Universitas Diponegoro

LAPORAN AUDIT MUTU INTERNAL

Fakultas Psikologi



Tahun 2025

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FOREWORD

With deep gratitude to Allah SWT for His abundant blessings and grace, the compilation of the 2025 Internal Quality Audit Report (AMI) of Diponegoro University has been successfully completed. The AMI is a periodic activity designed to evaluate the effectiveness of the implementation of the Internal Quality Assurance System (SPMI) at Diponegoro University. The implementation of the AMI aims to ensure that the SPMI is implemented optimally so that it can support the continuous improvement of the quality of higher education at Diponegoro University.

In 2025, the AMI at Diponegoro University focused on several key aspects, namely:

1. Evaluation of the implementation of the IQAS at the faculty and study program levels.
2. Communication of AMI findings to faculty leaders to be forwarded to Program Study Chairs to formulate Follow-up Plans in accordance with the Control stage in the PPEPP cycle.
3. Discussion on improving AMI indicators that have been achieved by more than 80% of Study Programs (Improvement stage in PPEPP).

The results of the 2025 AMI cycle show significant progress in the implementation of SPMI at Diponegoro University, with the following achievements:

- An increase in the percentage of Study Programs with "Excellent/A" accreditation.
- Improved performance of faculty members in publications and scientific articles, including the involvement of students, particularly undergraduate students, in research and community service.
- The minimum GPA of graduates has exceeded 80% across all levels of study programs.

However, several important findings still need to be followed up, including:

- Some academic programs have not yet achieved Excellent accreditation.
- Some faculty members have not met performance requirements related to functional positions, doctoral education levels, or competency certificates.
- The on-time graduation target has not been achieved in some study programs.
- Facilities and infrastructure that require improvement and enhancement.
- Community Service Funds per faculty member per year have not met the score of 4 in the instrument.

These findings serve as evaluation material for Diponegoro University to continue making continuous quality improvements. With a high level of commitment, Diponegoro University is determined to continue its efforts to improve the quality of higher education. It is hoped that the 2025 AMI Report will provide maximum benefits for all stakeholders, particularly in supporting the development of educational quality at Diponegoro University.

Semarang, November 14, 2025
Chair of the LP2MP, Diponegoro University

Prof. Anis Chariri, S.E., M.Com., Ph.D., Akt.

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1 Introduction

1.1 Rationale

Quality higher education is higher education that produces graduates who have the ability to develop themselves and produce knowledge and/or technology that is beneficial for society, the nation, and the state. Quality assurance in higher education is an activity carried out systematically to improve the quality of higher education in a planned and sustainable manner. The government implements the Higher Education Quality Assurance System (SPM Dikti) to realize quality higher education.

Higher education plays a role in:

- Improving the capabilities and shaping the character of a dignified nation, as well as educating the nation.
- Developing an innovative, responsive, creative, skilled, competitive, and cooperative academic community through the implementation of the Tridharma.
- Developing science and technology while considering and applying humanistic values.

Higher education quality assurance is a systematic effort to continuously improve the quality of higher education. This effort is carried out through the establishment, implementation, evaluation, control, and improvement of higher education standards. Higher education quality assurance is carried out in a planned and sustainable manner to ensure that higher education is conducted in accordance with established standards. These higher education standards include content standards, process standards, and output standards. The higher education quality assurance system consists of two systems, namely SPMI, which is carried out independently by higher education institutions, and SPME, which is carried out by the government through BAN PT or the Independent Accreditation Agency (LAM).

The Internal Quality Assurance System (SPMI) implemented by Diponegoro University aims to ensure that the implementation of higher education at Diponegoro University meets national higher education standards in a systematic and sustainable manner. This is done so that a culture of quality can grow and develop in every study program at Diponegoro University. According to Law Number 12 of 2012 Article 54, and as explained again in SN Dikti, Permenristekdikti Number 44 of 2015, the National Higher Education Standards include the following standards: 1. National Education Standards, 2. National Research Standards, 3. National Community Service Standards.

Higher education quality assurance is conducted to ensure that the implementation of higher education meets the national standards for higher education (SN Dikti). This quality assurance is carried out through three activities, namely:

1. External Quality Assurance System (SPME) carried out by the government through the National Higher Education Accreditation Agency (BAN-PT) or the Independent Higher Education Accreditation Agency (LAM-PT).
   or the Independent Higher Education Accreditation Agency (LAM-PT).
2. Internal Quality Assurance System (SPMI) carried out by each higher education institution.
3. Utilization of database, namely the Higher Education Database (PDDikti) which is integrated nationally.

SPME and SPMI are carried out based on higher education standards (SPT) that are the same or higher than SN Dikti. In developing SPT, each higher education institution has the flexibility to regulate compliance with SN Dikti. The implementation of the third stage of SPMI (PPEPP), namely Evaluation at Diponegoro University for 2024, is carried out based on the IAPS 4.0 BAN PT Working Paper by LP2MP. Internal Quality Audit (AMI) is a systematic, independent, and documented testing process to ensure that activities at higher education institutions are carried out in accordance with procedures and that the results are in line with standards to achieve institutional goals.

AMI is part of the Internal Quality Assurance System (SPMI) conducted independently by higher education institutions to assess the conformity of higher education implementation with established standards. AMI is conducted by an internal audit team formed by the higher education institution. The objectives of AMI are:

- To improve the quality of higher education implementation in higher education institutions.
- Detect and correct non-compliance or weaknesses in the implementation of higher education.
- To enhance the effectiveness of the SPMI.

Evaluation (P-P-Evaluation-P-P) of the Internal Quality Assurance System (SPMI) at Diponegoro University is carried out through an internal quality audit (AMI). AMI is used to assess the implementation of SPMI in each study program and study program management unit (UPPS). The standards used in the AMI at Diponegoro University are based on the accreditation criteria of the National Accreditation Agency for Higher Education (BAN-PT), Diponegoro University's internal standards derived from national higher education standards (SN Dikti), Key Performance Indicators for State Universities with Legal Entities (IKU PTN BH), and the vision and mission of Diponegoro University. The AMI implementer at Diponegoro University is the Institute for Educational Development and Quality Assurance (LP2MP), which assists the rector in managing the university. AMI involves internal auditors owned by Diponegoro University who have undergone Internal Quality Audit training and signed an integrity pact stating the professionalism and independence of auditors.

The Internal Quality Assurance System (SPMI) of Diponegoro University, also known as Quality Assurance (QA UNDIP), is implemented, reported, and documented in accordance with the Higher Education Quality Assurance System (SPM PT) guidelines. The continuous implementation of SPMI UNDIP will help UNDIP to continuously improve the quality of education, research, and community service. This will make UNDIP a better and more internationally recognized university, in line with UNDIP's vision as stated in the UNDIP Statute, namely Government Regulation No. 52 of 2015 in articles 2 and 3.

UNDIP study programs have received accreditation from various national and international institutions, including BAN-PT, LAM, IABEE, FIBAA, and ASIIN. This shows that the quality of education at UNDIP meets national and international standards. To maintain and improve this quality, UNDIP needs to continuously monitor the implementation of quality standards. UNDIP recognizes that good education quality must be maintained and improved continuously. To that end, UNDIP conducts internal and external quality assurance. Monitoring of the implementation of quality standards that meet national and international criteria needs to be carried out annually/quality assurance cycle to ensure that UNDIP's study programs continue to meet the established quality standards.

1.2 Internal Quality Assurance System of Diponegoro University

The quality organization at Diponegoro University consists of the Rector, Vice Rector for Academic and Student Affairs, Vice Rector for General Affairs and Finance, Vice Rector for Cooperation and Development, and the Education Quality Assurance Institute (LP2MP). LP2MP is responsible for implementing the internal quality assurance system at Diponegoro University. The quality organization is outlined in the Rector of Diponegoro University Regulation No. 6 of 2021 concerning the Organization and Work Procedures of Elements under the Rector of Diponegoro

University, and the quality standard document used is the National Standard – SN Dikti, which is synchronized with the criteria from BAN PT, internal standards, and development standards adopted from IKU PTN BH, IKU RENSTRA UNDIP, LAM criteria, and international accreditation institutions.

As explained in sub-section 1.1., SPMI has a PPEPP cycle, which stands for Determination, Implementation, Evaluation, Control, and Improvement. This is a model or cycle commonly used in internal quality assurance systems (SPMI) in higher education institutions in Indonesia. The PPEPP cycle consists of five stages, each with a specific focus and activities:

- Establishment (P): The initial stage where the quality standards to be used in SPMI are established. This involves understanding national higher education standards, identifying stakeholder needs, and establishing clear, relevant, and achievable standards.
- Implementation (I): The stage of implementing the established quality standards. This includes developing action plans, implementing activities, measuring performance, and ensuring that standards are applied consistently.
- Evaluation (E): The stage of assessing the effectiveness of the implementation of quality standards. This includes data collection, data analysis, identification of successes and shortcomings, and the preparation of recommendations for improvement.
- Control (C): The stage of ensuring that necessary improvements are made based on the evaluation results. This includes establishing follow-up plans, allocating resources, monitoring progress, and adjusting plans if necessary.
- Improvement (I): The stage of improving quality standards based on the results of evaluation and control. This includes analyzing findings and recommendations, setting new higher or more comprehensive standards, preparing strategic plans, and communicating and disseminating information to all stakeholders. The PPEPP model emphasizes a cycle of continuous improvement, where the evaluation and control of the results of each stage are used to improve standards and their implementation in the next cycle. The stages of PPEPP at UNDIP are presented in Figure 1.1.



Figure 1.1 PPEPP Cycle at Diponegoro University

The evaluation stage in quality assurance at Diponegoro University consists of two activities, namely Internal Quality Audit (AMI), which is carried out per cycle/year or as requested by the university leadership or the Head of the Study Program, and Monitoring and Evaluation of the

Teaching and Learning Process, which is carried out every semester. The UNDIP IQA is conducted by LP2MP and reported to the UNDIP Rector, while the LE Process Monitoring and Evaluation is conducted by the Department GPM under the coordination of TPMF/S and reported to the UNDIP Rector through LP2MP. The stages of implementation of these two activities can be seen in Figure 1.2.



