	4	5	6	7	8	
		environmental conditions, 2) determine the position of the university relative to its environment, 3) use the results of the identification and positioning established to conduct a SWOT analysis/other relevant analysis, and 4) produce a development program that is consistent with the results of the SWOT analysis/other analyses used.				AAKK Bureau, AUPK Bureau, LPPM, WR III, WR II, WR I: SWOT analysis related to research development plans at the university level	SWOT analysis/other relevant analysis, and 4) produce a development program that is consistent with the results of the SWOT analysis/other analyses used.	
							3	Higher education institutions are able to: 1) identify relevant and comprehensive environmental conditions 2) determine the position of the College relative to its environment, 3) use the results of the identification and positioning established to conduct a SWOT analysis/other relevant analysis, and 4) produce a development program that is consistent with the results of the SWOT analysis/other analyses used.
							2	Higher education institutions are able to: 1) identify relevant environmental conditions 2) determine the position of the College relative to its environment, 3) use the results of the identification and positioning established to conduct a SWOT analysis/other relevant analysis, and 4) produce a development program that is consistent with the results of the SWOT analysis/other analyses used.
							1	Higher education institutions are able to: 1) able to identify relevant environmental conditions 2) not yet able to determine the position of higher education relative to its environment, 3) have not used the results of the identification and positioning established to conduct a SWOT analysis/other relevant analysis, and

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating
1	2	3	4	5	6	7	8
							4) resulting in development programs that are inconsistent with the results of the SWOT analysis/other analyses used.
15		The University has a development plan in the field of research, including: 1) development plans include: long term, medium term, and short term, 2) key and additional performance indicators, 3) targets that are oriented towards international competitiveness and have been implemented consistently, 4) the goal of providing skilled human resources to anticipate current and future needs, and targets that lead <i>tonation economic development</i>	In		College have a plan research development that includes performance indicators and targets to measure the achievement of strategic objectives that have been set by fulfilling all aspects.	Study Program: Research development plan in study program. Faculty Chair, WD III, WD II, WD I and Dean: research development plans in the faculty. AAKK Bureau, AUPK Bureau, LPPM, WR III, WR II, WR I: research development plans at the university level	4 The College has: 1) development plans include: long term, medium term, and short term, 2) performance indicators, 3) targets that are oriented towards international competitiveness and have been implemented consistently, 4) the aim is to provide skilled human resources to anticipate current and future needs, and 5) targets that lead <i>tonation economic development</i>
							3 The College has: 1) development plans include: long term, medium term, and short term, 2) performance indicators, 3) targets that are oriented towards national competitiveness and have been implemented consistently, 4) the aim is to provide skilled human resources to anticipate current and future needs.
							2 The College has: 1) development plans include: long term, medium term, and short term, 2) performance indicators, 3) targets that have been implemented, and 4) the aim is to provide skilled human resources to anticipate current needs
							1 The Higher Education Institution has a development plan that is equipped with 1 of the following 2 aspects: performance indicators or targets.
16		The university has a formal Strategic Research Plan document	In		Availability of a comprehensive and	Faculty Associate, WD III, WD II, WD I, Dean:	4 The university has a formal document, a comprehensive and detailed Research Strategic Plan, containing the development

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating
1	2	3	4	5	6	7	8
		that contains the development basis, research roadmap, resources (including internal research funding allocation), strategic program targets and performance indicators, and is oriented towards international competitiveness.			detailed formal Research Strategic Plan document.	a) Faculty's strategic plan in the field of research b) Faculty research roadmap c) Faculty's strategic research program plan d) Faculty Research RKAKL e) Research Performance Indicators AAKK Bureau, AUPK Bureau, LPPM, WR III, WR II, WR I: a) University strategic plan in the field of research b) University research roadmap c) University's strategic research program plan d) University research RKAKL e) Research Performance Indicators	basis, research roadmap, resources (including internal research funding allocation), strategic program targets and performance indicators, and is oriented towards international competitiveness. 3 The university has a formal document in the form of a comprehensive Research Strategic Plan containing the basis for development, research roadmap, resources (including internal research funding allocation), strategic program targets and performance indicators, and is oriented towards international competitiveness. 2 The university has a formal Strategic Research Plan document containing the development basis, research roadmap, resources (including internal research funding allocation), strategic program targets and performance indicators. 1 The university has a formal Strategic Research Plan document containing the development basis, research roadmap, resources (including internal research funding allocation).
17		Universities demonstrate governance encompassing 1) embodiment <i>good university governance</i> and fulfillment of the five pillars of the governance system in the research sector, which include: Credible, Transparent, Accountable, Responsible, Fair, and risk management	In		Higher education institutions have valid evidence regarding good practices in implementing GUG covering all aspects related to research implementation. The University announces a summary of its annual report to the public.	LPPM: Analysis documents and evidence related to good practices in the implementation of GUG which includes 7 aspects in the research field.	4 Higher education institutions have valid evidence regarding good practices in implementing GUG, including the following aspects: 1) Credibility 2) Transparency 3) Accountability 4) Responsibility 5) Justice 6) Consistent, effective and efficient risk management The University announces a summary of its annual report to the public.

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating
1	2	3	4	5	6	7	8
		2) The university announced the summary of its annual research report.					3 Higher education institutions have valid evidence regarding good practices in implementing GUG, including the following aspects: 1) Credibility 2) Transparency 3) Accountability 4) Responsibility 5) Justice 6) Consistent risk management, The University announces a summary of its annual report to the public. 2 Higher education institutions have valid evidence regarding good practices in implementing GUG, including the following aspects: 1) Credibility 2) Transparency 3) Accountability 4) Responsibility 5) Justice 6) Risk management The University announces a summary of its annual report to the public. 1 Higher education institutions have valid evidence regarding good practices in implementing GUG but only cover several aspects: 1) Credibility 2) Transparency 3) Accountability 4) Responsibility 5) Justice 6) Risk management
18		Higher education institutions have valid evidence available regarding good practices in developing a quality culture in higher education institutions in	In		Higher Education Institutions have valid evidence available regarding good practices in developing a quality culture in Higher Education Institutions in	LPM: Valid evidence related to good practices in developing a quality culture in higher education in the research field includes 7 elements.	4 The Higher Education Institution has valid evidence regarding good practices in developing a quality culture in the Higher Education Institution in the research field through management review meetings which have an agenda for discussing 7 elements.

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating
1	2	3	4	5	6	7	8
		the field of research through management review meetings, which have an agenda for discussing elements, including: 1) internal audit results, 2) feedback, 3) process performance and product conformity, 4) status of preventive and corrective actions, 5) follow-up from the previous management review meeting, 6) changes that may affect the quality assurance system, and 7) recommendations for improvement			the field of research through management review meetings, which have an agenda for discussing 7 elements.		3 The Higher Education Institution has valid evidence regarding good practices in developing a quality culture in the Higher Education Institution in the research field through management review meetings which have an agenda for discussing some of the 7 elements. 2 The University does not have valid evidence regarding good practices in developing a quality culture in the University in the field of research through management review meetings. 1 No score less than 2
19		Higher education institutions have effective implementation of the research quality assurance system for each criterion that meets the following 4 aspects: 1) the existence of formal documents establishing quality standards, 2) quality standards are implemented consistently, 3) monitoring, evaluation and control of	In		The University has implemented a research quality assurance system that has been proven to be effective in fulfilling 4 aspects and a review of the quality assurance cycle has been carried out involving external reviewers.	LPM: a) SPMI Document b) Evidence of implementation of SPMI in the research field (PPEPP) c) SPMI cycle review involves external reviewers	4 The University has implemented a research quality assurance system that has been proven to be effective in fulfilling 4 aspects and a review of the quality assurance cycle has been carried out involving external reviewers. 3 The University has implemented a quality assurance system in the field of education which has been proven to be effective in fulfilling 4 aspects and a review of the quality assurance cycle has been carried out. 2 The University has implemented a research quality assurance system that has been proven to be effective in fulfilling 4 aspects. 1 Higher education institutions have implemented a quality assurance system in

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating
1	2	3	4	5	6	7	8
		established quality standards, and 4) the results are followed up for improvement and quality enhancement					the research sector, but it is not yet effective and does not fulfill all aspects.
20*		Universities and Faculties measure service satisfaction in the research sector for stakeholders: students, lecturers, educational staff, graduates, users and partners who fulfill the following aspects. 1) using valid, reliable, easy-to-use satisfaction instruments, 2) carried out periodically, and the data is recorded comprehensively, 3) analyzed using appropriate methods and useful for decision making, 4) the level of satisfaction and feedback is followed up to improve and increase the quality of output periodically and systematically,	In		The University has a level of satisfaction of internal and external stakeholders in the field of research that meets 4 aspects, the results are published and easily accessible to stakeholders, and a review is carried out on the implementation of user satisfaction measurements.	LPM: Internal and external stakeholder satisfaction instrument form in the research field coordinated in the UIN Walisongo Semarang system	4 The university has a level of satisfaction of internal and external stakeholders in the field of research that meets 4 aspects, the results are published and easily accessible to stakeholders, and a review is carried out on the implementation of user satisfaction measurements.
						LPPM: Survey Report on the level of satisfaction of internal stakeholders in the field of research coordinated in the UIN Walisongo Semarang system	3 The university has a level of satisfaction of internal and external stakeholders in the field of research that meets 4 aspects, the results are published and easily accessible to stakeholders.
						WD III and Dean, Cooperation, Institutional and Public Relations Section, AAKK Bureau, LPPM, WR III: Survey Report on the Satisfaction Level of External Stakeholders in the Research Field (Collaboration Partners) Coordinated in the UIN Walisongo Semarang System	2 Higher education institutions have a level of satisfaction of internal and external stakeholders in the field of research that meets 4 aspects.
							1 Higher education institutions have a high level of satisfaction of internal and external stakeholders in the research sector but have not yet fulfilled all aspects.
21		The university has valid evidence regarding the implementation of the research process covering the following 6 aspects:	In		The university has valid evidence regarding the implementation of the research process covering 6 aspects and carries out reviews of the implementation of the	LPPM: a) assessment and review procedures policies, b) SK or legality of appointment of reviewer, c) research proposal assessment results,	4 The university has valid evidence regarding the implementation of the research process covering 6 aspects and carries out reviews of the implementation of the research process (aspects 1-6) periodically and follows up on them.

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating	
1	2	3	4	5	6	7	8	
		1) assessment and review procedures, 2) legality of appointment of reviewer, 3) research proposal assessment results, 4) legality of researcher assignments/researcher collaborations, 5) minutes of monitoring and evaluation results, as well as 6) research output documentation.			research process (aspects 1-6) periodically and follows up on them.	d) SK/legality of researcher assignment/researcher collaboration, e) minutes of monitoring and evaluation results, as well as f) research output documentation	3	The university has valid evidence regarding the implementation of the research process covering 6 aspects and carries out periodic reviews of the implementation of the research process (aspects 1-6).
							2	The university has valid evidence regarding the implementation of the research process covering 6 aspects and conducts a review of the implementation of the research process (aspects 1 – 6)
							1	The university has valid evidence regarding the implementation of incomplete research processes.
22		Universities have research implementation guidance documents to ensure the integrity and quality of research carried out consistently, effectively and efficiently.	In		Universities have research implementation guide documents that contain all <i>cluster</i> research to ensure the integrity and quality of research carried out consistently, effectively and efficiently.	WD I and Dean: Research implementation guide that contains all <i>cluster</i> study LPPM and WR I: Guidelines and guidelines for implementing research that contain all <i>cluster</i> study	4	The university has a research implementation guideline document that contains all research clusters to ensure the integrity and quality of research that is carried out consistently, effectively and efficiently.
							3	Universities have research implementation guidance documents that contain all research clusters to ensure the integrity and quality of research that is carried out consistently.
							2	Universities have research implementation guide documents that contain all research clusters to ensure the integrity and quality of research.
							1	Universities have research implementation guide documents but they are not valid.
23		Universities have institutions that fully implement or function in enforcing codes of ethics to guarantee the values of the research field.	In		Higher education institutions have institutions that fully implement or function in enforcing the code of ethics to guarantee values and integrity	LPPM: a) Organizational structure and its functions b) Institutional Strategic Plan	4	Higher education institutions have institutions that fully implement or function in enforcing the code of ethics to guarantee values and integrity consistently, effectively and efficiently.
							3	Higher education institutions have institutions that fully implement or function in

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating
1	2	3	4	5	6	7	8
					consistently, effectively and efficiently in the field of research.		enforcing the code of ethics to guarantee consistent values and integrity. 2 Higher education institutions have institutions that fully implement or function in enforcing the code of ethics to guarantee values and integrity. 1 Higher Education Institutions do not have institutions that do not fully implement or whose functions do not run in enforcing the code of ethics to guarantee values and integrity.
24		The university has formal policy and procedure documents, which are comprehensive, detailed, up-to-date, and easily accessible to stakeholders, regarding the development of networks and partnerships in the field of research (domestic and international), including how to monitor and evaluate the satisfaction of collaboration partners.	In		The University has formal policy and procedure documents, which are comprehensive, detailed, up-to-date, and easily accessible to stakeholders, regarding the development of networks and partnerships (domestic and international), and monitoring and evaluating the satisfaction of research collaboration partners.	Cooperation, Institutional, and Public Relations Section, AAKK Bureau, International Office, LPPM, WR III: a) Policies and procedures for developing networks and partnerships (domestic and international), and b) Policies and procedures for monitoring and evaluating the satisfaction of research cooperation partners	4 The University has formal policy and procedure documents, which are comprehensive, detailed, up-to-date, and easily accessible to stakeholders, regarding the development of networks and partnerships (domestic and international), as well as monitoring and evaluating the satisfaction of research collaboration partners. 3 The University has formal policy and procedure documents, which are comprehensive and easily accessible to stakeholders, regarding the development of networks and partnerships (domestic and international), as well as monitoring and evaluating the satisfaction of research cooperation partners. 2 The University has formal documents of policies and procedures regarding the development of networks and partnerships (domestic and international), as well as monitoring and evaluating the satisfaction of research partners. 1 The university has formal documents of policies and procedures regarding the development of networks and partnerships (domestic and international) in the field of research.

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating	
1	2	3	4	5	6	7	8	
25		The university has a valid and targeted research network and partnership development planning document in the research field to achieve the institution's vision, mission and strategic goals.	In		The university has a valid and targeted research network and partnership development planning document to achieve the institution's vision, mission and strategic goals.	Assistant Director and Postgraduate Director, Vice Dean III and Dean: International, National, and Local Cooperation planning documents in the field of research at the Faculty/Postgraduate level Cooperation, Institutional, and Public Relations Section, International Office, AAKK Bureau, LPPM, WR III: Planning documents for International, National, and Local Cooperation in the field of education at the University level	4	The university has a valid and targeted planning document for developing research networks and partnerships to achieve the institution's vision, mission and strategic goals.
							3	The university has a valid planning document for developing research networks and partnerships to achieve the institution's vision, mission and strategic goals.
							2	The university has a planning document for developing research networks and partnerships to achieve the institution's vision, mission and strategic goals.
							1	The university has a planning document for developing research networks and partnerships that does not support the achievement of the institution's vision, mission and strategic goals.
26		The university has a network and collaborative partners in research fields that are relevant to the Vision, Mission, Goals and Strategy (VMTS) and are beneficial for the development of the institution's tridharma which includes local/regional, national and international collaboration.	In		The university has a network and collaborative partners in research fields that are relevant to VMTS and are beneficial for the development of the institution's tridharma which includes local/regional, national and international collaboration.	Study Program: Proof kInternational, National, Local collaboration in research fields relevant to VMTS at the study program level Assistant Director and Postgraduate Director, Vice Dean III and Dean: Proof kInternational, National, Local collaboration in research fields relevant to VMTS at the Faculty/Postgraduate level Cooperation, Institutional, and Public Relations Section, International Office, AAKK Bureau, WR III: Proof kInternational, National, Local collaboration in research fields relevant to VMTS at the University level	4	The university has a network and collaborative partners in research fields that are relevant to VMTS and are beneficial for the development of the institution's tridharma which includes local/regional, national and international collaboration.
							3	The university has a network and collaborative partners in research fields that are relevant to VMTS and are beneficial for the development of the institution's tridharma which includes local/regional and national collaboration.
							2	The university has networks and collaborative partners in research fields that are relevant to VMTS and beneficial to the institution.
							1	Universities have networks and collaborative partners in the research field but they are not relevant

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating	
1	2	3	4	5	6	7	8	
27		Availability of evidence of monitoring and evaluation of the implementation of partnership programs, the level of satisfaction of research cooperation partners measured by valid instruments, as well as efforts to improve the quality of networks and partnerships to ensure the achievement of the vision, mission and strategic objectives.	In		The College has evidence: a) monitoring and evaluation of the implementation of partnership programs, b) the level of satisfaction of research cooperation partners as measured by valid and coordinated instruments in the UIN Walisongo Semarang system c) efforts to improve the quality of networks and sustainable partnerships, to ensure the realization of the vision, implementation of the mission and achievement of strategic goals.	Study Program: a) Proof monitoring and evaluation of increasing collaboration in research fields in study programs b) The level of satisfaction of research collaboration partners in study programs coordinated in the UIN Walisongo Semarang system c) Efforts to improve the quality of cooperation in the field of education in study programs Assistant Director and Postgraduate Director, Vice Dean III and Dean: a) Proof monitoring and evaluation of increasing collaboration in research fields in the faculty b) Satisfaction level of research collaboration partners in faculties coordinated in the UIN Walisongo Semarang system c) Efforts to improve the quality of research collaboration in the faculty Cooperation, Institutional, and Public Relations Section, International Office, AAKK Bureau, WR III: a) Proof monitoring and evaluation of increasing research collaboration at university level b) Satisfaction level of research cooperation partners at university level coordinated in the UIN Walisongo Semarang system	4	The University has evidence of monitoring and evaluation of the implementation of partnership programs, the level of satisfaction of cooperation partners as measured by valid and coordinated instruments in the UIN Walisongo Semarang system, as well as continuous improvement of the quality of partnership networks, to ensure the realization of the vision, implementation of the mission and achievement of strategic goals.
							3	The Higher Education Institution has evidence of monitoring and evaluation of the implementation of partnership programs, the level of satisfaction of cooperation partners as measured by valid instruments, as well as improvements in the quality of networks and partnerships, to ensure the realization of the vision, implementation of the mission and achievement of strategic goals.
							2	The Higher Education Institution has evidence of monitoring and evaluation of the implementation of partnership programs, the level of satisfaction of cooperation partners, and efforts to improve the quality of networks and partnerships, to ensure the realization of the vision, implementation of the mission and achievement of strategic goals.
							1	The University has evidence of monitoring and evaluation of the implementation of partnership programs, the level of satisfaction of cooperation partners, but there have been no efforts to improve the quality of networks and partnerships, to ensure the realization of the vision, implementation of the mission and achievement of strategic goals.

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating
1	2	3	4	5	6	7	8
						c) Efforts to improve the quality of research collaboration at university level	
28		Permanent lecturers of study programs (DTPS) carry out research activities relevant to the field of expertise of the study program at least once a year, either with PT/independent funding, domestic funding, or foreign funding.	In		Permanent lecturers of study programs (DTPS) carry out research activities relevant to the field of expertise of the study program at least once a year, either with PT/independent funding, domestic funding, or foreign funding in accordance with the criteria.	Study Program, Vice Dean II and Dean, LPPM: a) SK/LoA for research funding for each lecturer b) Lecturer's Research Proposal c) Lecturer's Research Report	4 If $R_i \geq a$ Where $R_i = N_i / 3 / N_{DT}$, $R_N = N_N / 3 / N_{DT}$ $R_L = N_L / 3 / N_{DT}$ N_i = Number of research projects with foreign funding sources in the last 3 years N_N = Number of research with domestic funding sources in the last 3 years N_L = Number of research studies with PT/independent funding sources in the last 3 years N_{DT} = Number of permanent lecturers 3 If $R_i < a$ and $R_N \geq b$, pair shoes = $3 + (R_i / a)$ 2 Factor $a = 0.05$, $b = 0.3$, $c = 1$ If $0 < R_i < a$ and $0 < R_N < b$, wife shoes $2 + (2 \times R_i/a) + (R_N/b) - ((R_i \times R_N)/(a \times b))$ 1 If $R_i = 0$ and $R_N = 0$ and $R_L \geq c$, spouse shoes 2 If $R_i = 0$ and $R_N = 0$ and $R_L < c$, couple shoes = $(2 \times R_L) / c$
29		Universities have international, national, regional/local level collaborations in the field of research.	In		International, national, regional/local level collaboration in the field of research relevant to the study program and managed by UPPS in the last 3 years meets the maximum assessment criteria.	Study Program, Assistant Director and Postgraduate Director, Vice Dean III and Dean: Evidence of International, National, Local Cooperation in the field of research at the Study Program/Faculty/Postgraduate level Cooperation, Institutional, and Public Relations Section, International Office, AAKK Bureau, LPPM, WR III: Evidence of International, National, Local Cooperation in the field of research at the University level	4 If $R_i \geq a$ Where $R_i = N_i / N_{DT}$, $R_N = N_N / N_{DT}$, $R_L = N_L / N_{DT}$ N_i = Number of international level research collaborations N_N = Number of collaborations in the field of research at the national level N_L = Number of collaborations in the field of research at the local/regional level N_{DT} = Number of permanent lecturers 3 If $R_i < a$ and $R_N \geq b$, pair shoes = $3 + (R_i / a)$ 2 Factor $a = 0.02$, $b = 0.2$, $c = 0.5$ If $0 < R_i < a$ and $0 < R_N < b$, wife shoes

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating
1	2	3	4	5	6	7	8
							$2 + (2 \times R_i/a) + (R_N/b) - ((R_i \times R_N)/(a \times b))$ 1 If $R_i = 0$ and $R_N = 0$ and $R_L \geq c$, spouse shoes 2 If $R_i = 0$ and $R_N = 0$ and $R_L < c$, couple shoes = $(2 \times R_L) / c$
30		DTPS involves PS students in research activities.	In		The percentage of DTPS whose research involved students was more than 75%	Study Program: a) Lecturer data in study programs b) Evidence of lecturer research involving students (SK, Research Proposal, Research Report)	4 $\geq 75\%$ of lecturers involve students in research 3 $50\% \leq$ Lecturers $< 75\%$ involve students in research 2 $25\% \leq$ Lecturers $< 50\%$ involve students in research 1 Less than 25% of lecturers involve students in research
31		Higher education institutions implement a research system that regulates the description of the duties, rights and obligations of the parties in research activities.	In		The implementation of a research system that regulates the description of the duties, rights and obligations of the parties in research activities in a consistent, effective, efficient, evaluated, reported and followed up manner.	LPPM: a) Research guide that shows the duties, rights and obligations of the parties b) Evidence of the duties, rights and obligations of the parties (organizing committee, prospective recipients, recipients, reviewers) from the stages: announcement, registration, implementation, <i>progress report</i> , <i>final report</i> .	4 The implementation of a research system that regulates the description of the duties, rights and obligations of the parties in research activities in a consistent, effective, efficient, evaluated and reported manner. 3 The implementation of a research system that regulates the description of the duties, rights and obligations of the parties in research activities in a consistent, effective and efficient manner, and its implementation is evaluated. 2 The implementation of a research system that regulates the description of the duties, rights and obligations of the parties in research activities in a consistent manner. 1 The implementation of the research system that regulates the description of the duties, rights and obligations of the parties in research activities is not yet consistent.
	3. Research Input Standards						

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating	
1	2	3	4	5	6	7	8	
32		The college has facilities and infrastructure that: 1) relevant and up-to-date to support research according to SN-DIKTI. 2) support research through the existence of <i>teaching factory (factory for teaching)</i> or <i>teaching industry (attachment to industry)</i> .	In		Adequate facilities and infrastructure: 1) relevant and up-to-date to support research according to SN-DIKTI. 2) support research through the existence of <i>teaching factory (factory for teaching)</i> or <i>teaching industry (attachment to industry)</i>	Head of Faculty, Vice Dean II and Dean, Assistant Director and Director of Postgraduate Studies, Laboratory, Library, General Section, AUPK Bureau, Vice Dean II: a) Data on infrastructure that supports research b) RKAKL which supports research through its existence <i>teaching factory (factory for teaching)</i> or <i>teaching industry (attachment to industry)</i>	4	The university has facilities and infrastructure that: 1) relevant and up-to-date to support research according to SN-DIKTI. 2) support research through the existence of <i>teaching factory (factory for teaching)</i> or <i>teaching industry (attachment to industry)</i>
							3	The university has facilities and infrastructure that: 1) relevant to support research according to SN-DIKTI. 2) support research through <i>start up/incubator teaching factory (factory for teaching)</i> or <i>teaching industry (attachment to industry)</i>
							2	Higher education institutions have facilities and infrastructure that support research in accordance with SN-DIKTI
							1	Higher education institutions have facilities and infrastructure that do not support research in accordance with SN-DIKTI.
33		<i>Research Group(RG)</i> and <i>Road Map(RM)</i> research that is clear and relevant to the Vision, Mission, Goals and Strategy of the Study Program	In		The Study Program has <i>Research Group(RG)</i> and <i>Road Map(RM)</i> research that is very clear and very relevant to the Vision, Mission, Goals and Strategy of the Study Program	Study Program: <i>Research Group(RG)</i> and <i>Road Map(RM)</i> research in study program Faculty: <i>Research Group(RG)</i> and <i>Road Map(RM)</i> research at the Faculty LPPM: <i>Research Group(RG)</i> and <i>Road Map(RM)</i> research at the University	4	The Study Program has <i>Research Group(RG)</i> and <i>Road Map(RM)</i> research that is very clear and very relevant to the Vision, Mission, Goals and Strategy of the Study Program
							3	The Study Program has <i>Research Group(RG)</i> and <i>Road Map(RM)</i> research that is clear and relevant to the Vision, Mission, Goals and Strategy of the Study Program
							2	The Study Program has <i>Research Group(RG)</i> and <i>Road Map(RM)</i> research relevant to the Vision, Mission, Goals and Strategy of the Study Program
							1	The Study Program does not have <i>Research Group(RG)</i> and <i>Road Map(RM)</i> research
34		Presentation of a student's research plan in a doctoral program to	In		The study program has regulations for student research plans in the	Assistant Director and Director of Postgraduate Studies, Vice Rector I:	4	The research plan was presented at an open seminar at the university.

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating	
1	2	3	4	5	6	7	8	
		discover or develop a theory or concept			doctoral program to discover or develop theories or concepts.	a) Policy on disclosure of research plans for doctoral students b) Evidence of the implementation of the presentation of the research plan of doctoral students	3	The research plan was presented at an open seminar in the study program.
							2	The research plan was presented at a seminar attended only by the supervising lecturer.
							1	No score below 2
35		Presentation of dissertation research results	In		PS determines the presentation of dissertation research results in seminars	Assistant Director and Director of Postgraduate Studies, Vice Rector I: a) Policy for presenting dissertation research results in seminars b) Evidence of the implementation of dissertation research results	4	The research results were presented at an international seminar.
							3	The research results were presented at a national seminar
							2	The research results were presented in an open seminar at the university itself.
							1	The research results were presented in a seminar attended by the advisory committee.
36		Assessment of the novelty of the dissertation	In		The study program has a dissertation novelty assessment instrument	Assistant Director and Director of Postgraduate Studies, Vice Rector I: a) Dissertation novelty assessment instrument b) Involvement of external examiners	4	The study program has a dissertation novelty assessment instrument involving external examiners from outside the university.
							3	The study program has a dissertation novelty assessment instrument involving external examiners from outside the study program.
							2	The study program has a dissertation novelty assessment instrument involving external examiners from outside the supervisory committee.
							1	The study program has a dissertation novelty assessment instrument that only involves the supervisory committee.
37		Dissertation research publication	In		The Study Program has provisions for publication of dissertation research results.	Assistant Director and Director of Postgraduate Studies, Vice Rector I: a) Publication policy for dissertation research results b) Evidence of publication of dissertation research results	4	The results of dissertation research must be published in international scientific journals.
							3	The results of the dissertation research must be published in an accredited national scientific journal.
							2	The results of the dissertation research must be published in local scientific journals.
							1	There is no obligation to publish the results of dissertation research.

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating	
1	2	3	4	5	6	7	8	
38		Study Programs receive research budgets with adequate operational costs.	In		Research operational costs (per lecturer, per year) more than 10 million	Study Program: a) Permanent lecturer data in study programs b) Data on the amount of research funding received by permanent lecturers WD II and Dean: a) Permanent lecturer data in the faculty b) Data on the amount of research funding received by permanent lecturers Planning and Finance Section, AUPK Bureau, WR II: a) Data on permanent lecturers at universities b) Data on the amount of research funding received by permanent lecturers	4	If $DPD \geq 10$
							3	If $DPD < 10$ then score = $(2 \times DPD)/5$, where
							2	
							1	$DPD = DP / 3 / NDT$ DP = amount of research funds received by permanent lecturers in millions of rupiah NDT = number of permanent lecturers
39		Universities receive research funding from institutions outside universities (rupiah)	In		Higher education institutions receive research funding from institutions outside the university of more than 489,500.00 (rupiah)	Study Program: Data on the amount of research funds obtained by permanent lecturers from institutions outside of higher education WD II and Dean: Data on the amount of research funds obtained by permanent lecturers from institutions outside of higher education Planning and Finance Section, AUPK Bureau, LPPM, WR II:	4	The university received research funding from institutions outside the university of more than 489,500,000 (rupiah)
							3	Higher education institutions receive research funding from institutions outside the university of 450,000,000 – 489,500,000 (rupiah)
							2	The university receives research funding from institutions outside the university of more than 400,000,000 – 450,000,000 (rupiah)
							1	The university receives research funding from institutions outside the university of less than 400,000,000

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating	
1	2	3	4	5	6	7	8	
						Data on the amount of research funds obtained by permanent lecturers from institutions outside of higher education		
40		Universities have criteria for assigning lecturers according to research guidelines.	In		Higher education institutions have criteria for assigning lecturers in accordance with comprehensive and detailed research guidelines, and in accordance with the lecturers' qualifications and competencies.	LPPM: Research guidelines in accordance with the qualifications and competencies of lecturers	4	Higher education institutions have criteria for assigning lecturers in accordance with comprehensive and detailed research guidelines, and in accordance with the lecturers' qualifications and competencies.
							3	Higher education institutions have criteria for assigning lecturers in accordance with comprehensive, detailed research guidelines, and in accordance with the lecturer's qualifications.
							2	Higher education institutions have criteria for assigning lecturers according to comprehensive and detailed research guidelines.
							1	Higher education institutions have criteria for assigning lecturers according to research guidelines that are not yet complete and detailed.
41		The university has an information system for administrative services in the research field which has been proven to be effective in fulfilling the following aspects. 1) includes academic services, finance, human resources, and facilities and infrastructure (assets), 2) easily accessible to all work bureaus within the institution, 3) complete and up-to-date,	In		Higher Education Institutions have an ICT (Information and Communication Technology) System in the research field to collect accurate, accountable and confidential data (e.g.: Higher Education Management Information System/ SIMPT) which covers 5 aspects, is evaluated periodically and the results are followed up to improve the information system.	PTIPD: Evidence of a Higher Education Management Information System that fulfills 5 aspects in the research field	4	The university has an information system for administrative services in the research field which has been proven to be effective in fulfilling 5 aspects, is evaluated periodically and the results are followed up to improve the information system.
							3	The university has an information system for administrative services in the research field which has been proven to be effective in fulfilling aspects 1-4.
							2	The university has an information system for administrative services in the research field which has been proven to be effective in fulfilling aspects 1-3.

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating
1	2	3	4	5	6	7	8
		4) all types of services have been integrated and used for decision making, and 5) All types of integrated services are evaluated periodically and the results are followed up to improve the information system.					1 The university has an information system for administrative services in the research field but it does not yet fulfill all aspects.