Figure 1.2 Evaluation Stages in PPEPP

1.3 Regulations and Foundations for the Implementation of SPMI UNDIP

The regulations governing the implementation of internal quality audits at the University of Diponegoro are:

1. Government Regulation No. 17 of 2010, Article 96;
2. Law No. 12 of 2012 concerning Higher Education Articles 51, 52, and 53;
3. Government Regulation No. 52 of 2015 concerning the Statutes of Diponegoro University;
4. Government Regulation No. 4 of 2014 concerning the Implementation and Management of Higher Education Institutions, Articles 13, 14, Article 21 paragraph d, Article 25 paragraph b, Article 28 paragraph c, Article 32 paragraph e, 8;
5. Ministry of Research, Technology, and Higher Education Regulation No. 44 of 2015 concerning National Standards for Higher Education, Articles 3 and 4;
6. Ministry of Research, Technology, and Higher Education Regulation No. 32 of 2016 concerning Program and Higher Education Institution Accreditation;
7. Ministry of Research, Technology, and Higher Education Regulation No. 62 of 2016 concerning the Internal Quality Assurance System;
8. Training Materials on the Internal Quality Assurance System for Higher Education Institutions, Ministry of Research, Technology, and Higher Education, Directorate General of Higher Education, Directorate of Quality Assurance, 2016;
9. Ministry of Education, Culture, Research, and Technology Regulation No. 53 of 2023 on Higher Education Quality Assurance;
10. UNDIP Statute, namely Government Regulation No. 52 of 2015 in articles 2 and 3;
11. Rector Regulation of Diponegoro University No. 22 of 2016 concerning the Internal Quality Assurance System of Diponegoro University;
12. Rector Regulation of Diponegoro University No. 18 of 2024 concerning the Quality Assurance System of Diponegoro University.

1.4 Purpose and Benefits of Internal Quality Audit

The purpose of internal quality audits is to ensure that the quality management system (QMS) implemented by an organization meets the established requirements and effectively achieves its objectives. Internal quality audits also aim to identify opportunities for improvement in the QMS. More specifically, the objectives of internal quality audits are as follows:

1. Ensuring that the QMS at Diponegoro University has been implemented consistently and effectively
2. To identify areas that do not meet requirements
3. Assessing the effectiveness of internal controls
4. Assessing compliance with regulations and legislation
5. Providing information and recommendations for improvement

Some of the benefits of internal quality audits are improving the effectiveness of SMM, increasing operational efficiency, improving customer satisfaction, increasing stakeholder trust, and minimizing risk. Internal quality audits must be conducted periodically, according to the needs of the organization. The frequency of audits can be determined based on factors such as the size of the organization, the complexity of SMM, and the level of risk faced. Internal quality audits are an important activity for Diponegoro University to improve its quality and performance. Internal quality audits can be conducted by internal auditors or external auditors. Internal auditors are internal quality auditors who have undergone AMI UNDIP training to conduct audits. Internal quality audits at Diponegoro University are conducted by internal auditors employed by Diponegoro University.

2 Internal Quality Audit Working Papers of Diponegoro University

2.1 Implementation of AMI PS & UPPS at Diponegoro University

AMI UNDIP is conducted at the UPPS (Faculty and School) level as well as at the undergraduate, graduate, and doctoral program levels. AMI indicators are compiled based on the BAN PT instrument as IKU and IKU PTN BH, IKU RENSTRA UNDIP as additional university performance indicators, and the LAM instrument as additional faculty/school performance indicators. AMI working papers are prepared for each study program level, namely Bachelor's Degree Programs, Master's Degree Programs, Doctoral Degree Programs, Applied Bachelor's Degree Programs, Professional Programs, and PPDS. In 2025, LP2MP plans to create a Quality Assurance Information System (SIJAMU) for Diponegoro University. SIJAMU will be used as a database for Diponegoro University, so that when preparing for program accreditation, it will not be difficult to find the data needed to compile the LED and LKPS.

The implementation of AMI UNDIP is conducted annually in accordance with the quality assurance cycle or upon request from UNDIP leadership and academic programs, with the strategy being carried out through three stages of quality audits at the program level. These three stages are:

1. Stage 1: Document audit or desk evaluation of the study program form filled out using the AMI worksheet.
2. Stage 2: Compliance audit through visits to the study program to verify and clarify the form entries and additional information by conducting interviews and examining documents at the study program.
3. Stage 3: Evaluation of the follow-up plan (RTL) for the findings obtained by the Auditor in stage 2, led by the Dean of the Faculty or School.

The objectives of conducting document and compliance audits, as outlined above, are:

1. To ensure that the study program has implemented SPMI, with standards that meet and/or exceed the National Higher Education Standards (SN Dikti) in the academic field so as to be able to develop sustainable education quality.
2. To evaluate study programs that have exceeded the minimum Dikti standards by evaluating the results of assessments against internal standards and additional standards.
3. To evaluate the results of the SPMI, so that recommendations/suggestions for improving the performance of the Study Program can be made.
4. Supporting the implementation of the External Quality Assurance System conducted by the National Accreditation Agency for Higher Education (BAN-PT) and LAM.
5. Enhancing the academic quality of the Program Study in accordance with international accreditation criteria.
6. Demonstrate that UNDIP has established and implemented an internal quality assurance system, as well as fulfilling its quality accountability to stakeholders.

The implementation of AMI through audits of all Study Programs at UNDIP and clustered for Study Programs that have been internationally and nationally accredited.

2.2 Implementation of Internal Quality Audit

2.2.1 AMI Schedule

Table 2.1 Schedule for the Implementation of AMI UNDIP 2025

No	Activity	PIC	Date
1	AMI 2025 Visit for the Bachelor of Psychology Program	Program Coordinator	September 24, 2025
2	AMI 2025 Visit for the Master's Program in Psychology	Master's Program Coordinator	September 29, 2025

2.2.2 Auditor List

The following is the list of program auditors involved in the 2025 internal quality audit:

Table 2.2 List of Program Study Auditors for the 2025 Internal Audit

No	Auditor Name	NIP	Faculty of Origin	Faculty Being Audited
1	Dr. Muh. Afif Mahfud, S.H., M.H.	H.7.199101062021021001	Faculty of Law	Bachelor of Psychology

No	Auditor Name	NIP	Faculty of Origin	Faculty Being Audited
2	Dr. Elfia Farida, S.H., M.Hum.	197010291995122001	Faculty of Law	Master of Psychology

2.2.3 Implementation of Adequacy *Assessment* and Field *Assessment*

The implementation of the adequacy assessment went well and smoothly. In general, UNDIP internal auditors have a good understanding of the indicators, so that during the implementation of the AMI, we were able to discuss improvements in the quality of the study program. The implementation of the field assessment was coordinated by the Vice Dean 1, the Head of the Study Program, and attended by the TPMF and GPM teams, so that it ran smoothly.

3 Results of the Internal Quality Audit

3.1 Results of the Internal Quality Audit Assessment

The UNDIP AMI for the UNDIP Psychology faculty's undergraduate program was conducted on September 24, 2025, and for the undergraduate program on September 29, 2025. The audit results for each study program can be seen in the appendix.

Each standard and/or sub-standard in the AMI assessment was evaluated qualitatively and quantitatively using the following quality grade descriptors: Excellent, Very Good, Good, Fair, Poor, and Very Poor. To determine the accreditation rating, the qualitative assessment results were quantified as follows

- Excellent (Score 4, blue) if all quality performance of each standard or sub-standard measured is perfect without any shortcomings.
- Very Good (Score 3.50 – Score 3.99, green) if all quality performance for each standard or sub-standard measured is very good and any deficiencies are insignificant.
- Good (Score 3.00 – Score 3.49, green) if all quality performance for each standard or sub-standard measured is good and there are few shortcomings.
- Fair (Score 2.50 – Score 2.99, yellow) if all quality performance of each standard or sub-standard measured is fair and there are several shortcomings.
- Not Good (Score 2.00 – Score 2.49, yellow) if all quality performance of each standard or sub-standard measured is not good and deficiencies are almost dominant.
- Very Poor (below 2.00, orange for the range (1.00 – 1.99) or red for the range (0.00 – 0.99)) if all quality performance of each standard or sub-standard measured is very poor and deficiencies are greater to dominate the assessment.

For the very poor and poor categories, the relevant study program needs to analyze the root causes of the failure to achieve an indicator. Next, the study program creates a follow-up plan (RTL) as a control effort with the aim of increasing the potential for achieving an indicator in the following year.

3.2 Summary of AMI Results by Program Level

AMI is an internal evaluation activity conducted systematically and objectively to assess the quality of higher education at Undip. This AMI results summary contains information on positive findings (audit scores above 3) and negative findings (audit scores of 0-2), as well as recommendations for improving the quality of study programs at the Faculty of Psychology.

3.2.1 Undergraduate/Applied Undergraduate Programs

The following is a graph of the total weighted scores for program criteria at the Faculty of Psychology, which consists of 1 Bachelor's Degree Program, namely the Bachelor of Psychology Program (International Bachelor's Degree)

International-Bachelor's Degree Program

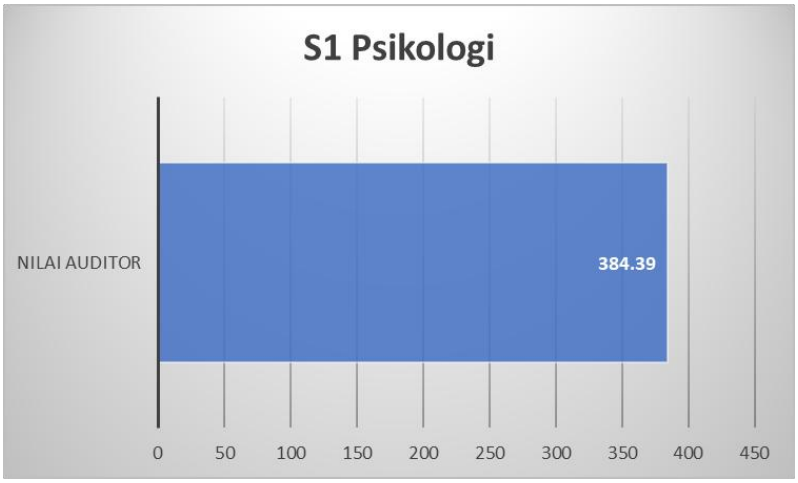


Figure 3.1 Total Weighted Score of the Bachelor's Degree Program

3.2.2 Master's Program

The following is a graph of the total weighting scores for program criteria at the Faculty of Psychology, which consists of 1 Master's Program, namely the Master's Program in Psychology (Non-International Master's)