**INTERNAL QUALITY AUDIT INSTRUMENT
WALISONGO STATE ISLAMIC UNIVERSITY OF SEMARANG
(COMMUNITY SERVICE STANDARDS)**

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating
1	2	3	4	5	6	7	8
C	Community Service (CSS)						
	1. External Standards of PkM						
1		The college has external report document PkM activities from PkM manager to college leaders high and partner/giver related funds .	In		The college has external report document PkM activities from PkM manager to college leaders high and partner/giver comprehensive, detailed related funds, relevant, up-to-date and delivered on time	Study Program: Reporting document for PkM for permanent lecturers (study program) WD I and Dean: Reporting document for permanent lecturer (faculty) PkM LPPM: Reporting document for PkM for permanent lecturers (University)	4 The university has a PkM activity reporting document that fulfills 5 aspects, which is made by the PkM manager, reported to the university leadership and partners/funders. 3 The university has a PkM activity reporting document that fulfills 3 of the 5 aspects, which is made by the PkM manager, reported to the university leadership and partners/funders. 2 The university has a PkM activity reporting document made by the PkM manager, reported to the university leadership and/or partners/funders. 1 The university has a PkM activity reporting document made by the PkM manager, reported to the university leadership or partners/funders.
2		The university has valid evidence regarding the results of PkM which support the achievement of the Vision and Mission of the University.	In		The university has valid evidence regarding the results of PkM which supports the achievement of the Vision and Mission of the University periodically and is followed up.	Study Program: Reporting document for PkM for permanent lecturers (study program) WD I and Dean: Reporting document for permanent lecturer (faculty) PkM LPPM: Reporting document for PkM for permanent lecturers (University)	4 The university has valid evidence regarding the results of PkM which supports the achievement of the Vision and Mission of the University periodically and is followed up. 3 The university has valid evidence regarding the results of PkM which supports the achievement of the Vision and Mission of the University periodically. 2 The university has valid evidence regarding the results of PkM which support the achievement of the Vision and Mission of the University. 1 The university has invalid evidence regarding the results of PkM which support the achievement of the Vision and Mission of the University

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating
1	2	3	4	5	6	7	8
3		The University has a network of Collaborative Partners in the field of Community Service which is relevant to the Vision, Mission, Strategic Goals and is beneficial for the development of the institution's Tri Dharma which includes local/regional, national and international collaboration.	In		The University has a network and cooperation partners in the field of Community Service which are relevant to VMTS and are beneficial for the development of the institution's tridharma which includes local/regional, national and international cooperation.	Assistant Director and Postgraduate Director, Vice Dean III and Dean:International, National, and Local Cooperation Planning Documents in the field of Community Service at the Faculty/Postgraduate level Cooperation, Institutional, and Public Relations Section, International Office, AAKK Bureau, LPPM, WR III:Planning documents for International, National, and Local Cooperation in the field of Community Service at the University level	4 The university has a network and cooperation partners in the field of Community Service which are relevant to VMTS and are beneficial for the development of the institution's tridharma which includes local/regional, national and international cooperation. 3 The University has a network and cooperation partners in the field of Community Service which are relevant to VMTS and are beneficial for the development of the institution's tridharma which includes local/regional and national cooperation. 2 Higher education institutions have networks and collaborative partners in the field of PKM that are relevant to VMTS and beneficial for the institution. 1 The university has a network and cooperation partners in the field of PKM but it is not relevant
4		The faculty has valid evidence regarding the quality, benefits, satisfaction and sustainability of PKM collaboration that is relevant to study programs that meet the following criteria: 1) provide benefits for study programs in fulfilling the learning, research, and PKM processes. 2) provide improved performance of the Tridharma and supporting facilities for study programs. 3) provide satisfaction to other cooperation partners, and ensure the sustainability of	In		The faculty has valid evidence regarding the quality, benefits, satisfaction and sustainability of PKM collaboration that is relevant to the study program that meets the 3 criteria.	Study Program, Assistant Director and Postgraduate Director, Vice Dean III and Dean: Monitoring and evaluation report of cooperation which contains the level of satisfaction of cooperation partners in the field of PKM which is coordinated in the UIN Walisongo Semarang system	4 UPPS has valid evidence that the existing PKM Cooperation has fulfilled 3 aspects. 3 UPPS has valid evidence that the existing PKM Collaboration has fulfilled aspects 1 and 2. 2 UPPS has valid evidence that the existing PKM Collaboration has fulfilled aspect 1. 1 UPPS does not have valid evidence regarding PKM Cooperation

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating	
1	2	3	4	5	6	7	8	
		cooperation and its results.						
5		Universities disseminate the results of PkM which can be accessed by the public.	In		The number of PkM Results presentations that can be accessed by the public is more than 50%	Study Program: a) Data on all PkM results in the study program b) PkM results data that can be accessed by the public WD I and Dean: a) Data on all PkM results in the faculty b) PkM results data that can be accessed by the public LPPM, PTIPD: a) Data on all PkM results at universities b) PkM results data that can be accessed by the public	4	≥ 50% of Community Service Program Results that are accessible to the Community
							3	30% ≤ PkM Results <50% are accessible to the public
							2	10% ≤ PkM Results <30% are accessible to the public
							1	Less than 10% of PkM results are accessible to the public
6		The study program ensures the number of scientific articles resulting from PkM DTPS that have been cited in the last 3 years.	In		The study program has data on scientific articles resulting from PkM DTPS which have been cited more than 50% of the time.	Study Program, WD I, LPPM, PTIPD: a) Data on permanent lecturers of study programs b) Data and evidence of scientific articles resulting from PkM DTPS that are cited	4	≥ 50% of scientific articles resulting from PkM DTPS are cited
							3	30% ≤ scientific articles resulting from PkM DTPS < 50% citations
							2	10% ≤ scientific articles resulting from PkM DTPS <30% citations
							1	Less than 10% of scientific articles resulting from PkM DTPS are cited
7		The study program ensures the number of PkM outputs produced by DTPS in the last 3 years	In		The study program has data on the number of PkM outputs produced by DTPS according to optimal assessment criteria. The externalities can be: 1) IPR recognition (Patent, Simple Patent) 2) Appropriate Technology, Products	Study Program, WD I, and LPPM: a) Data on permanent lecturers of study programs b) Data and external evidence of PkM produced by lecturers	4	If $RLP \geq 1$, ndust $RLP = (2 \times (NA + NB + NC) + ND) / NDTPS$ NA = Total number of external PkMs that have received IP recognition (Patents, Simple Patents) NB = Number of PkM outputs that have received IPR recognition (Copyright, Industrial Product Design, Plant Variety Protection, Integrated Circuit Layout Design, etc.) NC = Number of PkM outputs in the form of Appropriate Technology, Products (Standardized

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating
1	2	3	4	5	6	7	8
					(Standardized Products, Certified Products), Artworks, Social Engineering 3) IPR recognition (Copyright, Industrial Product Design, Plant Variety Protection, Integrated Circuit Layout Design, etc.) 4) External PkM published in the form of industry-ISBN, Book Chapter.		Products, Certified Products), Artworks, Social Engineering ND = Total number of external PkM published in the form of ISBN, Book Chapter. NDTPS = Number of permanent study program lecturers 3 2 1 If RLP < 1 then Score = 2 + (2 x RLP) No score less than 2
8		The number of community service outputs (PkM) that received national/international recognition or were implemented by industry/society/ government (title)	In		Higher education institutions have PkM outputs that have received national/international recognition or are applied by industry/society/ government more than 55 titles	Study Program, WD I, and LPPM: PkM output that receives national/international recognition or is applied by industry/community/ government	4 3 2 1 Higher education institutions have PkM outputs that have received national/international recognition or are applied by industry/society/ government more than 55 titles Higher education institutions have PkM outputs that have received national/international recognition or have been implemented by industry/community/ government 45 – 55 titles Higher education institutions have PkM outputs that have received national/international recognition or have been implemented by industry/community/ government 35 – 45 titles Higher education institutions have PkM outputs that have received national/international recognition or have been implemented by industry/community/ government less than 35 titles
9		The study program has lecturers who have international PkM recognition.		In	The percentage of lecturers who have international PkM recognition is more than 50%	Study Program, WD I, and LPPM: Evidence of SK/Certificate/other related to lecturers who have international PkM recognition	4 3 The percentage of lecturers who have international PkM recognition is more than 50% The percentage of lecturers who are recognized for international PkM is around 30 – 50%

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating	
1	2	3	4	5	6	7	8	
							2	The percentage of lecturers who recognize international PkM is only 20% - 30%
							1	The percentage of lecturers who have international PkM recognition is less than 20%
2. PkM Process Standards								
10		Higher education institutions have PkM process standards with minimum criteria regarding: PkM processes and PkM management which includes: planning, implementation, assessment, supervision of implementation and control of community service activities.	In		The university has valid evidence of standards regarding the PkM process and PkM management which includes: planning, implementation, assessment, supervision of implementation and control of PkM activities which are carried out consistently, effectively and efficiently.	LPM: SPMI document containing PkM process standards and PkM management LPPM: Documents proving PkM management which contain a) Strategic plan related to PkM b) PkM Roadmap c) Guidelines and Guides for the implementation of PkM d) Evidence of PkM implementation e) Reviewer Evidence f) Evidence of Monitoring and Evaluation g) Evidence of follow-up	4	The university has valid evidence of standards regarding the PkM process and PkM management which includes: planning, implementation, assessment, supervision of implementation and control of PkM activities which are carried out consistently, effectively and efficiently.
							3	The university has valid evidence of standards regarding the PkM process and PkM management which includes: planning, implementation, assessment, supervision of implementation and control of PkM activities which are carried out consistently.
							2	Higher education institutions have valid evidence of standards regarding the PkM process and PkM management which includes: planning, implementation, assessment, supervision of implementation and control of PkM activities.
							1	The university has valid evidence of standards regarding the PkM process and PkM management which includes: planning, implementation, assessment, supervision of implementation and control of PkM activities.
11		The university has a formal PkM Strategic Plan document that contains the development basis, PkM roadmap, resources (including internal PkM fund allocation), strategic program targets and performance indicators, and is oriented towards	In		Availability of a comprehensive and detailed formal PkM Strategic Plan document.	Faculty Associate, WD III, WD II, WD I, Dean: a) Faculty's strategic plan in the field of PkM b) Faculty PkM Roadmap c) Faculty of Community Service Strategic Program Plan d) RKAKL PkM Faculty e) PkM Performance Indicators	4	The university has a formal document of a comprehensive and detailed PkM Strategic Plan containing the development basis, PkM roadmap, resources (including internal PkM fund allocation), strategic program targets and performance indicators, and is oriented towards international competitiveness.

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating	
1	2	3	4	5	6	7	8	
		international competitiveness.				AAKK Bureau, AUPK Bureau, LPPM, WR III, WR II, WR I: a) University's strategic plan in the field of PkM b) University PkM Roadmap c) University PkM strategic program plan d) RKAKL PkM University e) PkM Performance Indicators	3	The university has a formal document of a comprehensive PkM Strategic Plan containing the development basis, PkM roadmap, resources (including internal PkM fund allocation), strategic program targets and performance indicators, and is oriented towards international competitiveness.
							2	The university has a formal PkM Strategic Plan document containing the development basis, PkM roadmap, resources (including internal PkM fund allocation), strategic program targets and performance indicators.
							1	The university has a formal document, the PkM Strategic Plan, which contains the development basis, PkM roadmap, resources (including internal PkM fund allocation).
12		The university has evidence of monitoring and evaluation of the implementation of partnership programs and the level of satisfaction of cooperation partners in the field of PkM as measured by valid instruments, as well as continuous improvement in the quality of networks and partnerships, to ensure the realization of the vision, implementation of the mission and achievement of strategic goals.	In		The university has evidence of monitoring and evaluation of the implementation of partnership programs and the level of satisfaction of cooperation partners in the field of PkM as measured by valid instruments, as well as continuous improvement of the quality of networks and partnerships, to ensure the realization of the vision, implementation of the mission and achievement of strategic goals.	Study Program: a) Proof monitoring and evaluation of increasing cooperation in the field of PkM in study programs b) Satisfaction level of cooperation partners in the field of PkM in study programs coordinated in the UIN Walisongo Semarang system c) Efforts to improve the quality of cooperation in the field of PkM in study programs Assistant Director and Postgraduate Director, Vice Dean III and Dean: a) Proof monitoring and evaluation of increasing collaboration in the field of PkM in the faculty b) The level of satisfaction of cooperation partners in the field of PkM in faculties	4	The Higher Education Institution has evidence of monitoring and evaluation of the implementation of partnership programs, the level of satisfaction of cooperation partners as measured by valid instruments, as well as continuous improvement in the quality of networks and partnerships, to ensure the realization of the vision, implementation of the mission and achievement of strategic goals.
							3	The Higher Education Institution has evidence of monitoring and evaluation of the implementation of partnership programs, the level of satisfaction of cooperation partners as measured by valid instruments, as well as improvements in the quality of networks and partnerships, to ensure the realization of the vision, implementation of the mission and achievement of strategic goals.
							2	The Higher Education Institution has evidence of monitoring and evaluation of the implementation of partnership programs, the level of satisfaction of cooperation partners as measured by valid instruments, as well as efforts to improve the quality of networks and

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating
1	2	3	4	5	6	7	8
						coordinated in the UIN Walisongo Semarang system c) Efforts to improve the quality of collaboration in the field of PkM in the faculty Cooperation, Institutional, and Public Relations Section, International Office, AAKK Bureau, WR III: a) Proof Monitoring and evaluation of the improvement of cooperation in the field of PkM at the University level which is coordinated in the UIN Walisongo Semarang system b) Satisfaction level of cooperation partners in the field of PkM at the University level which is coordinated in the UIN Walisongo Semarang system c) Efforts to improve the quality of cooperation in the field of PkM at the university level which is coordinated in the UIN Walisongo Semarang system	partnerships, to ensure the realization of the vision, implementation of the mission and achievement of strategic goals. 1 The University has evidence of monitoring and evaluation of the implementation of partnership programs, the level of satisfaction of cooperation partners as measured by valid instruments, but there have been no efforts to improve the quality of networks and partnerships, to ensure the realization of the vision, implementation of the mission and achievement of strategic goals.
13		Higher Education Institutions Organize beneficial community service for community development in the form of Special Mission Service, Guardianship and Religious Moderation Based Service.		In	Higher Education Institutions Organize community service that is beneficial for community development in the form of Special Mission Service, Walisongoan and Religious Moderation Based Service of more than 10% of all Community Service that has been carried out each year.	LPPM: a) Data across PkM b) Data and evidence of the Special Mission of the Walisongoan Community Service and based on Religious Moderation	4 ≤25% of PkMs are based on Special Missions, Guardianship, and Religious Moderation. 3 15% ≤ PkM < 25% is PkM with Special Mission, Guardianship, and Based on Religious Moderation 2 5% ≤ PkM < 15% is PkM Special Mission, Guardianship, and Based on Religious Moderation 1 Less than 5% of PkMs have Special Missions, Guardianship, and are based on religious moderation.

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating	
1	2	3	4	5	6	7	8	
14		The Faculty carries out an analysis of the success and/or failure of achieving performance that has been determined by the institution in the field of PkM which meets 2 criteria. 1) performance achievements must be measured using appropriate methods, and the results analyzed and evaluated 2) analysis of performance achievements includes identification of root causes, factors supporting success and factors inhibiting the achievement of standards and a brief description of the follow-up actions to be taken.	In		Analysis of the achievement of higher education performance in the field of PkM which fulfills 2 aspects, is carried out annually and the results are published to stakeholders.	Study Program: SWOT analysis related to the PkM development plan in the Study Program Faculty Chair, WD III, WD II, WD I and Dean: SWOT analysis related to PkM development plans at the faculty level	4	Analysis of higher education performance achievements that meet 2 aspects, is carried out annually and the results are published to stakeholders.
							3	Analysis of university performance achievements that fulfill 2 aspects, is carried out every year
							2	Analysis of university performance achievements that fulfill 2 aspects
							1	Universities have performance achievement reports but they have not been analyzed and evaluated.
15		Universities have PkM guidelines which contain codes of ethics, management and provisions for PkM collaboration.	In		Universities have PkM guidelines that contain codes of ethics, management and provisions in PkM collaboration that are socialized, easily accessible, in accordance with the PkM strategic plan, and understood by stakeholders.	WD I and Dean: The Faculty-level PkM guidelines contain the code of ethics, management and provisions for PkM collaboration. LPPM: The University-level PkM guidelines and guides contain the code of ethics, management and provisions for PkM collaboration.	4	Universities have PkM guidelines that are socialized, easily accessible, in accordance with the PkM strategic plan, and understood by stakeholders.
							3	Universities have PkM guidelines that are socialized, easily accessible, and understood by stakeholders.
							2	Universities have socialized PkM guidelines that are easily accessible to stakeholders.
							1	Universities have PkM guidelines but they have not yet been socialized.