Non-International Master's Degree Program

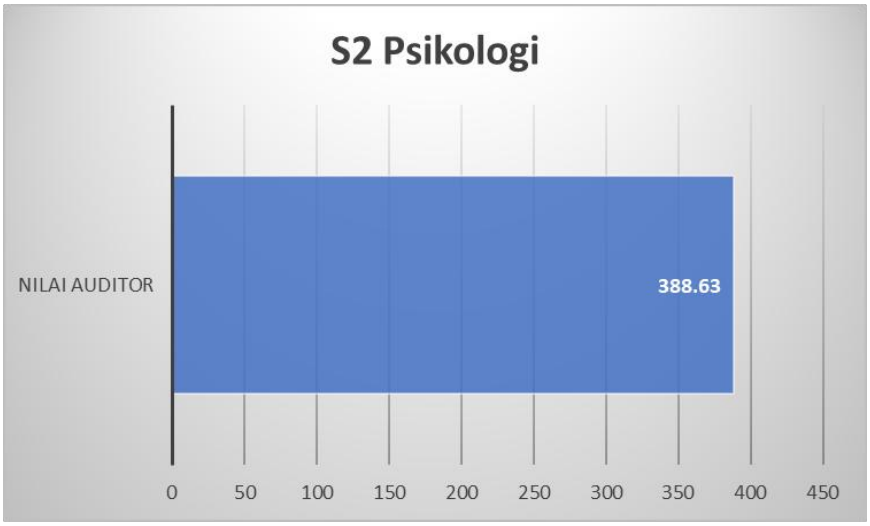


Figure 3.3 Total Weighted Value of Master's Degree Programs

3.3 Analysis by Level

3.3.1 Analysis of AMI Results for Undergraduate Program Recapitulation

3.3.1.1 Analysis by AMI Criteria for the Diponegoro University Bachelor's Degree Program

The Internal Quality Audit (AMI) of the Psychology Undergraduate Program was conducted as a form of performance evaluation of the implementation of the three pillars of higher education, governance, and the academic quality assurance system. The audit process aims to ensure that all activities have been carried out in accordance with the quality standards set by the Faculty of Psychology and the University.

Based on the audit results, **the Psychology Undergraduate Program received an average auditor score of 3.87**, which falls into the **"Very Good"** category (range 3.50–3.99). When converted to a percentage, the overall quality achievement reached **96.7**%. This score indicates that, in general, academic and non-academic activities have been carried out effectively, planned, and in line with the faculty's vision, mission, and development strategies.

Several criteria and subcriteria even received **a perfect score (4.00)**, indicating optimal implementation without any findings for improvement from the auditors. The subcriteria with perfect scores include: **B.U (External Conditions), C1.4.a, C1.4.b, C1.4.c, C2.4.b, C2.4.c, C2.4.d, C2.5, C2.6, and C3.4.a**.

These codes represent specific quality areas in the AMI assessment system, which are described as follows:

- **B.U (External Conditions)** describes the results of strategic environmental analysis, including strengths, weaknesses, opportunities, and threats (SWOT) that affect the implementation of the study program.
- **C1.4.a–C1.4.c (Vision, Mission, Objectives, and Strategy)** assess the alignment of the vision and mission of the Bachelor of Psychology Study Program with the university's vision, the measurability of objectives, and the consistency of the implementation of development strategies.
- **C2.4.b–C2.4.d (Governance, Leadership, and Quality Assurance)** evaluates the effectiveness of the governance system, academic leadership, and the application of the PPEPP cycle (Establishment, Implementation, Evaluation, Control, and Improvement) in quality management.
- **C2.5–C2.6 (Governance and Cooperation)** assesses the involvement of lecturers and educational staff in the governance system and the effectiveness of academic and non-academic cooperation in supporting the improvement of the quality of the three pillars of higher education.
- **C3.4.a (Students and Graduates)** assesses the quality of student input, the implementation of student services, and graduate achievements in supporting a competent and highly competitive alumni profile.

A perfect score on these subcriteria indicates that the quality indicators have been comprehensively met, implemented consistently, well documented, and have a positive impact on institutional performance. In addition, no significant findings for improvement were found by the auditors, so these aspects can be categorized as **best practices** in the implementation of the UNDIP Psychology undergraduate program quality system.

3.3.1.2 Analysis of the Total AMI Score for the Psychology Undergraduate Program

This section discusses the comparison of the performance level of the Psychology Undergraduate Program based on the percentage of achievement of the total Internal Quality Audit (AMI) score in 2025. Based on the data processing results, the average auditor score was **3.87**, equivalent to **96.7% quality achievement**, placing the study program in the **"Very Good"** category. However, there were several indicators that still showed low achievement and required priority control for continuous improvement.

The review results indicate that there are several indicators with auditor scores between 0 and 1, indicating low achievement and necessitating prioritization in the development of the Action Plan (RTL).

Some indicators that need attention include:

- **Criterion C4:** The ratio of the number of study program students to the number of Permanent Lecturers (DTPS) is still below the ideal standard.

- **Criterion C5:** Lecturer and student research activities are not yet fully integrated into learning activities.
- **Criterion C7:** Documentation of community service outcomes and their impact on academic quality improvement still needs to be strengthened.

This data analysis indicates that the UNDIP Psychology Undergraduate Program needs to identify the root causes behind the failure to achieve these indicators, whether in terms of resources, quality assurance systems, or stakeholder involvement. The results of the root cause analysis are then used as the basis for developing a comprehensive Follow-up Plan (RTL).

RTL activities in the Bachelor of Psychology Study Program are monitored and evaluated periodically, and the follow-up results will be the main material in the next Internal Quality Audit period. This approach is expected to strengthen the continuous quality improvement cycle and ensure that every aspect of academic achievement and governance is closer to the highest standards.

3.3.1.3 Control Priority: Indicators with a value of 0-3 (Basis for Follow-up Plan Development)

After discussing indicators with a score of 0–1 as the main priority areas for fundamental improvement in the previous section, this section focuses on indicators with scores between 2 and 3. Indicators in this range show that processes and systems are running well but still need strengthening in terms of implementation, consistency, or documentation to achieve optimal quality standards.

Based on the results **of the 2025 Internal Quality Audit (AMI) of the Psychology Undergraduate Program**, the overall average achievement was **3.627 (91%)**, which is categorized as **Very Good**. However, several indicators are still in **the 2–3** range, indicating the need for special attention and follow-up.

The indicators included in this category are as follows:

Indicator Code	Brief Description	Auditor Score	Achievement Notes
U (External Conditions)	The relevance of the study program to external environmental dynamics, graduate user needs, and changes in higher education policy	**2.75**	Fair
C1.4.a	Alignment of vision, mission, objectives, and strategies with the university's vision	**2.8**	Fair
C1.4.b	Stakeholder involvement in the evaluation and formulation of VMTS	**2.9**	Fair
C1.4.c	Availability of mechanisms for periodic evaluation and updating of VMTS	**2.85**	Fair
C2.4.b	Effectiveness of governance and coordination between units	**2.95**	Good
C2.4.c	Implementation of monitoring and evaluation of leadership performance	**2.90**	Fairly Good
C2.4.d	Transparency and accountability in decision-making	**2.85**	Fair
C2.5	Implementation of internal quality assurance systems	**3.0**	Good
C2.6	Academic and non-academic cooperation with external partners	**2.8**	Fairly good
C3.4.a	Implementation of tracer studies and utilization of their results for curriculum improvement	**2.95**	Good

The data shows that most indicators have **a score between 2.75 and 3.00**, indicating that these aspects **are functioning quite well** but still require improvements in consistency of implementation, completeness of documentation, and sustainability of quality evaluation.

These findings form the basis for the preparation of **a Follow-up Plan (RTL)** aimed at strengthening the effectiveness of implementation and the sustainability of the quality assurance system.

The steps proposed in the RTL for indicators with values between 2 and 3 include:

1. **Increasing the involvement of the academic community and stakeholders** in evaluating the vision, mission, and strategy of the study program;
2. **Optimizing** the data-based **governance and internal monitoring system** so that evaluation results are more accurate and accountable;
3. **Improving the effectiveness of the implementation of the internal quality assurance system**, including the appointment of PICs and follow-up schedules for previous audit results;
4. **Strengthening cooperation with external partners** through formal agreements and impact evaluations of activities;
5. **Developing a digital-based tracer study system** so that the results can be directly utilized for curriculum and student service improvements.

With consistent control of indicators with a value of 2–3, the UNDIP Psychology Undergraduate Program is expected to achieve significant improvements in the next audit, while strengthening a culture of sustainable quality.

3.3.1.4 Analysis of Improvement through Indicator Analysis with a Score of 4 by More than 80% of Study Programs

Of all the indicators audited, there were several sub-criteria that received a perfect score of 4.00, which means that they have optimally met all quality standards and demonstrate a strong, well-documented, and sustainable system implementation. Of the total indicators assessed in the Bachelor of Psychology Study Program, **5 sub-criteria (equivalent to ±12.8%)** achieved **a perfect score (4.00)**. This shows that more than **one in ten quality indicators** in the study program have achieved the ideal standard and can be used as **best practices** in the implementation of the Internal Quality Assurance System (SPMI) in the Faculty of Psychology. The following are the indicators that achieved a perfect score (4.00):

Indicator Code	Indicator Description	Score	Notes
C3.3	The learning process is conducted in accordance with academic quality standards with continuous evaluation	4	Excellent
C3.7	The student assessment system is transparent, objective, and documented.	4.0	Excellent
C3.8	Student satisfaction with academic and non-academic services is very high	4.0	Excellent
D1	Permanent lecturers have academic qualifications and competencies in line with their fields of expertise	4.0	Excellent
D4	The faculty development system (training, research, publication) is running optimally and measurably.	4.0	Excellent

Table 3. 1 Analysis per AMI Criteria for Diponegoro University Bachelor of Psychology

No	Study Program	Accreditation	Criterion A	Criterion B	Criteria C									Criteria D				Average
					Subcriterion 1	Subcriterion 2	Subcriterion 3	Subcriterion 4	Subcriterion 5	Subcriterion 6	Subcriterion 7	Subcriterion 8	Subcriterion 9	Subcriterion 1	Subcriterion 2	Subcriterion 3	Subcriterion 4	
1	Bachelor's Degree in Psychology	International	3.75	4.00	4.00	3.8	4.00	3.95	4.00	3.92	3.5	3.87	3.69	4.00	4.0	4.00	4.00	3.89
	Average		3.75	4.00	4.00	3.8	4.0	3.95	4.00	3.92	3.5	3.87	3.69	4.00	4.0	4.00	4.00	3.89
	Percentage		94%	100%	100%	95%	100%	99%	100%	98%	88	97%	92	100	100	100%	100%	97

Note: Highlight in **green** if the score is 4, and highlight **in yellow** if the score is 3- <4

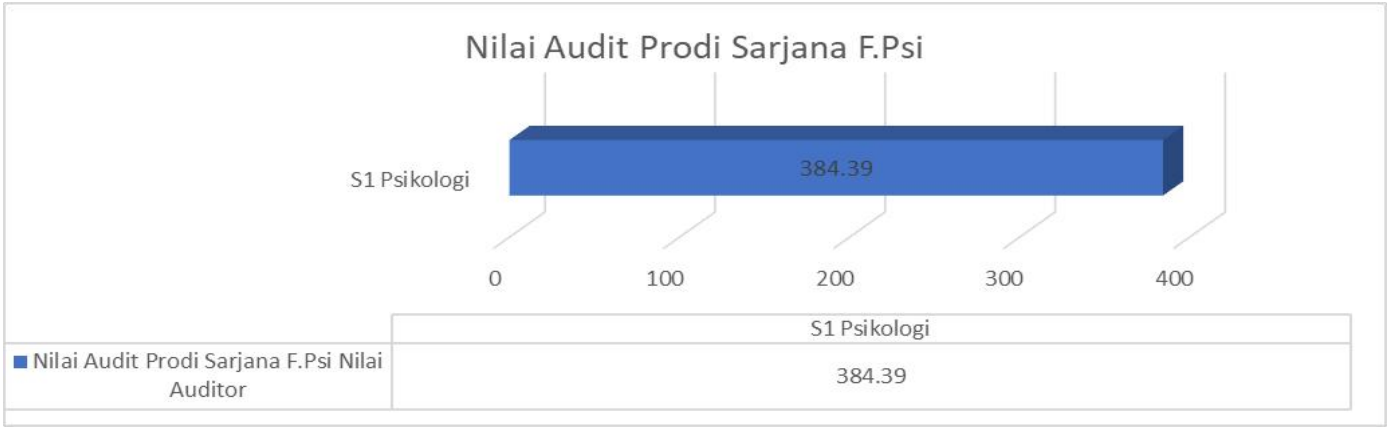


Figure 3.5 Total AMI Score for the F.Psi Undergraduate Program

Table 3.2 Indicators with values 0-3 (Basis for Developing the Action Plan) Psychology Undergraduate Program

No	Program	Indicator			
		Value 0-<=1	Value 1-≤2	Score 2-≤3	Value 4
1	Bachelor of Psychology			● C.7.4.a [Research Relevance] Research relevance at UPPS includes the following elements. The study program has a structured research system, as demonstrated by the existence of a roadmap that covers the research themes of lecturers and students, the implementation of research by lecturers and students that refers to the research agenda in accordance with the roadmap, the implementation of evaluations of the suitability of research with the roadmap, and the utilization of evaluation results to improve the relevance of research and support the scientific development of the study program. (3.00) ● C.9.4.a5 [Educational Dharma Output] Study period. Table 8.c LKPS. The study period for students is still more than 4 years (does not meet BAN standards) (3.00) ● C.9.4.b1 [Research and Community Service Outcomes] Scientific publications by students, produced independently or in collaboration with DTPS, with titles relevant to the field of study in the last 3 years. Table 8.f.1) LKPS. Publications produced by students in the last	

No	Program	Indicator			
		Value 0-<=1	Value 1-≤2	Score 2-≤3	Value 4
				three years are quite varied, including national journals, accredited national journals, international journals, reputable international journals, as well as national and international seminar proceedings (2.78)	

Table 3. 3 Indicators with a Score of 4 Achieved by More Than 80% of Undergraduate Programs xx

NO.	CRITERIA/ELEMENT/INDICATOR	Psychology Undergraduate Program
1	Alignment of the Vision, Mission, Goals, and Strategies (VMGS) of the Program Management Unit (PMU) with the VMGS of the Higher Education Institution (HEI) and the academic vision of the Program (P) it manages.	
4	Mechanisms and stakeholder involvement in the formulation of the VMTS of the PSMU.	
5	Strategies for achieving objectives are developed based on systematic analysis, and their implementation is monitored and evaluated with follow-up actions.	
7	C.2.4.b Leadership and Managerial Capabilities. UPPS has valid evidence that UPPS leaders possess operational, organizational, and public leadership characteristics.	

NO.	CRITERIA/ELEMENT/INDICATOR	Psychology Undergraduate Program
8	C.2.4.c Collaboration. The program collaborates with international, national, and local partners through various educational activities (guest lectures), research, and community service (serving as a location for research and community service activities).	
9	C.2.4.d. Collaboration [Data]. The program collaborates with international, national, and local partners in various educational activities (guest lectures), research, and community service (serving as a location for research and community service implementation).	
10	C.2.5 Additional Performance Indicators. UPPS has established additional performance indicators in accordance with the higher education standards applicable in universities, which cover all quality assurance criteria. These indicators are designed to strengthen the competitiveness of UPPS and its study programs, both nationally and internationally. All additional performance indicator data is consistently measured, monitored, reviewed, and analyzed as a basis for continuous improvement, thereby supporting the enhancement of academic quality, research, community service, and the achievement of international accreditation.	
11	C.2.6 Performance Achievement Evaluation. Analysis of UPPS performance achievements is carried out periodically every 3 months through the Cakradipa university system and reported annually in the LAKIP. The measurement method is accurate, the results are analyzed and evaluated, and include the identification of supporting and inhibiting factors and follow-up actions, thereby ensuring transparency and continuous improvement.	
14	C.3.4.a Recruitment methods and selection rigor. The Psychology undergraduate program is one of the most popular programs at UNDIP, with 9,456 applicants in 2024 and a capacity of 410. Admission pathways for the Psychology undergraduate program include SNBP, SNBT, and independent examinations.	
15	C.3.4.b Program Attractiveness. UPPS has made efforts to increase the interest of prospective students by disseminating information related to the achievements of the Bachelor's Degree Program in Psychology, including FIBAA international accreditation and excellent accreditation, academic and non-academic achievements of students at the local, national, and international levels.	
16	C.3.4.c Student Services. The Faculty of Psychology has student services covering three areas. Some examples of these services include the UKMF, the Faculty Student Counseling Agency, Prospective Graduate Briefings, Alumni Sharing, and Entrepreneurship Expo.	
17	C.4.4.a1 Adequacy of the number of DTPS. Table 3.a.1) LKPS. The number of Permanent Lecturers (DTPS) in the Psychology Undergraduate Program is currently 45 people. This number can be considered adequate and proportional when compared to the number of active students and the needs of implementing the Tri Dharma Perguruan Tinggi (Three Pillars of Higher Education). The faculty-to-student ratio is within the limits set by national higher education standards, ensuring that the learning	

NO.	CRITERIA/ELEMENT/INDICATOR	Psychology Undergraduate Program
	process can proceed effectively.	
19	C.4.4.a3 Academic positions of DTPS. Table 3.a.1) LKPS. The academic position profile of Permanent Lecturers (DTPS) in the Bachelor of Psychology Study Program shows an adequate composition that supports the implementation of the Tri Dharma of Higher Education. Of the total 45 DTPS, there are 1 person with the academic position of Professor (GB), 9 people with the position of Senior Lecturer, and 24 people with the position of Lecturer.	
20	C.4.4.a4 Ratio of the number of students in the study program to the number of DTPS. Table 2.a LKPS and Table 3.a.1) LKPS. The profile of permanent lecturers in the Psychology Undergraduate Study Program (DTPS) shows an adequate number to support the implementation of education. Currently, there are 45 DTPS serving 1,226 active students, resulting in a student-to-faculty ratio of approximately 1:27. This ratio aligns with national higher education standards, which set an ideal maximum ratio of 1:30 for undergraduate programs.	
21	C.4.4.a5 Assignment of DTPS as the main supervisor for student final projects. Table 3.a.2) LKPS. Each permanent lecturer in the Psychology Undergraduate Program (DTPS) plays an active role in the academic process of students, particularly in supervising final projects. On average, each DTPS supervises 13 students as the primary supervisor for their final projects. This number indicates that the supervision workload is still within reasonable and proportional limits according to standards, allowing permanent lecturers to provide optimal attention and guidance to students.	
22	C.4.4.a6 Full Teaching Equivalency DTPS. Table 3.a.3) LKPS. Full Teaching Equivalency (EWMP) DTPS for the Bachelor of Psychology Program at Diponegoro University shows an average of 14.82. This figure reflects that the workload of permanent lecturers has been carried out proportionally, covering educational activities, research, community service, and tridharma support. This average is in accordance with the established standards, so that the performance of lecturers in fulfilling the EWMP can be categorized as good and there are no root problems that hinder its implementation.	
23	C.4.4.a7 Non-permanent lecturers. Table 3.a.4) LKPS. The Psychology undergraduate program at Undip does not have any non-permanent lecturers.	
24	C.4.4.b1 [Lecturer Performance] "Recognition of expertise/achievements/performance of DTPS. Recognition of the expertise, achievements, and performance of Permanent Lecturers in the Psychology Undergraduate Program (DTPS) was recorded in 74 activities. The forms of recognition include assignments as seminar speakers, practitioners in health institutions, consultants in educational institutions, reviewers of scientific journals, and involvement in international academic and professional forums.	