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating	
1	2	3	4	5	6	7	8	
16		The university has valid evidence regarding good practices in developing a quality culture in the field of PkM in the university through management review meetings, which have an agenda for discussing 7 elements, including 1) internal audit results, 2) feedback, 3) process performance and product conformity, 4) status of preventive and corrective actions, 5) follow-up from the previous management review meeting, 6) changes that may affect the quality assurance system, and 7) recommendations for improvement	In		Higher Education Institutions have valid evidence available regarding good practices in developing a quality culture in Higher Education Institutions in the field of PkM through management review meetings, which have an agenda for discussing 7 elements.	LPM: Valid evidence related to good practices in developing a quality culture in Higher Education in the field of PkM includes 7 elements.	4 The Higher Education Institution has valid evidence regarding good practices in developing a quality culture in the Higher Education Institution in the field of PkM through management review meetings which have an agenda for discussing 7 elements. 3 The Higher Education Institution has valid evidence regarding good practices in developing a quality culture in the Higher Education Institution in the field of PkM through management review meetings which have an agenda for discussing 7 elements. 2 The Higher Education Institution does not have valid evidence regarding good practices in developing a quality culture in the Higher Education Institution in the field of PkM through management review meetings. 1 No score less than 2	
17		The Higher Education Institution ensures the implementation of the PkM quality assurance system which fulfills the following 4 aspects: 1) the existence of formal documents establishing quality standards, 2) quality standards are implemented consistently,	In		The University has implemented a quality assurance system in the PkM field which has been proven to be effective in fulfilling 4 aspects and a review of the quality assurance cycle has been carried out involving external reviewers.	LPM: a) SPMI Document b) Evidence of implementation of SPMI in the field of PkM (PPEPP) c) SPMI cycle review involves external reviewers	4 The University has implemented a quality assurance system in the PkM field which has been proven to be effective in fulfilling 4 aspects and a review of the quality assurance cycle has been carried out involving external reviewers. 3 The University has implemented a quality assurance system in the PkM field which has been proven to be effective in fulfilling 4 aspects and a review of the quality assurance cycle has been carried out. 2 The University has implemented a quality assurance system in the PkM field which has	

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating
1	2	3	4	5	6	7	8
		3) monitoring, evaluation and control of established quality standards, and 4) the results are followed up for improvement and quality enhancement					been proven to be effective in fulfilling 4 aspects. 1 Higher education institutions have implemented a quality assurance system in the field of PkM, but it is not yet effective and does not fulfill all aspects.
18		The study program ensures that the DTPS PkM activities are relevant to the field of the last study program with foreign, domestic and PT/Independent funding sources in the last 3 years.	In		Permanent lecturers of study programs (DTPS) carry out PkM activities relevant to the PS's field of expertise at least once a year, either with PT/independent financing, domestic financing, or foreign financing according to the criteria.	Study Program, Vice Dean II and Dean, LPPM: a) SK/LoA for PkM funding for each lecturer b) Lecturer's PkM proposal c) Lecturer's PkM report	4 If $R_i \geq a$ Where $R_i = N_i / 3 / N_{DT}$ $R_N = N_N / 3 / N_{DT}$ $R_L = N_L / 3 / N_{DT}$ N_i= Number of PkM with foreign funding sources in the last 3 years N_N= Total PkM with domestic funding sources in the last 3 years N_L= Number of PkM with PT/independent funding sources in the last 3 years N_{DT}= Number of permanent lecturers 3 If $R_i < a$ and $R_N \geq b$, pair shoes = $3 + (R_i / a)$ Factor $a = 0.05$, $b = 0.3$, $c = 1$ 2 If $0 < R_i < a$ and $0 < R_N < b$, spouse shoes $2 + (2 \times R_i/a) + (R_N/b) - ((R_i \times R_N)/(axb))$ 1 If $R_i = 0$ and $R_N = 0$ and $R_L \geq c$, spouse shoes 2 If $R_i = 0$ and $R_N = 0$ and $R_L < c$, couple shoes = $(2 \times R_L) / c$
19		The study program ensures DTPS and/or students publish the results of PkM	In		DTPS and/or students publish PkM results that meet the maximum assessment criteria.	Study Program: Publication of the results of PkM for lecturers and/or students (study program) WD I and Dean: Publication of the results of PkM for lecturers and/or students (faculty) LPPM:	4 If $R_i \geq a$ or $R_N > b$, Where $R_L = ((NA1 + NB1 + NC1) / NM) \times 100\%$ $R_N = ((NA2 + NA3 + NB2 + NC2)/NM) \times 100\%$ $R_i = ((NA4 + NB3 + NC3) / NM) \times 100\%$ Factor: $a = 1\%$, $b = 10\%$, $c = 50\%$ $NA1$ = Number of publications in non-accredited national journals $NA2$ = Number of publications in accredited national journals

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating
1	2	3	4	5	6	7	8
						Publication of PkMD results for lecturers and/or students (university)	NA3 = Number of publications in international journals NA4 = Number of publications in reputable international journals NB1 = Number of regional/local/PT seminar proceedings NB2 = Number of seminar proceedings in national journals NB3 = Number of seminar proceedings in international journals NC1 = Number of regional/local/PT mass media NC2 = Number of mass media in national journals NC3 = Number of mass media in international journals NM = Number of students during TS For applied study programs, then, NB1 = Number of regional/local/PT seminar presentations NB2 = Number of seminar presentations in national journals NB3 = Number of seminar presentations in international journals NC1 = Number of presentations at regional/local/PT forums NC2 = Number of presentations at national forums NC3 = Number of presentations at international forums
							3 If $R_i = 0$ and $0 < R_N < b$ maka shoes = $3 + (R_N / b)$
							2 If $0 < R_i < a$ and $R_N = 0$, pair shoes = $3 + (R_i / a)$ If $0 < R_i < a$ and $0 < R_N < b$, spouse shoes = $\text{Max} [3 + (R_i/a), 3 + (R_N/b)]$
							1 If $R_i = 0$ and $R_N = 0$ and $R_L \geq c$, spouse shoes 2 If $R_i = 0$ and $R_N = 0$ and $R_L < c$, couple shoes = $(2 \times R_i) / c$

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating	
1	2	3	4	5	6	7	8	
20		The study program produces PkM dissemination		In	The study program produces international standard PkM dissemination according to the research roadmap.	Study Program, WD I, and LPPM: a) Data on permanent lecturers of study programs b) Data and evidence of international standard PkM dissemination according to roadmap	4	If > 80% of lecturers disseminate international standard PkM
							3	If 60-79% of lecturers disseminate international standard PkM
							2	If 40-59% of lecturers disseminate international standard PkM
							1	If < 40% of lecturers disseminate international standard PkM
21		Higher education institutions ensure that the relevance of PkM includes the following elements: 1) has a roadmap that covers the themes of PkM for lecturers and students as well as downstreaming/application of study program knowledge, 2) lecturers and students carry out PkM according to the PkM roadmap. 3) conducting an evaluation of the suitability of lecturers' and students' PkM with the roadmap, and 4) using evaluation results to improve the relevance of PkM and scientific development of study programs.	In		Fulfilling the 4 elements of relevance of PkM for lecturers and students	Study Program: a) <i>roadmap</i> (road map) PkM b) evidence of PkM reports from lecturers and students in accordance with the PkM roadmap. c) conducting an evaluation of the suitability of lecturers' and students' PkM with the roadmap d) Follow-up evaluation of PkM activities for the scientific development of study programs.	4	Fulfilling the 4 elements of relevance of PkM for lecturers and students
							3	Fulfilling elements 1, 2, and 3 of the relevance of PkM for lecturers and students
							2	Fulfilling elements 1 and 2 of the relevance of PkM for lecturers and students
							1	Fulfilling the first element, but the PkM of lecturers and students does not match the road map
22		Universities have international, national, regional/local level	In		International, national, regional/local level collaboration in the field of	Study Program, Assistant Director and Postgraduate Director, Vice Dean III and	4	If $R_i \geq a$ Where $R_i = N_i / N_{DT}$

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating
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		collaborations in the field of Community Service Programs (PKM).			PkM that is relevant to the study program and managed by UPPS in the last 3 years meets the maximum assessment criteria.	Dean:Evidence of International, National, Local Cooperation in the field of Community Service at the Study Program/Faculty/Postgraduate level Cooperation, Institutional, and Public Relations Section, International Office, AAKK Bureau, LPPM, WR III:Evidence of International, National, Local Cooperation in the field of PkM at the University level	$R_N = N_N / N_{DT}$ $R_L = N_L / N_{DT}$ N_i = Number of international level PkM collaborations N_N = Number of collaborations in the field of PkM at the national level N_L = Number of collaborations in the field of PkM at the local/regional level N_{DT} = Number of permanent lecturers 3 If $R_i < a$ and $R_N \geq b$, pair shoes = $3 + (R_i / a)$ 2 Factor $a = 0.02$, $b = 0.2$, $c = 0.5$ If $0 < R_i < a$ and $0 < R_N < b$, wife shoes $2 + (2 \times R_i/a) + (R_N/b) - ((R_i \times R_N)/(axb))$ 1 If $R_i = 0$ and $R_N = 0$ and $R_L \geq c$, spouse shoes 2 If $R_i = 0$ and $R_N = 0$ and $R_L < c$, couple shoes = $(2 \times R_L) / c$
23		Universities demonstrate governance encompassing 1) embodiment <i>good university governance</i> and fulfillment of the five pillars of the governance system in the PkM sector, which include: Credible, Transparent, Accountable, Responsible, Fair, and risk management 2) The university announces a summary of the annual PkM report to the public.	In		Higher Education Institutions have valid evidence regarding good practices in implementing GUG covering all aspects related to the implementation of PkM. The University announces a summary of the annual PkM report to the public.	LPPM: Analysis documents and evidence related to good practices in the implementation of GUG which includes 7 aspects in the field of PkM	4 Higher education institutions have valid evidence regarding good practices in implementing GUG, including the following aspects: 1) Credibility 2) Transparency 3) Accountability 4) Responsibility 5) Justice 6) Consistent, effective and efficient risk management The University announces a summary of its annual report to the public. 3 Higher education institutions have valid evidence regarding good practices in implementing GUG, including the following aspects: 1) Credibility 2) Transparency 3) Accountability 4) Responsibility 5) Justice 6) Consistent risk management, The University announces a summary of its annual report to the public.

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating
1	2	3	4	5	6	7	8
							2 Higher education institutions have valid evidence regarding good practices in implementing GUG, including the following aspects: 1) Credibility 2) Transparency 3) Accountability 4) Responsibility 5) Justice 6) Risk management The University announces a summary of its annual report to the public.
							1 Higher education institutions have valid evidence regarding good practices in implementing GUG but only cover several aspects: 1) Credibility 2) Transparency 3) Accountability 4) Responsibility 5) Justice 6) Risk management
24		College have a plan development in the field of PkM which includes performance indicators and targets to measure achievement strategic objectives that has been set to include: 1) development plans include: long term, medium term, and short term, 2) performance indicators, 3) targets that are oriented towards international competitiveness and	In		College have a plan PkM development which includes performance indicators and targets to measure the achievement of strategic objectives that have been set by fulfilling all aspects.	Study Program: PkM study program development plan Faculty Chair, WD III, WD II, WD I and Dean: faculty PkM development plan AAKK Bureau, AUPK Bureau, LPPM, WR III, WR II, WR I: University PkM development plan	4 The College has: 1) development plans include: long term, medium term, and short term, 2) performance indicators, 3) targets that are oriented towards international competitiveness and have been implemented consistently, 4) the aim is to provide skilled human resources to anticipate current and future needs, and 5) targets that lead <i>tonation economic development</i> 3 The College has: 1) development plans include: long term, medium term, and short term, 2) performance indicators, 3) targets that are oriented towards national competitiveness and have been implemented consistently,

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating	
1	2	3	4	5	6	7	8	
		have been implemented consistently, 4) the aim is to provide skilled human resources to anticipate current and future needs, and 5) targets that lead <i>tonation economic development</i>					4)	the aim is to provide skilled human resources to anticipate current and future needs.
							2	The College has: 1) development plans include: long term, medium term, and short term, 2) performance indicators, 3) targets that have been implemented, and 4) the aim is to provide skilled human resources to anticipate current needs
							1	The Higher Education Institution has a development plan that is equipped with 1 of the following 2 aspects: performance indicators or targets.
25		Universities have a guideline document for implementing PkM to ensure the integrity and quality of PkM which is implemented consistently, effectively and efficiently.	In		The university has a PkM implementation guide document that contains all <i>cluster</i> PkM is to ensure the integrity and quality of PkM which is implemented consistently, effectively and efficiently.	WD I and Dean: PkM implementation guide which includes all <i>cluster</i> study LPPM and WR I: Guidelines and guidelines for the implementation of PkM which contain all <i>cluster</i> study	4	The university has a PkM implementation guideline document that contains all PkM clusters to ensure the integrity and quality of PkM which is implemented consistently, effectively and efficiently.
							3	Universities have a PkM implementation guideline document that contains all PkM clusters to ensure the integrity and quality of PkM that is implemented consistently.
							2	The university has a PkM implementation guideline document that contains all PkM clusters to ensure the integrity and quality of PkM.
							1	Universities have guidance documents for implementing PkM but they are not valid.
26		The university has a formal document of policies and procedures, which is comprehensive, detailed, up-to-date, and easily accessible to stakeholders, regarding the development of networks and	In		The University has formal policy and procedure documents, which are comprehensive, detailed, up-to-date, and easily accessible to stakeholders, regarding the development of networks and partnerships	Cooperation, Institutional, and Public Relations Section, AAKK Bureau, International Office, LPPM, WR III: a) Policies and procedures for developing networks and partnerships (domestic and international), and	4	The University has formal policy and procedure documents, which are comprehensive, detailed, up-to-date, and easily accessible to stakeholders, regarding the development of networks and partnerships (domestic and international), and monitoring and evaluating the satisfaction of cooperation partners in the field of Community Service.

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating
1	2	3	4	5	6	7	8
		partnerships in the field of Community Service (domestic and international), including how to monitor and evaluate the satisfaction of cooperation partners.			(domestic and international), and monitoring and evaluating the satisfaction of cooperation partners in the field of Community Service.	b) Policy and procedures for monitoring and evaluating the satisfaction of cooperation partners in the PkM field	3 The University has formal policy and procedure documents, which are comprehensive and easily accessible to stakeholders, regarding the development of networks and partnerships (domestic and international), and monitoring and evaluating the satisfaction of cooperation partners in the field of Community Service. 2 The University has formal policy and procedure documents regarding the development of networks and partnerships (domestic and international), and monitoring and evaluating the satisfaction of cooperation partners in the field of Community Service. 1 The university has formal documents of policies and procedures regarding the development of networks and partnerships (domestic and international) in the field of Community Service.
27		Universities and UPPS measure service satisfaction in the field of PkM for internal and external stakeholders who fulfill the following aspects. 1) using valid, reliable, easy-to-use satisfaction instruments, 2) carried out periodically, and the data is recorded comprehensively, 3) analyzed using appropriate methods and useful for decision making, 4) the level of satisfaction and feedback is followed up to improve and increase the quality	In		The University has evidence that the level of satisfaction of internal and external stakeholders in the field of PkM meets 4 aspects, the results are published and easily accessible to stakeholders, and a review of the implementation of user satisfaction measurement has been carried out.	LPM: Internal and external stakeholder satisfaction instrument form in the field of PkM LPPM: Survey Report on the level of satisfaction of internal stakeholders in the PkM field which is coordinated in the UIN Walisongo Semarang system WD III and Dean, Cooperation, Institutional and Public Relations Section, AAKK Bureau, LPPM, WR III: Survey Report on the Satisfaction Level of External Stakeholders in the PkM field coordinated in the UIN Walisongo Semarang system (collaboration partners)	4 The University has a level of satisfaction of internal and external stakeholders in the field of PkM that meets 4 aspects, the results are published and easily accessible to stakeholders, and a review is carried out on the implementation of user satisfaction measurements. 3 The University has a level of satisfaction of internal and external stakeholders in the field of PkM that meets 4 aspects, the results are published and easily accessible to stakeholders. 2 The University has a level of satisfaction of internal and external stakeholders in the field of PkM that meets 4 aspects. 1 Higher education institutions have a level of satisfaction of internal and external stakeholders in the field of PkM but have not fulfilled all aspects.