NO.	CRITERIA/ELEMENT/INDICATOR	Psychology Undergraduate Program
25	C.4.4.b2 [Lecturer Performance] DTPS research activities relevant to the study program field in the last 3 years. Table 3.b.2) LKPS. In the last three years, Permanent Lecturers of the Psychology Undergraduate Program (DTPS) have carried out various research activities relevant to the field of psychology. There have been 7 international-scale research projects, 15 nationally funded research projects, and 69 research projects funded by higher education institutions (PT). This number indicates the high research productivity of DTPS, which is in line with the direction of the program's scientific development.	
27	C.4.4.b4 Scientific publications with themes relevant to the study program produced by DTPS in the last 3 years. Table 3.b.4) LKPS. The results of DTPS research are published through various scientific and professional media, both nationally and internationally. These publications include accredited national journals (Sinta), reputable international journals (indexed in Scopus/WoS), national and international seminar proceedings, and popular articles in the mass media. This variety of publications not only strengthens academic reputation but also expands the dissemination of scientific knowledge to the wider community.	
28	C.4.4.b5 DTPS scientific articles cited in the last 3 years. Table 3.b.5) LKPS. The Psychology Study Program at Diponegoro University (Undip) continues to demonstrate its commitment to the development of the three pillars of higher education through improving the quality of learning, research, and community service. This year's Internal Quality Audit noted that faculty research achievements have increased significantly, with more than 55 articles published in accredited national journals and reputable international journals.	
29	C.4.4.b6 Research and community service outputs produced by DTPS in the last 3 years. Table 3.b.7) LKPS. The performance of DTPS lecturers in the Psychology Undergraduate Program at Diponegoro University in producing research and community service outputs shows good and relevant achievements in the field of science. This is reflected in the publication of 19 book chapters in various scientific books and the acquisition of 63 Intellectual Property Rights (IPR) in the form of copyrights for innovative works by lecturers. These achievements are evidence of DTPS's real contribution to the development of science and its application to meet the needs of society, as well as demonstrating the consistency of quality research and community service performance.	
30	C.4.4.c Efforts to develop lecturers. The Diponegoro University Psychology Undergraduate Program consistently makes various efforts to develop lecturers to support the improvement of the quality of the three pillars of higher education. The academic positions of permanent lecturers in the Diponegoro University Psychology Undergraduate Program have developed proportionally, ranging from Assistant Experts, Lecturers, Senior Lecturers, to Professors. In addition, several lecturers have also been entrusted with structural positions at the study program, faculty, and university levels as	

NO.	CRITERIA/ELEMENT/INDICATOR	Psychology Undergraduate Program
	a form of recognition of their academic competence and leadership. On the other hand, the study program also encourages lecturers to improve their qualifications through further studies at the doctoral level, both domestically and abroad, so that the quality and capacity of lecturers continue to improve.	
31	C.4.4.d [Educational Staff]. The Diponegoro University Psychology Undergraduate Program continuously encourages the development of educational staff through various training sessions, workshops, and competency improvement activities organized at the faculty and university levels. These efforts aim to strengthen the capacity of educational staff in supporting effective academic and administrative services. In general, the development of educational staff is progressing well, so there are no underlying issues that hinder its implementation.	
32	C.5.4.a1 [Finance] Education operational costs. Table 4 LKPS. Over the past three years, the total education operational funds managed reached 108 billion rupiah with 1,226 active students. Calculated, the average operational fund allocation is equivalent to approximately 29 million rupiah per student per year. This amount can be categorized as sufficient to support the learning process, academic development, and the fulfillment of educational facilities and infrastructure, although optimization of budget use is still needed to be more effective and on target.	
33	C.5.4.a2 [Finance] DTPS research funds. Table 4 LKPS. In the last three years, lecturers have successfully obtained research funding from various sources, including the government, internal institutions, and international institutions, with a total of 2.5 billion rupiah. This achievement demonstrates the commitment and productivity of lecturers in developing research and increasing scientific contributions through competitive funding.	
34	C.5.4.a3 [Finance] DTPS community service funds. Table 4 LKPS. In the last three years, lecturers have successfully obtained community service funds from various sources, including the government, internal sources, and external collaborations, with a total of 1.1 billion rupiah. This achievement reflects the high commitment of lecturers in carrying out community service activities that are relevant to community needs and support the downstreaming of the study program's scientific knowledge.	
35	C.5.4.a4 [Finance] Realization of investments (human resources, facilities, and infrastructure) supporting the implementation of the tridharma.	
36	C.5.4.a5 [Finance] Sufficiency of funds to ensure the achievement of learning outcomes. Fund realization in accordance with the planning carried out to support the main services of UPPS, namely creating an academic atmosphere that supports the achievement of learning outcomes (evidence in the form of Excel files on budget management and the 2023 Annual Work Plan and Budget).	

NO.	CRITERIA/ELEMENT/INDICATOR	Psychology Undergraduate Program
37	C.5.4.b [Facilities and Infrastructure] Sufficiency, accessibility, and quality of facilities and infrastructure to ensure the achievement of learning outcomes and improve the academic atmosphere. The Faculty of Psychology at Undip provides facilities and infrastructure for each study program to ensure learning outcomes and improve the academic atmosphere, which are sufficient, easily accessible, of good quality, and undergo gradual renewal.	
38	C.6.4.a [Curriculum].	
40	C.6.4.c [Learning Process Plan].	
41	C.6.4.d1 [Implementation of the Learning Process].	
42	C.6.4.d2 [Implementation of the Learning Process] Learning conducted in the form of practical work, studio practice, workshop practice, or field practice. Table 5.a LKPS. JP in the S1 study program consists of KKN and MK Internship	
43	C.6.4.e [Monitoring and Evaluation of the Learning Process]. Monitoring and evaluation of the implementation of the learning process include characteristics, planning, implementation, learning process, and student workload to achieve graduate learning outcomes. Monitoring and evaluation during the lecture period are carried out through data collection of the results of mentoring conducted by lecturers at the beginning and middle of the semester. Then, at the end of each semester, students complete the Learning Outcomes Evaluation. These surveys and learning outcomes are conducted and followed up consistently.	
45	C.6.4.g [Integration of research and PkM activities in learning] Integration of research and PkM activities in learning by DTPS in the last 3 years. Table 5.b LKPS. There are 17 courses developed based on the results of DTPS research/PkM in the last 3 years. Course development is carried out in RPS evaluation workshop activities. Form of integration: included in the main topics in the RPS Course	
46	C.6.4.h [Academic Atmosphere] The implementation and continuity of programs and activities outside of structured learning activities to improve the academic atmosphere. Examples: student association activities, public lectures/studium generale, scientific seminars, book reviews. The academic atmosphere is reflected in structured learning activities that are regularly scheduled through various guest lecturer lectures, workshops, world class visiting professors, academic community dialogues, student association activities, national and international scientific seminars, and the implementation of Academic Writing Skills integrated with the curriculum. Student associations also have regular and ongoing activities to enhance the academic atmosphere, such as tiered research schools held annually. Additionally, the optimization of scientific activities can be seen through the results of student satisfaction surveys regarding faculty, staff, and administrators.	
47	C.6.4.i [Student Satisfaction] .	

NO.	CRITERIA/ELEMENT/INDICATOR	Psychology Undergraduate Program
49	C.7.4.b [Faculty and Student Research] DTPS research that involves students from the study program in the last 3 years. Table 6.a LKPS. The relevance of research at UPPS includes the following elements: 1) having a roadmap that covers the research themes of faculty and students, 2) faculty and students conducting research in accordance with the faculty research agenda that refers to the research roadmap, 3) the faculty conducting monitoring and evaluation of proposals, and 4) improvements in progress reports and final research reports, with an emphasis on research outputs.	
51	"C.8.4.b [Faculty and Student Community Service Programs] DTPS Community Service Programs that have involved students from the study program in the last 3 years. Table 7 LKPS. NPkMD = Number of DTPS Community Service Program titles in the last 3 years. = 82 NPkMM = Number of PkM DTPS titles involving students from the program in the last three years. = 76 PPkMDM = (NPkMM / NPkMD) x 100% = (76/82) x 100% = 92.68% Community service has been in line with the academic discipline, with the majority involving students.	
53	C.9.4.a2 [Educational Outcomes] Graduates' GPA. Table 8.a LKPS. The number of program graduates shows a consistent upward trend over the past three years, but the average GPA fluctuates with a slight decrease in TS. This reflects improvements in the quality of the learning process and students' academic achievements.	
54	C.9.4.a3 [Educational Dharma Output] Student achievements in the academic field over the last 3 years. Table 8.b.1) LKPS. The academic achievements of Psychology Faculty students show a significant upward trend over the last three years. These achievements are not only seen at the regional and national levels, but also extend to the international level. This reflects academic quality, motivation to achieve, and consistent faculty support in facilitating student potential development.	
55	C.9.4.a4 [Educational Dharma Output] Student achievements in non-academic fields over the past 3 years. Table 8.b.2) LKPS. The achievements of Psychology Faculty students in non-academic fields show consistent improvement over the past three years. Students have not only achieved success at the regional and national levels, but have also been able to compete at the international level. This reflects a balance between academic and non-academic potential development, as well as faculty support in providing a platform for nurturing students' talents, interests, and soft skills.	
57	C.9.4.a6 [Educational Dharma Output] On-time graduation. Table 8.c LKPS. The number of students graduating on time shows an increasing trend from year to year. In TS-3, there were 214 graduates, and this number decreased slightly in TS-2 to 190 students. However, from TS-1 to TS, the number of graduates increased significantly, from 296 to 352 students. This reflects improvements in academic performance, the	

NO.	CRITERIA/ELEMENT/INDICATOR	Psychology Undergraduate Program
	learning system, and effective academic support services, which have increased the number of students completing their studies on time.	
58	C.9.4.a7 [Educational Outcomes] Study success. Table 8.c LKPS. Student study success shows a positive trend, marked by an increase in the number of graduates from 214 in TS-3 to 352 in TS. This reflects the effectiveness of learning and good academic support.	
59	C.9.4.a8 [Educational Dharma Output] Implementation of a tracer study covering 5 aspects. The implementation of the tracer study has covered 5 aspects, namely the implementation of a coordinated tracer study at the UNDIP level, conducted regularly every year and documented, the questionnaire content has covered the core questions of the DIKTI tracer study, has been filled out by graduates from TS-4 to TS-2, and the results have been disseminated and used in the curriculum and learning development process.	
61	C.9.4.a10 [Educational Dharma Output] GRADUATE TRACER STUDY REFERENCE TABLE 8.d.2) (Work Field Suitability). The tracer study results show that the suitability of graduates' work fields received a high score. This indicates that the competencies acquired during education are in line with the needs of the world of work, so that graduates are able to occupy positions that are relevant to their field of study. This condition also reflects the effectiveness of the curriculum, the learning process, and the support for competency development provided by the study program, so that graduates are not only quickly absorbed, but also work in fields that match their expertise.	
62	C.9.4.a11 [Educational Outcomes] GRADUATE TRACKING STUDY REFERENCE TABLE 8.e.1) (Level and size of graduate workplaces). The results of the tracer study show that the level and size of graduates' workplaces received high scores. This indicates that graduates are able to compete and be accepted to work in institutions that have a good reputation, are large in scale, and have a high level of professionalism. This achievement is proof that the study program has succeeded in equipping students with competencies and soft skills that are in line with the needs of the world of work, so that graduates can occupy strategic positions in credible organizations or companies.	
65	C.9.4.b2 [Research and Community Service Outcomes] Research and community service outcomes produced by students, either independently or in collaboration with DTPS, in the last 3 years. Table 8.f.4) LKPS. In the last three years, students have been actively involved in various community service activities carried out in collaboration with lecturers. This involvement not only provides real-world experience in applying knowledge but also generates valuable academic outputs, including Intellectual Property Rights (IPR) and contributions to book chapter writing. This demonstrates that community service activities can encourage students to play a role in scientific development while also benefiting society.	