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating	
1	2	3	4	5	6	7	8	
		of output periodically and systematically,						
28		The university has valid evidence regarding the implementation of the PkM process covering the following 6 aspects: 1) assessment and review procedures, 2) legality of appointment of reviewer, 3) PkM proposal assessment results, 4) legality of PkM assignments/PkM collaboration, 5) minutes of monitoring and evaluation results, as well as 6) PkM output documentation.	In		The university has valid evidence regarding the implementation of the PkM process covering 6 aspects and carries out reviews of the implementation of the PkM process (aspects 1-6) periodically and follows up on them.	LPPM: a) assessment and review procedures policies, b) SK or legality of appointment of reviewer, c) PkM proposal assessment results, d) Decree/legality of assignment of PkM grant recipient/PkM cooperation partner, e) minutes of monitoring and evaluation results, f) and documentation of PkM output	4	The university has valid evidence regarding the implementation of the PkM process covering 6 aspects and carries out reviews of the implementation of the PkM process (aspects 1-6) periodically and follows up on them.
							3	The university has valid evidence regarding the implementation of the PkM process covering 6 aspects and periodically reviews the implementation of the PkM process (aspects 1-6).
							2	The university has valid evidence regarding the implementation of the PkM process covering 6 aspects and conducting a review of the implementation of the PkM process (aspects 1 – 6)
							1	The university has valid evidence of incomplete implementation of the PkM process.
29		Universities have PkM implementation groups	In		The university has a functional PkM implementing group which is indicated by: 1) there is formal legal evidence of the existence of the PkM implementing group 2) the production of PkM products that are useful for solving problems in society, and 3) producing PkM products that are nationally competitive	Study Program, WD I, and Dean, LPPM: a) Decree of the Study Program PkM Implementation Group b) Evidence of PkM activity reports according to PkM implementing groups c) <i>Outcome</i> or PkM products	4	Universities have PkM implementing groups which are indicated by: 1) there is formal legal evidence of the existence of the PkM implementing group 2) the production of PkM products that are useful for solving problems in society, and 3) producing PkM products that are nationally competitive
							3	Universities have PkM implementing groups which are indicated by: 1) there is formal legal evidence of the existence of the PkM implementing group 2) the production of PkM products that are useful for solving problems in society, and
							2	Universities have PkM implementation groups as indicated by the existence of formal legal evidence of the existence of PkM implementation groups.

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating	
1	2	3	4	5	6	7	8	
							1	The university does not have formal legal evidence of the existence of the PkM implementing group.
30		DTPS involves PS students in PkM activities.	In		Percentage of DTPS that involve more than 75% of students in their PkM	Study Program, Vice Dean I and Dean, LPPM: a) Data across PkM b) Data and evidence of PkM involving students	4 3 2 1	$\geq 75\%$ of lecturers involve students in PkM $50\% \leq$ Lecturers $<75\%$ involve students in PkM $25\% \leq$ Lecturers $<50\%$ involve students in PkM Less than 25% of lecturers involve students in PkM
31		The college has a reporting document kLecturer guidance activities for students' PkM that meet the comprehensive, detailed, relevant, up-to-date aspects and are delivered on time	In		The percentage of PkM students who have lecturer guidance reports and fulfill 5 aspects is more than 75%	Study Program, Vice Dean I and Dean, LPPM: a) Data on all PkM Students b) Evidence of lecturer guidance reports based on 5 aspects	4 3 2 1	$\geq 75\%$ of PkM students have lecturer guidance reports that fulfill 5 aspects $50\% \leq$ PkM students $<75\%$ have lecturer guidance reports that fulfill 5 aspects $25\% \leq$ PkM students $<50\%$ have lecturer guidance reports that fulfill 5 aspects Less than 25% of PkM students have lecturer guidance reports that fulfill 5 aspects.
32		PkM by students with the guidance of lecturers is carried out and receives recognition in the form of semester credit units.	In		Percentage of students getting grades from PkM activities by students with lecturer guidance which is recognized in the recognition of semester credit units	Study Program, Vice Dean I and Dean, LPPM: a) Data on all PkM Students b) Proof of student PkM grades in semester credit units	4 3 2 1	$\geq 75\%$ of students' PkM gets a grade in the recognition of semester credit units $50\% \leq$ PkM students $<75\%$ get a grade in semester credit unit recognition $25\% \leq$ PkM students $<50\%$ get a grade in semester credit unit recognition Less than 25% of PkM students get a grade in semester credit unit recognition.
33		The implementation of PkM is in accordance with the master plan for community service based on the unity of science for humanity and civilization.		In	The percentage of PkM based on the unity of science for humanity and civilization that is in accordance with the PkM masterplan of UIN Walisongo Semarang is more than 75%.	LPPM: a) Data across PkM b) PkM Data based on the Unity of Science	4 3 2	$\geq 75\%$ PkM is based on the unity of science for humanity and civilization in accordance with the master plan $50\% \leq$ PkM based on the unity of science for humanity and civilization $<75\%$ according to the master plan $25\% \leq$ PkM based on the unity of science for humanity and civilization $<50\%$ according to the master plan

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating	
1	2	3	4	5	6	7	8	
							1	Less than 25% of PkM is based on the unity of science for humanity and civilization in accordance with the master plan.
34		The implementation of PkM is in accordance with the master plan for community service based on the guardianship and religious moderation.		In	The percentage of PkM based on the Walisongo and religious moderation that is in accordance with the PkM master plan of UIN Walisongo Semarang is more than 75%.	LPPM: a) Data across PkM b) PkM data based on guardianship and diverse moderation	4	≥ 75% PkM is based on the guardianship and religious moderation in accordance with the master plan
							3	50% ≤ PkM based on the guardianship and religious moderation <75% in accordance with the master plan
							2	25% ≤ PkM based on the guardianship and religious moderation <50% according to the master plan
							1	Less than 25% of PkM is based on the guardianship and religious moderation according to the master plan.
	3. PkM Input Standards							
35		Research Group(RG) andRoad Map(RM) PkM that is clear and relevant to the Vision, Mission, Goals and Strategy of the Study Program	In		The Study Program hasResearch Group(RG) andRoad Map(RM) PkM which is very clear and very relevant to the Vision, Mission, Goals and Strategy of the Study Program	Study Program: Documents containingResearch Group(RG) andRoad Map(RM) PkM study program	4	The Study Program hasResearch Group(RG) andRoad Map(RM) PkM which is very clear and very relevant to the Vision, Mission, Goals and Strategy of the Study Program
							3	The Study Program hasResearch Group(RG) andRoad Map(RM) PkM that is clear and relevant to the Vision, Mission, Goals and Strategy of the Study Program
							2	The Study Program hasResearch Group(RG) andRoad Map(RM) PkM that is relevant to the Vision, Mission, Goals and Strategy of the Study Program
							1	The Study Program does not haveResearch Group(RG) andRoad Map(RM) PkM
36		Lecturers implementing research-based community service have certain academic qualifications required by the Higher Education Institution.	In		The availability of guidelines/policies regarding the requirements for lecturers implementing research-based PkM to have certain academic qualifications in a comprehensive, detailed,	LPPM: PkM guidelines are in accordance with the qualifications and competencies of lecturers	4	The availability of guidelines/policies regarding the requirements for lecturers implementing research-based PkM to have certain academic qualifications in a comprehensive, detailed, socialized and easily accessible manner.
							3	The availability of guidelines/policies regarding the requirements for lecturers implementing research-based PkM to have certain academic

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating
1	2	3	4	5	6	7	8
					socialized and easily accessible manner.		qualifications in a comprehensive, detailed and socialized manner. 2 Availability of guidelines/policies regarding the requirements for lecturers implementing research-based PkM to have certain academic qualifications 1 The availability of guidelines/policies regarding the requirements for lecturers implementing research-based PkM to have certain academic qualifications that are not detailed.
37		Establishment of UOS-based PkM cooperation improvement activities with the community and industry		In	UoS-based PkM collaboration with the community and industry has increased by more than 25% annually.	Cooperation, Institutional, Public Relations, AAKK Bureau, LPPM, WR III: Data and evidence of collaboration and follow-up of UoS-based PkM	4 Increase in the number of UOS-based PkM collaborations with the community and industry $\geq 25\%$ from the previous year 3 $15\% \leq$ Increase in the number of UOS-based PkM collaborations with the community and industry $< 25\%$ from the previous year 2 $10\% \leq$ Increase in the number of UOS-based PkM collaborations with the community and industry $< 15\%$ from the previous year 1 Increase in the number of UOS-based PkM collaborations with the community and industry $< 10\%$ from the previous year
38		Establishment of UoS-based PkM collaboration improvement activities at the Faculty level		In	Faculty-level UoS-based PkM collaboration has increased by more than 25% annually.	WD III in Dean: Data and evidence of cooperation and follow-up of UoS-based PkM (domestic)	4 Increase in the number of UOS-based PkM collaborations at the Faculty level $\geq 25\%$ from the previous year 3 $15\% \leq$ Increase in the number of UOS-based PkM collaborations at the Faculty level $< 25\%$ from the previous year 2 $10\% \leq$ Increase in the number of UOS-based PkM collaborations at the Faculty level $< 15\%$ from the previous year 1 Increase in the number of UOS-based PkM collaborations at the Faculty level $< 10\%$ from the previous year
39		Establishment of activities to increase collaboration on UOS-based PkM (overseas) at the Faculty level		In	UoS (overseas) based PkM collaboration at the Faculty level has increased by more than 25% every year.	WD III in Dean: Data and evidence of cooperation and follow-up of UoS-based PkM (overseas)	4 Increase in the number of UOS-based (overseas) PkM collaborations at the Faculty level $\geq 25\%$ from the previous year 3 $15\% \leq$ Increase in the number of UOS-based (overseas) PkM collaborations at the Faculty level $< 25\%$ from the previous year

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating	
1	2	3	4	5	6	7	8	
							2	10% ≤ Increase in the number of UOS-based (overseas) PkM collaborations at the Faculty level < 15% from the previous year
							1	Increase in the number of UOS-based (overseas) PkM collaborations at the Faculty level < 10% from the previous year
40		Study Programs receive PkM budgets with adequate operational costs.	In		PkM operational costs (per lecturer, per year) are more than 5 million	Study Program: a) Permanent lecturer data in study programs b) Data on the amount of PkM funds received by permanent lecturers WD II and Dean: a) Permanent lecturer data in the faculty b) Data on the amount of PkM funds received by permanent lecturers Planning and Finance Section, AUPK Bureau, WR II: a) Data on permanent lecturers at universities b) Data on the amount of PkM funds received by permanent lecturers	4 3 2 1	If DPkMD ≥ 5 If DPD < 5 then the score = (4 x DPkMD)/5, where DPkMD = DPkM/ 3 / NDT DPkM = the amount of research funds received by permanent lecturers in millions of rupiah NDT = number of permanent lecturers
41		Universities provide PkM funds at least in proportion to the total university funds.	In		The amount of funds used by universities for PkM activities in the last 3 years: Total use of university budget in the last 3 years > 2.5%	WD II and Dean: The total use of PkM funds in the last 3 years and the total use of the budget in the last 3 years in the faculty Planning and Finance Section, AUPK Bureau, WR II: The amount of PkM fund usage in the last 3 years and the amount of	4 3 2 1	If PDPkM ≥ 2, % If PDPkM < 2.5% then the score = 160 x PDPkM PDPkM = (DPkM / DT) x 100% DPkM = the amount of funds used by PT for PkM activities in the last 3 years DT = total use of university budget in the last 3 years

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating	
1	2	3	4	5	6	7	8	
						budget usage in the last 3 years at the university		
42		Higher education institutions receive PkM funds from institutions outside higher education institutions (rupiah)	In		Higher education institutions receive PkM funds from institutions outside higher education institutions of more than 82,500,000. (rupiah)	Study Program: Data on the amount of PkM funds obtained by permanent lecturers from institutions outside of higher education WD II and Dean: Data on the amount of PkM funds obtained by permanent lecturers from institutions outside of higher education Planning and Finance Section, AUPK Bureau, LPPM, WR II: Data on the amount of PkM funds obtained by permanent lecturers from institutions outside of higher education	4	The university received PkM funds from institutions outside the university of more than 82,500,000 (rupiah)
							3	Higher education institutions receive PkM funds from institutions outside the university of 75,000,000 - 82,500,000 (rupiah)
							2	Higher education institutions receive PkM funds from institutions outside higher education institutions of more than 67,500,000 – 75,000,000 (rupiah)
							1	Higher education institutions receive PkM funds from institutions outside higher education institutions of less than 67,500,000
43		An information system for administrative services in the PkM field that has been proven to be effective in fulfilling the following aspects: 1) includes academic services, finance, human resources, facilities and infrastructure (assets), 2) easily accessible to all work bureaus within the institution, 3) complete and up-to-date,	In		Higher Education Institutions have an ICT (Information and Communication Technology) System in the field of PkM to collect accurate, accountable and confidential data (e.g.: Higher Education Management Information System/ SIMPT) which covers 5 aspects, is evaluated periodically and the results are followed up to improve the information system.	PTIPD: Evidence of a Higher Education Management Information System that fulfills 5 aspects in the research field	4	The university has an information system for administrative services in the field of PkM which has been proven to be effective in fulfilling 5 aspects, is evaluated periodically and the results are followed up to improve the information system.
							3	The university has an information system for administrative services in the field of PkM which has been proven to be effective in fulfilling aspects 1-4.
							2	The university has an information system for administrative services in the field of PkM which has been proven to be effective in fulfilling aspects 1-3.
							1	The university has an information system for administrative services in the field of PkM but it does not yet fulfill all aspects.

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating	
1	2	3	4	5	6	7	8	
		4) all types of services have been integrated and used for decision making, 5) All types of integrated services are evaluated periodically and the results are followed up to improve the information system.						

**INTERNAL QUALITY AUDIT INSTRUMENT
WALISONGO STATE ISLAMIC UNIVERSITY OF SEMARANG
(STUDENT AND ALUMNI STANDARDS)**

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating
1	2	3	4	5	6		7
D	Students & Alumni						
	1. Student Output Standards						
1		Universities ensure that the average GPA of undergraduate students is at least 3.25.	In		The average GPA of students in the last 3 years is more than 3.25	Study Program, Vice Dean I and Dean, Academic and Student Affairs, AAKK Bureau, Vice Dean I: Average GPA data for students in the last 3 years	4 If the average GPA is ≥ 3.25
							3 If $2.00 \leq \text{GPA} < 3.25$
							2 then the score = $((8 \times \text{GPA}) - 6) / 5$
							1 No score less than 2
2		Higher education institutions ensure that the average GPA of PPG/S2/Doctoral students is at least 3.50.	In		The average GPA of students in the last 3 years is more than 3.50	Study Program, WD I and Dean, Assistant Director and Postgraduate Director, Academic and Student Affairs Section, AAKK Bureau, WR I: Average GPA data for PPG/S2/Doctoral students in the last 3 years	4 If the average GPA is ≥ 3.50
							3 If $2.00 \leq \text{GPA} < 3.25$
							2 then the score = $((8 \times \text{GPA}) - 8) / 5$
							1 No score less than 2
3		The University ensures that University Graduates have Arabic language skills equivalent to achieving an IMKA score of 300 (Bachelor's), 325 (Master's), 350 (Doctorate)		In	The average Arabic language ability is equivalent to achieving an IMKA score of more than 300 (Bachelor's), 325 (Master's), 350 (Doctorate)	PPB and Ma'had: Average IMKA score data for students	4 If the average IMKA ≥ 300 (Sarjana) IMKA ≥ 325 (Master) IMKA ≥ 350 (Doctor)
							3 Master If the average IMKA < 300 maka score = $\text{rate} - \text{rate IMKA} / 75$
							2 Magister If the average IMKA < 325 maka score = $(\text{rate} - \text{rate IMKA} + 75) / 100$
							1 Doctor If the average IMKA < 350 maka score = $(\text{rate} - \text{rate IMKA} + 50) / 100$
							1 No score less than 2
4		The university ensures that students' English language		In	English Proficiency Score is equivalent to achieving a	PPB and Ma'had:	4 If the average TOEFL ≥ 400 (Bachelor's Degree)