NO.	CRITERIA/ELEMENT/INDICATOR	Psychology Undergraduate Program
66	D.1.U Analysis and Performance Achievements. UPPS performance achievements are analyzed for each criterion. The analysis is conducted periodically every 3 months through the Cakradipa University system and reported annually in the LAKIP. The results of performance achievements are presented at regular faculty meetings for joint evaluation.	
67	D.2.U SWOT Analysis or Other Relevant Analyses. UPPS has conducted a SWOT analysis, and the results have been followed up with the development of strategies and relevant programs	
68	D.3.U Development Programs. UPPS prioritizes development programs based on the SWOT analysis. Among other things, all activities related to the three pillars of higher education are directed toward achieving the faculty's vision and mission.	
69	D.4.U Sustainability Programs.	

3.3.2 Analysis of AMI Results for Master's Program Recapitulation

3.3.2.1 Analysis by AMI Criteria for the Master's Program (S2) in Psychology at Diponegoro University

The Master's Program in Psychology generally showed excellent performance in the 2025 Internal Quality Audit (AMI). Based on the auditor's assessment results, the study program obtained an average achievement of **3.889** on a maximum scale of 4.00, or equivalent to **a 97.2% achievement rate**, which is in the **Very Good** category. This achievement reflects that the educational process, governance, and academic quality management in the Master of Psychology Study Program have been running effectively and in accordance with standards.

Several criteria and sub-criteria received a maximum score of 4.00, indicating that these indicators have been optimally fulfilled without any findings for improvement. This demonstrates the study program's commitment to meeting quality standards, both in terms of vision and mission, governance, resources, and the implementation of the Tridharma Perguruan Tinggi (Three Pillars of Higher Education).

Although most aspects showed excellent performance, the AMI results also provided several recommendations for strengthening to ensure continued quality in the future. These recommendations are developmental in nature, not corrective, as no major findings requiring immediate corrective action were found.

Overall, this achievement confirms that the Master of Psychology Program is on the right track in managing its academic quality, while also serving as a foundation for continuing to improve the quality of educational services and performance outcomes in the next AMI.

3.3.2.2 Analysis of Total AMI Score for the Master's Program in Psychology

This section discusses the performance level of the Master of Psychology Study Program based on the results of the 2025 Internal Quality Audit (AMI), particularly in the category of indicators that show low achievement. Overall, the Master of Psychology Study Program obtained an average auditor score of **3.889** or equivalent to **97.2% quality achievement**, placing it in the **"Very Good"** category. This achievement indicates that most of the assessment elements have been optimally fulfilled.

However, in the principle of continuous quality assurance, analysis still needs to be directed at low-value indicators (range 0–1), which are important signals for the preparation of a Follow-up Plan (RTL). Based on the results of data review, **no indicators with a value of 0–1 were found in the 2025 AMI** for the Master of Psychology Study Program. This shows that there are no components at the *"very poor"* or *"poor"* levels.

However, the internal quality mechanism still directs monitoring of indicators that **are close to the minimum achievement threshold, have moderate values, or have not shown evidence of sustainable strengthening**. These indicators are still analyzed as *an early-warning system* to avoid potential performance declines in the next AMI period.

Some indicators recommended for continued attention in quality improvement include:

- Consistency in exceeding certain academic standards that still depend on evidence from a specific period (not yet *steady improvement*).
- Strengthening the documentation of the implementation of tridharma activities that are not yet fully integrated into the data-based quality reporting system.
- Optimization of strategies for disseminating research and community service results to increase academic and social *impact value*.

Although there are no critical indicators in the 0–1 category, root cause analysis is still necessary to maintain quality standards. The results of this mapping will then form the basis for the preparation of a Follow-up Action Plan (RTL) that will continue to be implemented periodically, monitored, and used as reference material in the next AMI cycle. This approach ensures that study programs not only maintain quality but also continue to move towards achieving superior standards.

3.3.2.3 Control Priority: Indicators with a value of 0-3 (Basis for the Development of the Follow-up Plan)

Although overall the Master of Psychology Study Program achieved excellent results in AMI 2025 with an average score of 3.889, there was still one indicator in the **2–3** range (*Good* category), namely the aspect **of educational operational costs** with a score of 2.98. This score indicates that the program's funding requirements have been met, but there is still a need for improvement, particularly in terms of budget allocation effectiveness, reporting transparency, and funding source diversification.

This indicator is a priority for improvement so that in the next AMI cycle, it can be upgraded to the *Very Good* category.

3.3.2.4 Analysis of Improvement through Indicator Analysis with a Score of 4 by More than 80% of Study Programs

The 2025 Internal Quality Audit (AMI) results show that the Master of Psychology Study Program achieved a perfect score (4.00) on a number of key indicators, namely 85%. Some of the indicators that received the maximum score include: External Conditions (code B.U), Study Program Management Unit Profile (B.U), and three sub-indicators in the aspect of vision and strategic planning, namely Vision, Mission, Objectives, and Strategy (C.1.4.a), Mechanisms and Stakeholder Involvement in Developing VMTS (C.1.4.b), and Strategies for Achieving Objectives Based on Appropriate Analysis (C.1.4.c).

In addition, perfect scores were also obtained on the Cooperation indicator (C.2.4.c) along with supporting cooperation data (C.2.4.d), then on the Additional Performance Indicators (C.2.5), Performance Achievement Evaluation (C.2.6), Quality Assurance (C.2.7), and Stakeholder Satisfaction (C.2.8) indicators. In the aspect of students and academic management, the Program Attractiveness indicator (C.3.4.b) also received a score of 4.00.

In terms of human resources, the Lecturer Profile – Adequacy of DTPS Number indicator (C.4.4.a1) was one of the components that also achieved a perfect score, indicating that the national standard for the number of permanent lecturers in the study program has been met.

These indicators prove that the Master of Psychology Program not only meets but has achieved an optimal level in the implementation of academic quality standards and governance. This achievement also serves as an important reference for maintaining quality continuity and supporting continuous improvement in the next AMI cycle.

Table 3.1 Analysis by AMI Criteria for the University of Diponegoro Master's Program in Psychology

No	Program	Accreditation	Criterion A	Criterion B	Criteria C									Criteria D				Average
					Subcriterion 1	Subcriterion 2	Subcriterion 3	Subcriterion 4	Subcriterion 5	Subcriterion 6	Subcriterion 7	Subcriterion 8	Subcriterion 9	Subcriterion 1	Subcriterion 2	Subcriterion 3	Subcriterion 4	
1	Bachelor's Degree in Psychology	International	4.00	4.00	4.00	3.94	4.00	3.95	3.65	4.00	4.00	4.00	3.68	4.00	4.00	4.00	4.00	3.95
	Average		4.00	4.00	4.00	3.94	4.00	3.95	3.65	4.00	4.00	4.00	3.68	4.00	4.00	4.00	4.00	3.95
	Percentage		100%	100%	100%	98	100%	99%	91%	100%	100	100	92	100	100%	100%	100%	99

Note: Highlight in **green** if the score is 4, and highlight **in yellow** if the score is 3- <4

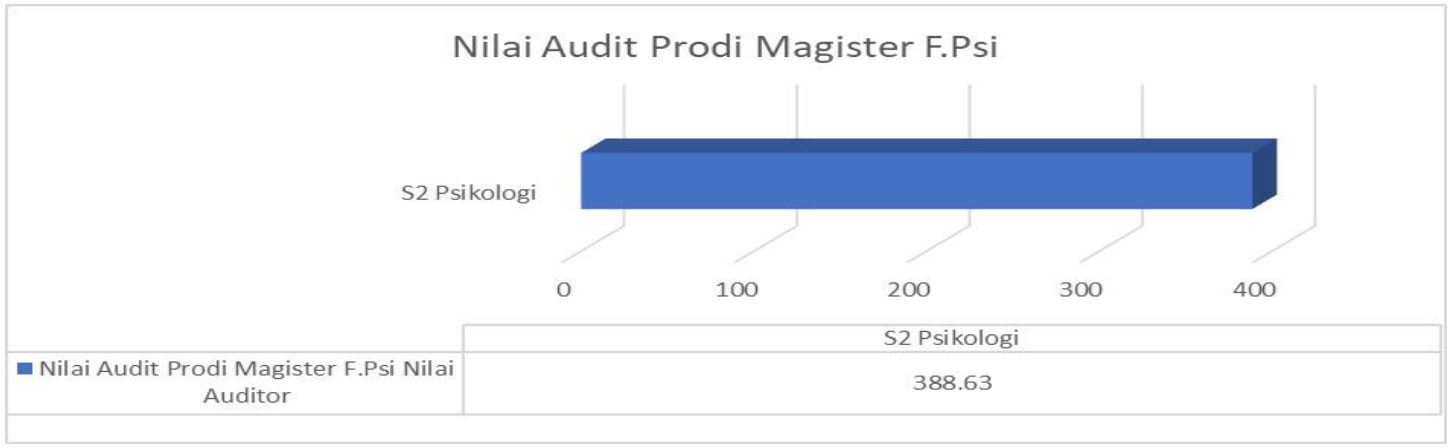


Figure 3.5 Total AMI Score for Master's Degree Programs

Table 3.2 Indicators with values 0-3 (Basis for Developing the Action Plan) Master's Program in Psychology

No	Program	Indicator			
		Value 0-<=1	Value 1-≤2	Score 2-≤3	Value 4
1	Master of Psychology	-	C.9.4.a5 [Educational Outcomes] Study period. (1.81)	C.5.4.a1 [Finance] Educational operational costs (2.98)	-

Table 3. 3 Indicators with a Score of 4 Achieved by More than 80% of Master of Psychology Programs

NO.	CRITERIA/ELEMENTS/INDICATORS	Master's Program in Psychology
1	B.U External Conditions. The results of the environmental analysis can be found in the 2020-2024 Strategic Plan in Chapter II, pages 15-21. This analysis involves the strengths and weaknesses of the UNDIP Faculty of Psychology. The analysis of external conditions involves opportunities and threats that also influence planning and implementation at the Faculty of Psychology, UNDIP.	
2	B.U Profile of the Study Program Management Unit. The comprehensiveness of information in the profile and consistency between the profile and the data and information presented in each criterion, as well as demonstrating a conducive climate for development and reputation as a reference in the field of Psychology in the fields of Educational and Developmental Psychology, Industrial and Organizational and Social	