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating
1	2	3	4	5	6		7
		skills are equivalent to achieving a TOEFL score of 400 (Bachelor's), 460 (Master's), 470 (Doctorate) as a requirement.			TOEFL score of 400 (Bachelor's), 460 (Master's), 470 (Doctorate)	Data on the average TOEFL scores of students	TOEFL ≥ 460 (Magister) TOEFL ≥ 350 (Doctor) 3 Master 2 If the TOEFL average is < 400 then score = TOEFL average / 100 Magister If the TOEFL average is < 460 then the score = (average TOEFL - 60) / 100 Doctor If the TOEFL average is < 470 then the score = (average TOEFL - 70) / 100 1 No score less than 2
5		The university ensures that university graduates are able to read and write the verses of the Koran properly and correctly.		In	The percentage of students who received a minimum score of 80 in Islamic subjects was more than 80%	Study Program, Vice Dean I and Dean: Islamic studies course grades for all students	4 ≥80% average grade of Islamic subjects minimum 80 3 41% – 60% average Islamic course grade of at least 80 2 21% - 40% average Islamic course grade minimum 80 1 Less than 21% of the average Islamic subjects score is at least 80
6		Universities ensure that students memorize verses of the Quran and hadiths that are in accordance with the discipline of their study program.		In	The percentage of students who received a minimum score of 80 in Islamic subjects was more than 80%	Study Program, Vice Dean I and Dean: Islamic studies course grades for all students	4 ≥80% average grade of Islamic subjects minimum 80 3 41% – 60% average Islamic course grade of at least 80 2 21% - 40% average Islamic course grade minimum 80 1 Less than 21% of the average Islamic subjects score is at least 80
7		The College ensures that all graduating students are equipped with the following documents: 1) degree, for graduates of diploma programs, bachelor's programs,	In		The percentage of students who graduated and received complete documents containing 6 aspects was more than 75%	Head of Faculty, Vice Dean I and Dean: Graduate data and evidence must have complete documents containing 6 aspects (faculty)	4 ≥80% of students who graduate receive complete documents containing 6 aspects 3 41% – 60% of students who graduate receive a complete document containing 6 aspects

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating	
1	2	3	4	5	6		7	
		master's programs and doctoral programs; 2) Academic Transcript 3) Professional certificate, for graduates of professional programs; 4) Competency certificate, for graduates of educational programs according to their expertise in their field of study and/or have achievements outside their study program; 5) Title; 6) Certificate of Replacement of Diploma, unless otherwise specified by statutory regulations, maximum 1 week after graduation				Academic and Student Affairs Division, AAKK Bureau, Vice Rector I: Graduate data and evidence must have complete documents containing 6 aspects (university)	2	21% - 40% of students who graduate receive a complete document containing 6 aspects
							1	Less than 21% of students who graduated received a complete document containing 6 aspects.
8		Universities ensure the percentage of graduates who have competency/professional/industry certification in the last 3 years.	In		The number of graduates who have competency, professional and/or industrial certificates divided by the number of graduates in the last 3 years is at least 30%.	Head of Faculty, Vice Dean I and Dean: Data and evidence of graduates having competency, professional and/or industrial (faculty) certificates Academic and Student Affairs Division, AAKK Bureau, Vice Rector I: Data and evidence of graduates having competency, professional and/or industrial (university) certificates	4 3 2 1	If PLS $\geq$ 30% If PLS < 30% then score = 1 + (10 x PLS) PLS = (NLS / NL) x 100% NLS = Number of graduates who have competency, professional and/or industrial certificates in the last 3 years NL = Number of graduates in the last 3 years
9		Student achievements in academics in the last 3 years.	In		The types of academic achievements students obtain include international, national	Study Program, Vice Dean III and Dean, Academic and Student Affairs, AAKK Bureau, Vice Dean III:	4 3 2	Jika RI $\geq$ a Factor a= 0.1% b = 1% c= 2%, where If RI < a and RN $\geq$ b then score = 3 + (RI/a)

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating
1	2	3	4	5	6		7
					and local academic achievements.	Data and evidence of student academic achievement certificates	If $0 < RI < a$ then $0 < RN < b$ Then Score = $2 + (2x (RI/a) + (RN/b) - ((RI \times RN)/(axb))$ RI = NI/NM RN = NN/NM RW= NW/NM NI = number of international academic achievements NN= number of national academic achievements NW = number of regional/local academic achievements
							1 If RI = 0 and RN = 0 and RW $\geq c$ then score 2 If RI = 0 and RN = 0 and RW < c couple shoes = $(2 \times RW) / c$
10		Student achievements in non-academic fields in the last 3 years.	In		The types of non-academic achievements students obtain include international, national and local academic achievements.	Study Program, Vice Dean III and Dean, Academic and Student Affairs, AAKK Bureau, Vice Dean III: Data and evidence of student non-academic achievement certificates	4 Jika RI $\geq a$ Factor a= 0.1% b = 1% c= 2%, where 3 If RI < a and RN $\geq b$ then score = $3 + (RI/a)$ 2 If $0 < RI < a$ then $0 < RN < b$ Then Score = $2 + (2x (RI/a) + (RN/b) - ((RI \times RN)/(axb))$ RI = NI/NM RN = NN/NM RW= NW/NM NI = number of international non-academic achievements NN = number of national non-academic achievements NW = number of regional/local non-academic achievements 1 If RI = 0 and RN = 0 and RW $\geq c$ then score 2 If RI = 0 and RN = 0 and RW < c couple shoes = $(2 \times RW) / c$

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating	
1	2	3	4	5	6		7	
11		Percentage of doctoral, master's, bachelor's and diploma program students who are involved in activities outside campus, achieve national level achievements, and achieve international level achievements.	In		The percentage of doctoral, master's, bachelor's and diploma program students who are involved in activities outside the campus, achieving national level achievements, and achieving international level achievements is more than 40%.	Study Program, Vice Dean III and Dean, Academic and Student Affairs, AAKK Bureau, Vice Dean III: a) All student data b) Certificate/proof of off-campus activities and achieving national/international achievements	4	If $KDL \geq 40\%$
							3	If $KDL < 40\%$ then score = $10 \times KDL$
							2	Where KDL = Doctoral, Masters, Bachelor's and diploma program students carry out activities outside campus, achieve national level achievements, and achieve international level achievements.
							1	
12	Student Outcome Standards related to Education	The University ensures that the study period for Diploma and Bachelor's Program students is appropriate, with a minimum of $3.5 < MS \leq 4$, (MS = Study Period)	In		The average study period for students is no more than 4 years	Study Program: Average MS data of students in study programs WD I and Dean: Average MS data of students in the faculty Academic and Student Affairs Division, AAKK Bureau, Vice Rector I: Average MS data of students at the university	4	MS average more than 3.5 years and less than or equal to 4.5 years
							3	If $3 < MS \leq 3.5$ then the score = $(8 \times MS) - 24$
							2	If $4.5 < MS \leq 7$ then the score = $(56 - (8 \times MS))/5$
							1	
13		The university ensures that the study period for Master's program students is appropriate, namely $1.5 < MS \leq 2.5$, (MS = Study Period)	In		The average study period for students is no more than 2.5 years	Study Program: Average MS data for master's program students in the study program WD I and Dean, Assistant Director and Postgraduate Director: Average MS data of master's program students in the faculty Academic and Student Affairs Division, AAKK Bureau, Vice Rector I: Average MS data for master's program students at universities	4	If $1.5 < MS \leq 2.5$, (MS = Study Time)
							3	If $1 < MS \leq 1.5$, score = $(8 \times MS) - 8$
							2	If $2.5 < MS \leq 4$, score = $(32 - (8 \times MS))/3$
							1	

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating	
1	2	3	4	5	6		7	
14		The university ensures that the study period for doctoral students is appropriate, i.e. $2.5 < MS \leq 3.5$, (MS = Study Period)	In		The average study period for students is no more than 3.5 years	Study Program: Average MS data of doctoral students in the study program Assistant Director and Post Director: Average MS data of doctoral students in the faculty Academic and Student Affairs Division, AAKK Bureau, Vice Rector I: Average MS data of doctoral program students at the university	4	If $2.5 < MS \leq 3.5$
							3	If $2 < MS < 2.5$
							2	So the score = $(8 \times MS) - 16$
							1	If $3.5 < MS < 7$ then the score = $(56 - (8 \times MS)) / 7$
15		Percentage of Students Dropping Out or Resigning	In		The average number of students dropping out/withdrawing is below 6%	Study Program: Average data on students who drop out/resign from study programs WD I and Dean, Assistant Director and Postgraduate Director: Average data on students who dropped out/resigned from the faculty Academic and Student Affairs Division, AAKK Bureau, Vice Rector I: Average data on students dropping out/resigning at universities	4	If $M DO \leq 6\%$
							3	If $6\% < MDO < 45\%$, then the score = $(180 - (400 \times MDO)) / 39$
							2	
							1	
16		The university ensures that at least 50% of students (Masters, Bachelors) can graduate on time.	In		The number of students graduating on time is more than 50%.	Study Program: Average data on students graduating on time in the study program WD I and Dean, Assistant Director and Postgraduate Director:	4	If $PTW \geq 50\%$
							3	If $PTW < 50\%$ then score = $1 + (10 \times PTW)$ Where PTW = Percentage of on-time graduation
							2	
							1	

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating
1	2	3	4	5	6		7
						Average data on students graduating on time at the faculty Academic and Student Affairs Division, AAKK Bureau, Vice Rector I: Average data on students graduating on time at university	
17		The university ensures that at least 30% of its students (doctoral) can graduate on time.	In		The number of students graduating on time is more than 30%.	Study Program: Average data on doctoral students graduating on time in their study program Assistant Director and Post Director: Average data on doctoral students graduating on time at the faculty Academic and Student Affairs Division, AAKK Bureau, Vice Rector I: Data on the average doctoral student graduating on time at the university	4 If PTW $\geq$ 30% 3 If PTW < 30% then score = 1 + (6 x PTW) 2 1 Where PTW = Percentage of on-time graduation
18		The university ensures that students can achieve study success of $\geq$ 85%.	In		The number of students is 50%. Number of students achieving study success $\geq$ 85%	Study Program: Student data on achieving study success in the study program WD I and Dean, Assistant Director and Postgraduate Director: Student data on achieving study success at the faculty Academic and Student Affairs Division, Vice Rector I: Student data on achieving study success at university	4 If PTW $\geq$ 50% 3 If PTW < 50% then score = 1 + (6 x PTW) 2 1 Where PTW = Percentage of on-time graduation

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating	
1	2	3	4	5	6		7	
	2. Alumni Output Standards							
19		Universities carry out tracer studies based on 5 aspects 1) Implementation <i>tracer study</i> coordinated at the PT level 2) Conducted regularly every year and documented 3) the questionnaire content covers all core questions <i>tracer study</i> DICTATE 4) targeted at the entire population 5) The results are socialized and used for curriculum development and learning.	In		Implementation <i>tracer study</i> covers 5 aspects	LPM: Evidence of tracer study implementation (Tracer study report)	4	<i>Tracer study</i> what was done has covered 5 aspects
							3	<i>Tracer study</i> what was done has covered 4 aspects
							2	<i>Tracer study</i> what was done has covered 3 aspects
							1	<i>Tracer study</i> what was done has covered 2 aspects
20		The College ensures that alumni have filled <i>intracer study</i>	In		Percentage of alumni who filled <i>intracer study</i> accurately and completely more than 50%	Study Program: Data on graduates who have completed the tracer study in the study program WD III in Dean: Data on graduates who have completed the faculty level tracer study LPM: Data on graduates who have completed the university level tracer study	4	≥ 50% of alumni who filled <i>intracer study</i> precisely and completely
							3	30% ≤ alumni < 50% alumni fill <i>intracer study</i> precisely and completely
							2	10% ≤ alumni < 30% of alumni who filled <i>intracer study</i> precisely and completely
							1	Less than 10% of alumni filled <i>intracer study</i> precisely and completely
21		Percentage of doctoral, master's, and bachelor's graduates in the last year who succeeded in getting a job, continuing their studies, or becoming self-employed (%)	In		The percentage of doctoral, master's and bachelor's degree graduates in the last year who succeeded in getting a job, continuing their studies or becoming entrepreneurs was more than 60%	Study Program: Data on recent graduates who successfully got jobs, continued their studies, or became entrepreneurs	4	If MB ≥ 60%
							3	If MB < 60% then score = 1 + (5 x PTW)
							2	
							1	Where MB = percentage of students who get jobs compared to the number of graduates

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating
1	2	3	4	5	6		7
						WD III and Dean, Assistant Director and Postgraduate Director: Data on recent graduates who successfully got jobs, continued their studies, or became entrepreneurs LPM: Data on recent graduates who successfully got jobs, continued their studies, or became entrepreneurs	
22		Colleges ensure alumni get their first job	In		Students get their first job after graduation (WTMP) in less than 3 months	Study Program: Data on recent graduates who got their first job after graduating (WTMP) in less than 3 months WD III and Dean, Assistant Director and Postgraduate Director: Data on recent graduates who got their first job after graduating (WTMP) in less than 3 months LPM: Data on recent graduates who got their first job after graduating (WTMP) in less than 3 months	4 WTMP < 3 months 3 $3 \leq \text{WTMP} < 6$ months 2 $6 \leq \text{WTMP} < 12$ months 1 WTMP ≥ 12 months
23		The waiting time for study program graduates starts from tracer respondents TS-4 to TS-2.	In		Graduates (TS-4 to TS-2) of the study program are waiting to get their first job or become entrepreneurs or continue their studies for a maximum of less than 6 months with tracer respondents > 80%	Study Program: Data on recent graduates who are waiting to get their first job or start a business or continue their studies for a maximum of less than 6 months	4 Graduates (TS-4 to TS-2) of the study program are waiting to get their first job or become entrepreneurs or continue their studies for a maximum of <6 months. with tracer respondents $\geq 80\%$ 3 Graduates (TS-2 to TS-4) in the study program are waiting to get their first job or become entrepreneurs or pursue further studies with a maximum of $6 \leq$

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating
1	2	3	4	5	6		7
							WT $\leq$ 18 with tracer respondents of 60-79% 2 Graduates (TS-2 to TS-4) in the study program are waiting to get their first job or become entrepreneurs or pursue further studies with a maximum of 6 $\leq$ WT $\leq$ 18 with tracer respondents of 40-59%. 1 Graduates (TS-2 to TS-4) in the study program are waiting to get their first job or become entrepreneurs or pursue further studies > with tracer respondents < 40%
24		Higher education institutions ensure the relevance of the work fields of graduates from the main programs at higher education institutions to their competencies.	In		The relevance of the work field of graduates from the main program at higher education (TRPP) to competencies is at least 80%	Study Program: Data on the relevance of the fields of work of graduates from major programs at universities	4 TRPP $\geq$ 80% 3 60% $\leq$ TRPP < 80% 2 40% $\leq$ TRPP < 60% month 1 TRPP < 40%
25		The level of graduates/alumni of the study program can work according to the profile of graduates who have evidence of international competitiveness.		In	The level of graduates/alumni of the study program can work according to the profile of graduates who have evidence of international competitiveness of more than 80%.	Study Program: a) Data on all graduates b) Graduate data can work according to the graduate profile of the study program c) Graduate data has evidence of international competitiveness	4 More than 80% of graduates/alumni of the study program can work according to the graduate profile which has evidence of international competitiveness. 3 More than 80% of graduates/alumni of the study program can work according to the graduate profile but are only nationally competitive and do not reach international levels. 2 More than 80% There are several graduates/alumni of the study program who can work according to the graduate profile but are only locally competitive. 1 More than 80% of alumni work in jobs that do not match their graduate profile.
26		Universities ensure the level and size of graduate employment	In		Universities ensure the level and size of graduate employment:	Study Program:	4 Jika RI $\geq$ a Factor a = 5%, b = 20%, c = 90%