NO.	CRITERIA/ELEMENTS/INDICATORS	Master's Program in Psychology
	Psychology, Clinical and Health Psychology. There are also research groups developed within the faculty, focusing on studies such as Organizational Research on Assessment, Change, Leadership, and Mental Health; Career, Education, and Capacity Development; Clinical and Health Psychology; Relation, Family, and Community; and Psychosocial Rehabilitation, Organizational and Consumer Behavior, and various other studies tailored to the expertise of the faculty members.	
3	C.1.4.a Alignment of the Vision, Mission, Goals, and Strategies (VMTS) of the Study Program Management Unit (UPPS) with the VMTS of the Higher Education Institution (PT) and the scientific vision of the Study Program (PS) it manages. The PS vision and mission are formulated based on the University and Faculty Vision and Mission, and form the basis for specialization within the PS, the development of unique PS research materials, which are incorporated into the PS curriculum structure.	
4	C.1.4.b Mechanisms and stakeholder involvement in the formulation of the VMTS of the UPPS. The vision, mission, policy direction, objectives, targets, strategies, programs, and performance indicators of the Faculty of Psychology at UNDIP have been formulated, developed, and established in a continuous manner and in accordance with the vision and mission of Diponegoro University. The vision and mission of the Faculty of Psychology can be found in the 2020-2024 Strategic Plan, Chapter III, pages 24-31. From March to June 2024, a workshop was held to formulate the faculty's vision and mission for 2024-2029, involving the entire academic community, alumni, and stakeholders. The new vision and mission will be finalized and approved by the senate after the university's 2025-2029 vision and mission have been socialized.	
5	C.1.4.c Strategies for achieving objectives are formulated based on systematic analysis, and their implementation is monitored and evaluated for follow-up. Program development strategies are formulated to achieve objectives and are based on annual evaluations and analysis of external and internal environmental conditions. The strategies are formulated with consideration of SWOT analysis. Program strategies and performance indicators can be found in the 2020-2024 Strategic Plan of the Faculty of Psychology, UNDIP, Chapter IV, page 40.	
8	C.2.4.c Collaboration. The collaboration undertaken by the program provides benefits in the tri dharma activities as well as other activities that support the program's activities and development.	
9	C.2.4.d Collaboration [Data]. Collaboration with INTI International University Malaysia includes collaborative research activities among faculty members and the dispatch of student delegations to participate in outbound activities, specifically the Bilateral Summer Course, which was first held in July-August 2025.	
10	C.2.5 Additional Performance Indicators. The SN DIKTI requirement is fulfilled by establishing the Faculty's Key Performance Indicators, namely IKU PTN BH and IKU Renstra. These indicators are shown in LAKIP 2024 on page 10.	

NO.	CRITERIA/ELEMENTS/INDICATORS	Master's Program in Psychology
11	C.2.6 Performance Achievement Evaluation. The results of each quarterly evaluation are reported in the LAKIP.	
12	C.2.7 Quality Assurance. The faculty's internal quality assurance system is implemented in accordance with 5 aspects	
13	C.2.8 Stakeholder satisfaction. There is data on the results of a survey of stakeholder satisfaction with management services based on 6 aspects.	
14	C.3.4.b Program Attractiveness. Interest in enrolling in the psychology master's program has increased from 47 in 2021, 76 in 2022, to 97 in 2023. Interest among students in 2024 and 2025 is also high, with 66 and 50 applicants, respectively. This high level of interest is due to the program also holding meet and greets, in addition to disseminating enrollment information through flyers.	
15	C.3.4.d Recruitment methods and selection rigor. The selection process for new students in the Undip Master of Psychology Postgraduate Program is carried out comprehensively through a Scholastic Potential Test (TPS), an English Test, and an interview. This selection process ensures a thorough assessment of intellectual ability, language proficiency, and the motivation of prospective students. The evaluation shows that the selection process is transparent, consistent, and in line with academic quality standards.	
16	C.3.4.e Student Services. The Master of Psychology Graduate Program provides comprehensive student services including guidance and counseling, scholarship services, and health services. All services are designed to be easily accessible to students, both online and offline. This availability demonstrates the study program's commitment to supporting the academic needs, welfare, and overall development of students. Some examples of these services include the Faculty Student Counseling Agency (BKMF), Graduation Candidate Orientation, training or workshops, and scholarship services.	
17	C.4.4.a1 [Lecturer Profile] Sufficient number of DTPS. Table 3.a.1) LKPS. In the even semester of the 2024/2025 academic year, the Master of Psychology Study Program has 17 DTPS with 104 students, resulting in a lecturer-student ratio of approximately 1:6, which is ideal for a master's program. Furthermore, in the odd semester of the 2025/2026 academic year, the number of DTPS increased to 19 with 104 students remaining, resulting in an even better lecturer-student ratio of approximately 1:5.5. This number exceeds the minimum requirements of BAN-PT and ensures the quality of learning, thesis guidance, research, and community service is carried out optimally and sustainably.	
19	C.4.4.a5 [Lecturer Profile] Assignment of DTPS as the main supervisor for student final projects. Table 3.a.2) LKPS. The assignment of Permanent Lecturers of the Study Program (DTPS) as the main supervisors for student final projects in the Master of Psychology Study Program at Diponegoro University has been carried out in	

NO.	CRITERIA/ELEMENTS/INDICATORS	Master's Program in Psychology
	accordance with academic regulations and faculty policies. Each master's student is assigned a primary supervisor from the DTPS, considering the relevance of the academic field, the faculty member's expertise, and a proportional supervision workload.	
20	C.4.4.a6 [Lecturer Profile] Full Teaching Equivalency of DTPS. Table 3.a.3) LKPS. The Full Teaching Equivalency (EWMP) of DTPS in the Master of Psychology Study Program at Diponegoro University shows an average of 15.29, which reflects that the proportion of lecturer workload has been fulfilled according to standards. This achievement illustrates that faculty members remain active in carrying out educational, research, community service, and tridharma support tasks in a balanced manner. Thus, the implementation of EWMP within the study program is optimal, and there are no underlying issues hindering faculty performance.	
21	C.4.4.a7 [Lecturer Profile] Non-permanent lecturers. Table 3.a.4) LKPS. In the Master of Psychology Study Program at Diponegoro University, all academic and non-academic activities are carried out entirely by Permanent Lecturers of the Study Program (DTPS). This means that there are no non-permanent lecturers involved in the learning process or academic guidance in the study program.	
22	C.4.4.b2 [Faculty Performance] Research activities of DTPS relevant to the program field in the last 3 years. Table 3.b.2) LKPS. Over the past three years (2022–2025), permanent lecturers of the UNDIP Master of Psychology study program (DTPS) have conducted various research relevant to the field of psychology, both in the form of basic research, applied research, and psychology-based innovation development. These research activities demonstrate the DTPS's commitment to developing psychological science in line with the program's vision and community needs. A number of strategic research projects have been funded by national programs such as the Productive Innovative Research (RISPRO) Commercial Education Fund Management Institution (LPDP), National Competitive Research, and Research Programs with internal funding from the Faculty and University.	
23	C.4.4.b3 [Lecturer Performance] DTPS Community Service Activities relevant to the study program field in the last 3 years. Table 3.b.3) LKPS. In the last three years, the UNDIP Master of Psychology DTPS has consistently carried out Community Service (PkM) activities relevant to the field of psychology, including mental health education, psychosocial training, assistance for vulnerable groups, and digital-based innovations. All PkM activities ran well, were sustainable, and made a real contribution to the community, so no root problems were found in their implementation.	
24	C.4.4.b4 [Lecturer Performance] Scientific publications with themes relevant to the study program produced by DTPS in the last 3 years. Table 3.b.4) LKPS. In the last three years, Permanent Lecturers of the Diponegoro University Master of Psychology Study Program (DTPS) have produced scientific publications relevant to the field of psychology, including articles in reputable international journals, international book	

NO.	CRITERIA/ELEMENTS/INDICATORS	Master's Program in Psychology
	chapters, and international proceedings. These publications not only support academic development but also provide practical contributions in addressing psychological issues in society. The involvement of DTPS in international scientific forums and collaboration with global partners demonstrates an increase in contribution and competitiveness. Thus, DTPS publications support the achievement of the program's vision and mission in producing graduates who are excellent and internationally competitive.	
25	"C.4.4.b5 [Lecturer Performance] DTPS scientific articles cited in the last 3 years. Table 3.b.5) LKPS. In the last three years, scientific articles produced by Permanent Lecturers of the Diponegoro University Master of Psychology Study Program (DTPS) have received 274 citations from various academic sources. This shows that DTPS publications have relevance, quality, and significant contributions to the development of psychology. The citations obtained come from reputable international journals, accredited national journals, and other relevant scientific works. The increase in the number of citations also reflects academic recognition of the expertise of lecturers, while strengthening the research track record at the national and international levels.	
26	C.4.4.b6 [Lecturer Performance] Research and PkM outputs produced by DTPS in the last 3 years. Table 3.b.7) LKPS. The performance of DTPS lecturers in the Master of Psychology Study Program at Diponegoro University in producing research and PkM outputs shows excellent achievements that are relevant to the field of science. This is reflected in the number of 63 copyrights produced, illustrating the contribution of lecturers in creating innovative, original works that have value and benefits for the wider community. Additionally, DTPS lecturers have also successfully produced 16 book chapters published in various academic books, both nationally and internationally,	
27	C.4.4.c [Lecturer Development] Lecturer development efforts. UPPS has a DTPS development planning map that is compiled and implemented consistently with the Higher Education Strategic Plan. DTPS development is also directed at gradual functional promotion, starting from Assistant Expert, Lecturer, Head Lecturer, to Professor. This implementation supports the Master of Psychology Study Program in maintaining the quality of the three pillars of higher education, strengthening academic competitiveness, and ensuring the sustainability of the study program's quality.	
28	C.4.4.d [Educational Staff]. The number of educational staff in the Master of Psychology Study Program at Diponegoro University is currently adequate and able to meet the needs of the study program. Educational staff play an active role in supporting the smooth running of academic and non-academic administration so that the study program runs effectively. In addition, the study program also provides opportunities for educational staff to continue developing their competencies through education and training activities. These efforts not only improve individual skills but also strengthen the overall quality of	