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating
1	2	3	4	5	6		7
					1) international/multinational business entities 2) national level business entity or licensed entrepreneur 3) regional/local level business entities or unlicensed entrepreneurs	Data on the level and size of graduates' workplaces (in study programs) WD III and Dean, Assistant Director and Postgraduate Director: Data on the level and size of graduate employment (in faculty) LPM: Data on the level and size of graduate employment (at universities)	$RI = (NI / NL) \times 100\%$ $RN = (NN / NL) \times 100\%$ $RW = (NW / NL) \times 100\%$ 3 If $Ri < a$ and $RN \geq b$ then score = $3 + (RI/a)$ 2 If $0 < RI < a$ and $0 < RN < b$ then score = $2 + (2 \times (RI/a)) + (RN/b) - ((RI \times RN) / (a \times b))$ 1 If $RI = 0$ and $RN = 0$ and $RW \geq c$ then score = 2 If $RI = -$ and $RN = 0$ and $RW < c$ then score = $(2 \times RW)/c$ NI = Number of alumni working in international/multinational business entities NN = Number of alumni working in national level business entities or licensed entrepreneurs NW = Number of alumni working in regional/local level business entities or running unlicensed businesses
27		The study program can produce graduates who work in international institutions.		In	The study program can produce graduates who work in international institutions.	Study Program: Data and evidence of graduates working in international institutions	4 There are 3 students from the study program who work at international institutions. 3 There are 2 study program students who work at international institutions 2 There is 1 study program student who works at an international institution 1 There are no study program students working in international institutions yet
28		Average income or earnings per month in the first year of work	In		3-year graduates (TS-2 to TS-4) Study programs have an average income or graduate earnings > 50% greater than the minimum wage with Tracer alumni respondents as many as $\geq 80\%$	Study Program: Alumni tracer respondent data in study programs Data on average income or earnings of graduates	4 3-year graduates (TS-2 to TS-4) of the study program have an average income or earnings of > 50% greater than the minimum wage. with Tracer alumni respondents as many as $\geq 80\%$ 3 3-year graduates (TS-2 to TS-4) of the study program have an average income or earnings of 25-50% greater than the

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating
1	2	3	4	5	6		7
							minimum wage with 60-79% of alumni tracer respondents. 2 3-year graduates (TS-2 to TS-4) of the study program have an average income or earnings of <25% of the UMR with 40-59% of alumni tracer respondents. 1 Graduates of the study program have an average income or earnings of 3 years (TS-2 – TS-4) of graduates greater than the minimum wage with <40% of alumni tracer respondents.
29		Higher education institutions ensure the satisfaction of graduate users with the following provisions: Graduate users use a scale (very good, good, sufficient, less), covering the following aspects: 1) Ethics 2) Expertise in the field of science (core competencies) 3) Foreign language skills 4) Use of information technology 5) Communication skills 6) Teamwork 7) Self-development	In		The number of respondents for universities with a minimum number of graduates from the main program in 3 years of at least 5000 people, then the minimum number of respondents is 10%. For universities with a number of graduates from the main program in 3 years of less than 5000 people, the number of respondents is at least 20%	Study Program, WD III and Dean, Assistant Director and Postgraduate Director, LPM: Data on the number of respondents regarding the satisfaction of graduate users coordinated in the UIN Walisongo Semarang system	4 Skor = TKi /7 3 The level of satisfaction of aspect i is 2 calculated using the following formula: 1 $TKi = (4 \times ai) + (3 \times the) + (2 \times in) + di$ Where i = aspects 1, 2, 3, ..., 7 ai = very good percentage bi = good percentage ci = sufficient percentage di = percentage less
30		The university has established the Walisongo Career Center as a shelter for alumni so that they can easily find and get work.		In	The number of Walisongo Career Center services that can be utilized by students, carried out consistently and reported as ≥ 5 services	LPM: a) WCC service delivery policy b) Proof of activity on each service	4 The number of Walisongo Career Center services that can be utilized by students, carried out consistently and reported as ≥ 5 services 3 The number of Walisongo Career Center services that can be utilized by students, is carried out consistently and reported as 4 services. 2 The number of Walisongo Career Center services that can be utilized by students,

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating
1	2	3	4	5	6		7
							is carried out consistently and reported as 3 services.
							1 Walisongo Career Center services that can be utilized by students but are not implemented consistently
31	Student Output in Research and Community Service	The University ensures that there is publication of writing produced by students independently or together with Permanent Lecturers of Study Programs (DTPS), with titles relevant to the field of study program.	In		Students must have at least 1 research publication in an international journal, international seminar proceedings, or international mass media.	Study Program: Data and evidence of student research publications (study program) WD I and Dean: Data and evidence of student research publications (faculty) LPPM: Data and evidence of student research publications (university)	4 If $R_i \geq a$ or $R_N > b$, Where $R_L = ((NA1 + NB1 + NC1) / NM) \times 100\%$ $R_N = ((NA2 + NA3 + NB2 + NC2) / NM) \times 100\%$ $R_i = ((NA4 + NB3 + NC3) / NM) \times 100\%$ Factor: a = 1%, b = 10%, c = 50% NA1 = Number of publications in non-accredited national journals NA2 = Number of publications in accredited national journals NA3 = Number of publications in international journals NA4 = Number of publications in reputable international journals NB1 = Number of regional/local/PT seminar proceedings NB2 = Number of seminar proceedings in national journals NB3 = Number of seminar proceedings in international journals NC1 = Number of regional/local/PT mass media NC2 = Number of mass media in national journals NC3 = Number of mass media in international journals NM = Number of students during TS For applied study programs, then, NB1 = Number of regional/local/PT seminar presentations NB2 = Number of seminar presentations in national journals NB3 = Number of seminar presentations in international journals

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating
1	2	3	4	5	6		7
							NC1 = Number of presentations at regional/local/PT forums NC2 = Number of presentations at national forums NC3 = Number of presentations at international forums 3 2 1 If $R_i = 0$ and $0 < R_N < b$ maka shoes = $3 + (R_N / b)$ If $0 < R_i < a$ and $R_N = 0$, pair shoes = $3 + (R_i / a)$ If $0 < R_i < a$ and $0 < R_N < b$, spouse shoes = $\text{Max} [3 + (R_i/a), 3 + (R_N/b)]$ If $R_i = 0$ and $R_N = 0$ and $R_L \geq c$, spouse shoes 2 If $R_i = 0$ and $R_N = 0$ and $R_L < c$, couple shoes = $(2 \times R_L) / c$
	3. Student Process Standards						
32		Universities ensure that there are socialization activities for new student admissions.		In	The implementation of socialization activities for new student admissions must be carried out no later than 1 semester before the implementation of new student admissions, carried out consistently, documented and reported to the leadership.	Study Program, Vice Dean III and Dean, Assistant Director and Postgraduate Director, Cooperation, Institutional and Public Relations Section, AAKK Bureau, Admissions, Vice Dean III: Evidence of new student admission socialization activities	4 The implementation of socialization activities for new student admissions must be carried out no later than 1 semester before the implementation of new student admissions, carried out consistently, documented and reported to the leadership. 3 The implementation of socialization activities for new student admissions must be carried out no later than 1 semester before the implementation of new student admissions, carried out consistently and documented. 2 The implementation of new student admission socialization activities no later than 1 semester before the implementation of new student admissions, is carried out consistently.

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating	
1	2	3	4	5	6		7	
							1	The implementation of new student admission socialization activities more than 1 semester before the implementation of new student admissions
33		The quality of student input is reflected in the ratio between prospective students who register and those who are accepted and meet capacity.	In		The number of students accepted is between >10% to ≤ 50% of the number of applicants and the capacity is met.	Study Program, Vice Dean III and Dean, Assistant Director and Director of Postgraduate Studies, Admissions, PTIPD: Accepted student data Registrant data Capacity data	4	The number of students accepted is between > 10% to ≤ 50% of the number of applicants and the capacity is met.
							3	The number of students accepted is between > 51% to ≤ 99% of the number of applicants and the capacity is met.
							2	The number of students accepted is the same as the number of students who registered (100%) and the capacity is met.
							1	The number of students accepted is the same as the number of students who registered (100%) and the capacity is not met.
34		Increased enthusiasm of prospective students	In		Increasing trend The number of applicants has increased significantly (>10%)	Study Program, Vice Dean III and Dean, Assistant Director and Director of Postgraduate Studies, Admissions, PTIPD: Data on the increase in the number of applicants from year to year	4	Significant increase in registrants (>10%)
							3	Increase in registrants in the last 3 years
							2	No increase (still)
							1	A decline occurred.
35		The percentage of the number of students who re-registered to the number of applicants who passed the selection for the main program.	In		The number of students who re-register compared to the number of prospective students who pass the selection for the main program is ≥ 95%	Study Program, Vice Dean III and Dean, Assistant Director and Director of Postgraduate Studies, Admissions, PTIPD: Accepted student data Data of students who re-registered	4	The number of students who re-register compared to the number of prospective students who pass the selection for the main program is ≥ 95%
							3	75% - 95% The number of students who re-register compared to the number of prospective students who pass the selection for the main program
							2	55% - 75% The number of students who re-register compared to the number of prospective students who pass the selection for the main program
							1	The number of students who re-register compared to the number of prospective

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating
1	2	3	4	5	6		7
							students who pass the selection for the main program is less than 55%.
36		Percentage of the number of foreign students to the total number of students in undergraduate programs	In		The number of foreign students in the last 3 years compared to the number of active students > 0.5%	Prodi, WD III and Dean, Admissions, PTIPD, IO, WR III: Data for all undergraduate students Data on the number of foreign undergraduate students	4 3 2 1 If PMA ≥ 0.05% If PMA < 0.5% then score = 2 + (400 x PMA) PMA = (Nwna / Nm) x 100% Nwna = number of foreign students Nm = number of active students No score less than 2
37		Percentage of foreign students to the total number of students in the master's program	In		The number of foreign students in the last 3 years compared to the number of active students > 2%	Study Program, WD III and Dean, Assistant Director and Director of Postgraduate Studies, Admissions, PTIPD, IO, WR III: Data of all master's program students Data on the number of foreign students in master's programs	4 3 2 1 If PMA ≥ 2% If PMA < 2% then score = 2+(100xPMA) No score less than 2
38		Universities set requirements for accepting students into master's programs.	In		The university sets student admission requirements of GPA ≥ 3.00, TPA ≥ 475 (scale 1-700) and TOEFL ≥ 475 (scale 1-700)	Academic and Student Affairs Section, AAKK Bureau, WR III: Guidelines and guidelines for accepting new students with GPA, TPA, and TOEFL scores as requirements	4 3 2 1 If GPA ≥ 3.00, TPA ≥ 475 (scale 1-700) and TOEFL ≥ 475 (scale 1-700) If GPA ≥ 2.75, TPA ≥ 450 (scale 1-700) and TOEFL ≥ 450 (scale 1-700) If GPA ≥ 2.50, TPA ≥ 425 (scale 1-700) and TOEFL ≥ 425 (scale 1-700) The student acceptance requirements are shown only as GPA ≥ 2.00
39		Universities set requirements for accepting doctoral students	In		The university sets student admission requirements of GPA ≥ 3.50, TPA ≥ 500 (scale 1-700) and TOEFL ≥ 500 (scale 1-700)	Academic and Student Affairs Section, AAKK Bureau, WR III: Guidelines and guidelines for accepting new students with GPA, TPA, and TOEFL scores as requirements	4 3 2 1 If GPA ≥ 3.50, TPA ≥ 500 (scale 1-700) and TOEFL ≥ 500 (scale 1-700) If GPA ≥ 3.25, TPA ≥ 475 (scale 1-700) and TOEFL ≥ 475 (scale 1-700) If GPA ≥ 3.00, TPA ≥ 450 (scale 1-700) and TOEFL ≥ 450 (scale 1-700) Low student admission requirements do not stipulate GPA, TOEFL and IMKA requirements
40		Universities determine the acceptance of new students through several channels:		In	There are new students accepted from all pathways	Admissions, PTIPD, Academic and Student Affairs, AAKK	4 There are new students accepted from all pathways

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating	
1	2	3	4	5	6		7	
		1) SNBP (National Achievement-Based Selection) 2) SNBT (National Test-Based Selection) 3) SBMPTN (Joint Selection for Entrance to State Universities) 4) SPAN (National Academic Achievement Selection for State Islamic Religious Universities) 5) UMPTKIN (State Islamic Religious College Entrance Examination) 6) Independent Achievement 7) Independent				Bureau, International Office, WR III: Student data accepted from various channels	3	There are new students accepted from 6 paths
							2	There are new students accepted from 5 paths
							1	There are new students who are accepted through less than or equal to 4 routes
41		Universities set standards for assessing prospective new students, including: 1) TPA (Academic Potential Test) Ability 2) Islamic Dirasah knowledge ability 3) Basic Arabic and English Skills 4) BTQ Ability		In	The availability of new student admission guidance documents and the percentage of students who have scores from the 4 assessments is more than 80%.	Academic and Student Affairs Section, AAKK Bureau, WR III: Guidelines and guidelines for accepting new students with the requirements of TPA, Islamic Studies, Arabic and English skills, and BTQ skills. Prospective students must have these four values	4	The availability of new student admission guidance documents and the percentage of students who have scores from the 4 assessments is more than 80%.
							3	The availability of new student admission guidance documents and the percentage of students who have scores from the 4 assessments is 60% – 80%.
							2	The availability of new student admission guidance documents and the percentage of students who have scores from the 4 assessments is 40% – 60%.
							1	The availability of new student admission guidance documents and the percentage of students who have scores from the 4 assessments is less than 40%
42		Universities announce prospective students who have graduated through various media:	In		The availability of complete and detailed data on the results of the New Student selection, which is	Cooperation, Institutional, and Public Relations Section, AAKK Bureau, PTIPD, Admissions, WR III:	4	The availability of complete, detailed data on the results of the New Student selection, which is disseminated through 3 modes and is easy to access.

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating	
1	2	3	4	5	6		7	
		1) via the website uploaded by PTIPD UIN Walisongo Semarang 2) through other possible networks in accordance with the National Committee's policies for the SNBP, SNBT, SBMPTN, SPAN PTKIN and UMPTKIN routes. 3) Meanwhile, the independent Achievement and Independent pathways will be announced on the website a maximum of 3 working days after being determined by the Chancellor and Dean.			disseminated through 3 modes and is easy to access.	Complete and detailed evidence of the results of the New Student selection, which is socialized	3	The availability of complete, detailed data on the results of the New Student selection, which is disseminated through 2 modes and is easy to access.
							2	The availability of data on the results of the selection of new students that was socialized is on the UIN Walisongo Semarang website but is not easily accessible.
							1	The availability of data on the results of the selection of new students which was socialized but is not available on the UIN Walisongo Semarang website.
43		The College determines that information about re-registration can be conveyed easily.		In	Re-registration activities are carried out in a scheduled manner, socialized, documented, and reported to stakeholders.	Cooperation, Institutional, and Public Relations Division, Academic and Student Affairs Division, AAKK Bureau, PTIPD, Admissions, WR III: Re-registration activity documents (schedule, implementation, and results)	4	Re-registration activities are carried out in a scheduled manner, socialized, documented, and reported to stakeholders.
							3	Re-registration activities are carried out in a scheduled manner, socialized, and documented.
							2	Re-registration activities are carried out in a scheduled manner and are socialized.
							1	Re-registration activities are carried out on a scheduled basis.
44		The university determines prospective new students at the UIN Walisongo Ma'had		In	All new students are accommodated in Ma'had with complete and adequate facilities and infrastructure,	Ma'had, General Section, AUPK Bureau, WR II: List of new students at Ma'had List of facilities and infrastructure at Ma'had	4	All new students are accommodated in Ma'had with complete and adequate facilities and infrastructure.
							3	All new students are accommodated in Ma'had with complete facilities and infrastructure.
							2	All new students are accommodated in Ma'had with incomplete facilities and infrastructure

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating	
1	2	3	4	5	6		7	
							1	There are new students who have not been accommodated to live at Ma'had
45		The university requires new students to participate in PBAK and receive socialization of the unique values of UIN Walisongo, as follows: 1) Towards <i>as/Islamic Research University</i> ; 2) Make <i>Unity of Sciences (UoS)</i> as a paradigm for scientific development; 3) Make <i>local wisdom values and religious moderation</i> as a cultural characteristic as practiced by the Walisongo; 4) Responsive to <i>contemporary values</i> , which was realized through efforts to make UIN Walisongo <i>agree and smart campus</i> and apply <i>kMerdeka Campus Curriculum</i>		In	Availability of valid evidence regarding PBAK activities which contain 4 unique values of UIN Walisongo	Prodi, WD III and Dean, AAKK Bureau, WR III: Evidence of PBAK implementation PBAK Material	4	Availability of valid evidence regarding PBAK activities which contain 4 unique values of UIN Walisongo and
							3	Availability of valid evidence regarding PBAK activities which contain 3 unique values of UIN Walisongo and
							2	Availability of valid evidence regarding PBAK activities which contain 2 unique values of UIN Walisongo and
							1	There is no valid evidence regarding PBAK activities which contain the 4 unique values of UIN Walisongo.
	4. Student & Alumni Input Standards							
46		Higher education institutions provide services to students, including: 1) Reasoning, Interests and Talents 2) Welfare (guidance and counseling, scholarship services, health services) 3) Professional guidance for career and entrepreneurship	In		Availability of student service and development programs in the areas of reasoning, interests, talents, welfare and professionalism.	Academic and Student Affairs Section, AAKK Bureau, WR III: Policy on the existence of student service and development programs in the fields of reasoning, interests, talents, welfare and professionalism.	4	The availability of student service and development programs in the areas of reasoning, interests, talents, welfare and professionalism.
							3	Availability of student service and development programs in the areas of reasoning, interests and talents
							2	Availability of student service and development programs in areas of interest and talent
							1	Does not have a student service and development program

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating
1	2	3	4	5	6		7
47*		Implementation of reasoning, interest & talent services with coverage of indicators 1) Extracurricular activities to develop students' reasoning, talents and interests 2) Various workshops that support students' reasoning, talents and interests	In		The implementation of reasoning, interest & talent services with the scope of these indicators, is carried out consistently, there is monitoring, evaluation and follow-up to improve the service program and there is a minimum of 50% of students utilizing the service program.	WD III and Dean, Academic and Student Affairs, AAKK Bureau, WR III: a) List of reasoning, interest & talent service programs b) List of students who utilize the reasoning, interests & talents service program c) Monitoring and evaluation of service programs	4 Reasoning, interest & talent service program: a. According to the coverage of the indicator b. Implemented consistently c. There is monitoring, evaluation and follow-up to improve service programs. d. There are at least 50% of students who utilize the service program 3 Reasoning, interest & talent service program: a. According to the coverage of the indicator b. Implemented consistently c. There is monitoring, evaluation and follow-up to improve service programs. d. Less than 50% of students utilize the service program 2 Reasoning, Interest & Talent Service Program: a. According to the coverage of the indicator b. Implemented consistently c. There are at least 50% of students who utilize the service program 1 Reasoning, Interest & Talent Service Program: a. According to the coverage of the indicator b. Implemented consistently c. Less than 50% of students utilize the service program
48		The study program has students who are following professional, certification, and/or internship programs. licenses according to the field of science to improve		In	The study program has internationally certified students who match the graduate profile.	Study Program, Data and evidence of internationally certified students that match the graduate profile (study program)	4 The study program has internationally certified students according to the graduate profile. 3 The study program has students with national and local certifications who fit the graduate profile but do not have international certification.

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating	
1	2	3	4	5	6		7	
		the quality of graduates is internationally competitive in accordance with the graduate profile					2	The study program has students who have local certifications who fit the graduate profile but do not have international or national certifications.
							1	The study program does not have students who follow professional developments, certifications but do not match the graduate profile.
49		Implementation of welfare services with coverage of indicators 1) Academic, personal, social, or student organization guidance services 2) Individual counseling services to resolve personal problems 3) Scholarship Services: Scholarships (DIPA, BAZNAS, BI, BSI, Provincial Government, etc.) 4) Guidance and counseling on health	In		The implementation of welfare services with the scope of these indicators is carried out consistently, there is monitoring, evaluation and follow-up to improve the service program and there is a minimum of 20% of students utilizing the service program.	WD III and Dean, Academic and Student Affairs, AAKK Bureau, WR III: a) List of welfare service programs b) List of students who benefit from the welfare service program c) Monitoring and evaluation of service programs	4	Welfare Services Program: a. According to the coverage of the indicator b. Implemented consistently c. There is monitoring, evaluation and follow-up to improve service programs. d. There are at least 20% of students who utilize the service program
							3	Welfare Services Program: a. According to the coverage of the indicator b. Implemented consistently c. There is monitoring, evaluation and follow-up to improve service programs. d. Less than 20% of students take advantage of service programs
							2	Welfare Services Program: a. According to the coverage of the indicator b. Implemented consistently c. There are at least 20% of students who utilize the service program
							1	Welfare Services Program: a. According to the coverage of the indicator b. Implemented consistently c. Less than 20% of students take advantage of service programs
50		Implementation of academic guidance by Academic	In		The study program carries out academic guidance by	Study Program: Academic advisor certificate	4	The study program carries out academic guidance by Academic Advisors (PA)

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating
1	2	3	4	5	6		7
		Advisors (PA) regarding both academic and non-academic matters,			Academic Advisors (PA) regarding both academic and non-academic matters, at least 3 times a year.	Evidence of academic guidance results	which is carried out ≥ 3 times in one semester and is very well documented. 3 The study program carries out academic guidance by Academic Advisors (PA) which is carried out twice in one semester and is very well documented. 2 The study program carries out academic guidance by Academic Advisors (PA) which is carried out once a semester and is very well documented. 1 The study program carries out academic guidance by Academic Advisors (PA) which is carried out once a semester and is not documented.
51		Implementation of professional, career and entrepreneurship guidance with coverage of indicators 1) dissemination of job information, 2) organizing job fairs, 3) career planning, 4) job application training and 5) job placement services	In		The implementation of professional, career and entrepreneurship guidance with the scope of these indicators is carried out consistently, there is monitoring, evaluation and follow-up to improve the service program and there is a minimum of 50% of students utilizing the service program.	WD III and Dean, Academic and Student Affairs, AAKK Bureau, LPM (WCC), WR III: a) List of professional, career and entrepreneurship guidance service programs b) List of students who have utilized the professional, career and entrepreneurship guidance service program c) Monitoring and evaluation of service programs	4 Professional, career and entrepreneurship guidance program: a. According to the coverage of the indicator b. Implemented consistently c. There is monitoring, evaluation and follow-up to improve service programs. d. There are at least 50% of students who utilize the service program 3 Professional, career and entrepreneurship guidance program: a. According to the coverage of the indicator b. Implemented consistently c. There is monitoring, evaluation and follow-up to improve service programs. d. Less than 50% of students utilize the service program 2 Professional, career and entrepreneurship guidance program: a. According to the coverage of the indicator b. Implemented consistently

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating
1	2	3	4	5	6		7
							c. There are at least 50% of students who utilize the service program 1 Professional, career and entrepreneurship guidance program: a. According to the coverage of the indicator b. Implemented consistently c. Less than 50% of students utilize the service program
52		Implementation of student career development in accordance with graduate profiles and internationally competitive vision and mission.		In	Study Program Management Unit describe the program and provide career and competency development facilities students who are consistent with the vision, mission, and internationally competitive graduate profiles	Head of Faculty, Vice Dean III, Dean: a) Student career and competency development program b) Facilities and infrastructure that support student career and competency development c) Evidence of the implementation of student career and competency development	4 Study Program Management Unit describe the program and provide career and competency development facilities students who are consistent with the vision, mission, and internationally competitive graduate profiles 3 Study Program Management Unit describe the program and provide career and competency development facilities students who are consistent with the vision, mission, and nationally competitive graduate profiles 2 The Study Program Management Unit describes the program and provides career and competency development facilities. students who are consistent with the vision, mission, and locally competitive graduate profiles 1 Study Program Management Unit describe the program and provide career and competency development facilities students do not comply with the vision, mission, and graduate profile

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating	
1	2	3	4	5	6		7	
53		Access and Quality of Student Services	In		There is easy access and good quality of service for the fields of reasoning, student interests and talents and all types of health services.	Head of Faculty, Vice Dean II, Library, PPB, Business Center, Laboratory, Ma'had, General Section, AUPK Bureau, Vice Dean II: a) List of student service facilities and infrastructure b) SOP for the use of student service facilities and infrastructure	4	ease of access and good quality of service for the fields of reasoning, student interests and talents and all types of health services
							3	ease of access and good quality of service for the fields of reasoning, student interests and talents and types of health services
							2	ease of access and good quality of service for the fields of reasoning, student interests and talents
							1	Access and quality of services are poor for the areas of reasoning and student interests and talents.
54*		Student satisfaction with lecturers' teaching performance	In		The Study Program carries out measurements of student satisfaction with lecturer performance by fulfilling the following aspects: 1) Using a valid and easy-to-use satisfaction instrument, 2) carried out at the end of each semester and the data is recorded completely 3) The results are analyzed using appropriate methods and are useful for decision making. 4) a review was conducted of the results of the implementation of satisfaction measurement 5) followed up to improve and increase the quality of teaching 6) published and easily accessible	Study Program: a) socialization of student satisfaction measurement towards lecturer performance b) Valid instruments from LPM c) Evidence of measuring student satisfaction with lecturer performance d) Analysis results with the right method e) Review results with lecturers f) Follow-up and improvement g) Documented and accessible	4	The Study Program carries out measurements of student satisfaction with lecturer performance and fulfills aspects 1 to 6.
							3	The Study Program carries out measurements of student satisfaction with lecturer performance and fulfills aspects 1 to 4.
							2	The Study Program carries out measurements of student satisfaction with lecturer performance and fulfills aspects 1 and 3.
							1	The Study Program does not measure student satisfaction with lecturer performance.
55		Level of student satisfaction with the educational process	In		The level of student satisfaction with the	Study Program:	4	TKM ≥ 75%

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating
1	2	3	4	5	6		7
		1) Reliability: the ability of lecturers, educational staff and managers to provide services 2) Responsiveness: the willingness of lecturers, educational staff and administrators to help students and provide services quickly; 3) Assurance: the ability of lecturers, educational staff and administrators to provide assurance to students that the services provided are in accordance with provisions; 4) Empathy: the willingness/concern of lecturers, educational staff, and administrators to pay attention to students; and 5) Tangible: student assessment of the adequacy, accessibility, and quality of facilities and infrastructure			educational process is more than 75% and is coordinated in the UIN Walisongo system.	Data on the level of student satisfaction with the educational process (study program) coordinated in the UIN Walisongo Semarang system WD II and Dean: Data on the level of student satisfaction with the educational process (faculty) coordinated in the UIN Walisongo Semarang system LPM: Data on the level of student satisfaction with the educational process (university) coordinated in the UIN Walisongo Semarang system	Level of satisfaction in aspects: TKM1 : Reliability TKM2: Responsiveness TKM3: Insurance TKM4: Empathy TKM: Tangible The level of student satisfaction in aspect I is calculated using the formula: $TKMi = (4 \times ai) + (3 \times ai) + (2 \times ci) + di$, $I = 1 - 5$ Where ai = very good percentage bi = good percentage ci = sufficient percentage di = percentage less $TKM = \sum TKMi / 5$
							3 2 1
56		Student satisfaction level on: 1) Course registration/addition system 2) Class evaluation system 3) Grade revision system 4) Academic freedom on campus 5) Academic atmosphere on campus	In		The average level of student satisfaction in these 5 aspects is at least in the good category.	Study Program: Data on student satisfaction levels (study programs) coordinated in the UIN Walisongo Semarang system WD II and Dean: Data on student (faculty) satisfaction levels coordinated in the UIN Walisongo Semarang system	4 The average level of student satisfaction in these 5 aspects is at least in the very good category. 3 The average level of student satisfaction in these 5 aspects is at least in the good category. 2 The average level of student satisfaction in these 5 aspects is at least in the fairly good category. 1 The average level of student satisfaction in these 5 aspects is at least in the poor category.

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating	
1	2	3	4	5	6		7	
						LPM: Data on student satisfaction levels (universities) coordinated in the UIN Walisongo Semarang system		
57		Student satisfaction level on: 1) Service on schedule 2) The service place is neat, clean and comfortable 3) The administrative service area at the faculty is neat, clean and comfortable. 4) Serve quickly or responsively 5) Serving without discrimination 6) Establishing communication with good language 7) The supervisor has the expected competencies 8) Behave politely and courteously 9) Understanding student needs 10) Look neat 11) Cleanliness of service room	In		The average level of student satisfaction in these 11 aspects is at least in the good category.	WD II and Dean: Data on the level of student satisfaction with 11 aspects (faculties) coordinated in the UIN Walisongo Semarang system Library, Business Center, Laboratory, PPB, Ma'had, LPM, General Section, AUPK Bureau, WR II: Data on student satisfaction levels towards 11 aspects coordinated in the UIN Walisongo Semarang system	4	The average level of student satisfaction in these 11 aspects is at least in the very good category.
							3	The average level of student satisfaction in these 11 aspects is at least in the good category.
							2	The average level of student satisfaction in these 11 aspects is at least in the fairly good category.
							1	The average level of student satisfaction with 11 aspects is in the less than good category.
58		Student service satisfaction level on: 1) Availability of literature collection 2) Availability of internet facilities 3) Availability of sports facilities	In		The average level of student satisfaction in these 18 aspects is at least in the good category.	LPM. General Section, AUPK Bureau, WR II: Student satisfaction data on 18 aspects coordinated in the UIN Walisongo Semarang system	4	The average level of student satisfaction in these 18 aspects is at least in the very good category.
							3	The average level of student satisfaction in these 18 aspects is at least in the good category.
							2	The average level of student satisfaction in these 18 aspects is at least in the fairly good category.

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating	
1	2	3	4	5	6		7	
		4) Availability of facilities at the student secretariat 5) Parking facilities available 6) Availability of classroom facilities 7) Classroom cleanliness 8) Cleanliness of the campus environment 9) Availability and cleanliness of toilets 10) Availability of water 11) Availability of trash bins and waste management systems 12) Place of worship (mosque) 13) Library facilities 14) Out-class facilities or student discussion centers 15) Health facilities / polyclinics 16) Availability of a canteen on campus 17) Campus security and order 18) Highway Crossing Services					1	The average level of student satisfaction with 18 aspects is in the less than good category.
59		Student satisfaction level on: 1) Availability of Student Activity Units (UKM) to develop student talents and interests 2) Guidance/mentoring/mentoring services for UKM/student groups by lecturers 3) University/Faculty support to increase	In		The average level of student satisfaction in these 9 aspects is at least in the good category and	LPM. General Section, AUPK Bureau, WR II: Student satisfaction data on 9 aspects coordinated in the UIN Walisongo Semarang system	4 3 2	The average level of student satisfaction in these 9 aspects is at least in the good category. The average level of student satisfaction in these 8 aspects is at least in the good category. The average level of student satisfaction in these 7 aspects is at least in the good category.

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating	
1	2	3	4	5	6		7	
		student participation in academic/non-academic competitions at regional, national and international levels 4) Availability/selection system for student scholarships 5) Religious guidance services for students 6) Soft skills development services 7) Career guidance and job information services 8) Institutional efforts (University/Faculty) to improve student achievement in the field of student research and student KTI 9) Institutional efforts (University/Faculty) to improve student achievement in the fields of Community Service, sports, and arts.					1	The average level of student satisfaction in the good category is less than 6 aspects
60		Academic and non-academic service satisfaction index (Scale 1-4)	In		The academic and non-academic service satisfaction index is more than 3.26	LPM. General Section, AUPK Bureau, WR II: Academic and non-academic service satisfaction index data	4	The academic and non-academic service satisfaction index is more than 3.26
							3	Academic and non-academic service satisfaction index 3.16 – 3.26
							2	Academic and non-academic service satisfaction index 3.00 – 3.16
							1	The academic and non-academic service satisfaction index is less than 3.00
61		Higher education institutions have analysis and follow-up of the results of student	In		The availability of measurement results that are analyzed and followed up at least twice each semester,	General Affairs, AUPK Bureau, Academic and Student Affairs, AAKK Bureau, WR II, WR I:	4	Availability of measurement results that are analyzed and followed up at least twice each semester, and are used to

No	Standard Name	AMI indicator	TH AT	ICT	AMI Achievements	Targets and Supporting Data	Rating
1	2	3	4	5	6		7
		satisfaction measurements.			and are used to improve the learning process and show improvements in learning outcomes.	a) Results of student satisfaction measurement b) Analysis of satisfaction measurement results c) Follow-up efforts to improve the learning process	improve the learning process and show improvements in learning outcomes. 3 Availability of measurement results that are analyzed and followed up every semester, and used to improve the learning process and show improvements in learning outcomes. 2 Availability of measurement results that are analyzed and followed up annually and used to improve the learning process. 1 Availability of measurement results that are analyzed and followed up and used for improvement processes but are carried out incidentally