NO.	CRITERIA/ELEMENTS/INDICATORS	Master's Program in Psychology
	academic services. With these conditions, it can be concluded that the availability and quality of educational staff are in line with the needs and support the achievement of the study program's objectives.	
29	C.4.4.b6m Recognition of DTPS expertise/achievements/performance. The DTPS of the Master of Psychology Study Program at Diponegoro University has received 68 recognitions for its expertise, achievements, and performance. These recognitions include roles as expert staff/experts/resource persons in various institutions, visiting lecturers and visiting scholars at reputable universities, invited speakers at regional, national, and international scientific forums, as well as involvement as editors and peer reviewers for accredited national journals and reputable international journals. This recognition demonstrates widespread acknowledgment of the quality and academic contributions of DTPS in the field of psychology.	
33	C.5.4.a4 [Finance] Realization of investments (human resources, facilities and infrastructure) that support the implementation of the three pillars of higher education. Realization of funds in accordance with the planning carried out to support the main services of UPPS, namely creating an academic atmosphere that supports learning achievement (evidence in the form of Excel files for budget management and Lakip).	
34	C.5.4.a5 [Finance] Sufficiency of funds to ensure the achievement of learning outcomes. The availability and management of operational funds have been allocated according to needs, although the amount needs to be increased (as seen in the operational fund management Excel file).	
35	C.5.4.b [Facilities and Infrastructure] Sufficiency, accessibility, and quality of facilities and infrastructure to ensure the achievement of learning outcomes and improve the academic atmosphere. The Faculty of Psychology at Undip provides facilities and infrastructure for each study program to ensure learning outcomes and improve the academic atmosphere that are sufficient, easily accessible, of good quality, and with gradual facility renewal.	
36	C.6.4.a [Curriculum]. The study program continuously updates the curriculum every 4 years by involving internal stakeholders (students and lecturers) and external stakeholders (graduate users) in surveys and FGD activities (Curriculum Workshop, curriculum improvement survey). The study program formulates a curriculum derived from graduate profiles, referring to the results of the AP2TPI agreement, and meets KKNI level 8, and is updated periodically every 4 to 5 years in accordance with developments in science and technology and user needs. The study program curriculum structure contains the relationship between courses and CPL as described in the curriculum map, with CPL being fulfilled by all CPKM.	
37	C.6.4.b [Characteristics of the Learning Process]. The program develops a Semester Learning Plan based on the Curriculum Book that has been formulated with reference to AP2TPI, and conducts evaluations every semester.	

NO.	CRITERIA/ELEMENTS/INDICATORS	Master's Program in Psychology
38	C.6.4.c [Learning Process Plan]. Each RPS is equipped with CPL and CPMK that will be achieved after students pass the course. The RPS is also reviewed every semester before lectures begin. Each RPS is equipped with CPL and CPMK to be achieved after students pass the course. The RPS is also reviewed every semester before lectures begin.	
39	C.6.4.d1 [Implementation of the Learning Process]. Lectures are conducted offline and online using the KULON, MOOCS, and Teams applications, which are integrated with SSO. The learning process has been monitored periodically through RPS evaluations conducted at the end of each semester. In this evaluation, monitoring and evaluation for each course are conducted to improve course quality in accordance with the standards expected by the Study Program, Faculty, and University. "There is evidence that the learning process related to research must refer to the SN Dikti Research, in the form of: 1. Monitoring and evaluation of the 2024 research proposal 2. Research Outputs 3. Final research reports 4. Research Decree and Research Implementation Plan (SK and SPK) There is evidence that the learning process related to community service must comply with the SN Dikti Community Service guidelines, as follows: 1. Monitoring and Evaluation of Community Service Proposals 2024 2. Community Service Outputs 3. Final Community Service Report 4. SK and SPK for community service The alignment of teaching methods and learning outcomes can be seen through the Course Syllabus (RPS), where teaching methods have been designed to ensure learning outcomes are achieved. Some courses using RBE have been outlined in the RPS	
40	C.6.4.e [Monitoring and Evaluation of the Learning Process] Monitoring and evaluation of the implementation of the learning process include characteristics, planning, implementation, learning process, and student workload to achieve graduate learning outcomes. There is evidence of the implementation of monitoring and evaluation of the learning process, including characteristics, planning, implementation, learning process, and student workload, which are carried out consistently and followed up.	
41	C.6.4.f [Learning Assessment] -. The RPS (Semester Learning Plan) includes a learning assessment plan in the form of assessment weights that emphasize the principles of assessment in improving learning methods (assignments), authenticity (relevance of study materials), objectivity (standards in the course contract submitted at the initial meeting), accountability (introductory explanation at the beginning of the course), and transparency (the entire process is listed in the RPS. Currently, the course contract has been supplemented with a rubric. The RPS (Semester Learning Plan) includes a learning assessment plan in the form of assessment weights that emphasize the	

NO.	CRITERIA/ELEMENTS/INDICATORS	Master's Program in Psychology
	principles of assessment in improving learning methods (assignments), authenticity (relevance of study materials), objectivity (standards in the course contract submitted at the initial meeting), accountability (introductory explanation at the beginning of the course), and transparency (the entire process is outlined in the RPS. Currently, the course contract has been supplemented with a rubric. The course contract is part of the first meeting of each course, which explains the assessment plan that provides an explanation of the contract and the feedback provided. This is outlined in the entire RPS. The process of documenting the assessment of the learning process and outcomes is documented through midterm and final exams.	
42	C.6.4.h [Academic Atmosphere] The implementation and continuity of programs and activities outside of structured learning activities to improve the academic atmosphere. Examples: student association activities, public lectures/studium generale, scientific seminars, book reviews. "The psychology master's program has organized various activities outside of learning, such as non-credit workshops, public lectures, and scientific seminars. Non-credit workshops are held 3-4 times per semester with various themes that support student capabilities. Public lectures are also held 1-2 times per semester. Meanwhile, international seminars accommodated by the faculty are held once a year, encouraging master's students to participate in these activities.	
43	C.6.4.i [Student Satisfaction] . The Master of Psychology graduate student satisfaction survey (EHP) is conducted routinely at the end of each semester. The survey is distributed using Google Forms to make it easier for students to complete.	
44	C.6.4.j "Integration of research and community service activities into learning by DTPS in the last 3 years. Table 5.b LKPS". There are 56 DTPS research and community service results that form the basis for course development. 22 research and community service results were recorded in the last 3 years. The DTPS research and community service results enrich the topics discussed in the lectures taught by lecturers.	
45	C.7.4.a [Research Relevance] Research relevance at UPPS includes the following elements. Research relevance at UPPS includes the following elements: 1) having a roadmap that covers the research themes of lecturers and students, 2) lecturers and students conduct research in accordance with the lecturers' research agenda, which refers to the research roadmap. 3) the faculty conducts monitoring and evaluation of proposals. 4) there are improvements in progress reports and final research reports, with an emphasis on research outputs.	
46	C.7.4.b [Faculty and Student Research] DTPS research that involves students from the study program in the last 3 years. Table 6.a LKPS. The study program requires all faculty research to involve undergraduate and graduate students.	
47	C.7.4.cm "DTPS research that serves as a reference for thesis/dissertation topics for students in the program over the past three years. Table 6.b LKPS." Students have thesis titles that refer to the DTPS research map and expertise.	

NO.	CRITERIA/ELEMENTS/INDICATORS	Master's Program in Psychology
48	C.8.4.a [Relevance of Community Service] The relevance of community service at UPPS includes the following elements. The faculty has a roadmap that covers the community service themes of lecturers and students as well as the downstreaming/application of the study program's science as outlined in the strategic plan. Faculty and students implement PkM in accordance with the PkM roadmap. There is monitoring and evaluation of PkM implementation, and the evaluation results are used to improve the relevance of PkM and develop the academic knowledge of the study program.	
49	C.9.4.a1 [Educational Dharma Output] Analysis of the fulfillment of graduate learning outcomes (CPL) measured using valid and relevant methods. Analysis of the fulfillment of graduate learning outcomes (CPL) has been measured and meets three aspects, namely comprehensiveness, depth, and usefulness of analysis as demonstrated by updates to materials, references, and learning activities. This is obtained from the monitoring and evaluation of the Semester Learning Plan (RPS) which is routinely held every semester, before entering the new semester.	
50	C.9.4.a2 [Educational Outcomes] Graduates' GPA. Table 8.a LKPS. The average GPA of graduates from the Master of Psychology program is high, above 3.7.	
51	C.9.4.a3 [Educational Outcomes] Student achievements in the academic field over the past 3 years. Table 8.b.1) LKPS. The achievements of Master's students in Psychology are mostly from scientific seminar activities, both nationally and internationally, such as becoming the best presenter, best paper, and others.	
54	C.9.4.a7 [Educational Outcomes] Academic success. Table 8.c LKPS. Students need to be motivated to graduate on time.	
55	C.9.4.a8 [Educational Dharma Output] Implementation of tracer studies covering 5 aspects. The implementation of tracer studies for alumni has been integrated at the university level, as evidenced by the tracer study survey application facilitated by Undip through the SSO accounts of each alumnus. Tracer study workshops have also been held regularly 1-2 times a year, both at the university and faculty levels. The tracer study targets all alumni to date. The results of the tracer study are disseminated and serve as consideration in the 2024 psychology master's curriculum workshop.	
56	C.9.4.a10 [Educational Dharma Output] GRADUATE TRACER STUDY REFERENCE TABLE 8.d.2) (Work Field Suitability). Almost all alumni from each TS have been tracked. There are a few whose forms were not completed.	
58	C.9.4.b1 [Research and Community Service Outcomes] Scientific publications by students, produced independently or in collaboration with DTPS, with titles relevant to the program field in the last 3 years. Table 8.f.1) LKPS. Scientific publications by students are produced independently or in collaboration with DTPS as graduation requirements or course assignments and are scientific in nature.	

NO.	CRITERIA/ELEMENTS/INDICATORS	Master's Program in Psychology
59	C.9.4.b2 [Research and Community Service Outcomes] Research and community service outcomes produced by students, either independently or in collaboration with DTPS, within the last 3 years. Table 8.f.4) LKPS. Research and community service outcomes produced by students in collaboration with lecturers in the form of modules developed with consideration of the lecturers' expertise.	
60	C.9.4.b3 Scientific articles produced by students, either independently or in collaboration with DTPS, that have been cited in the past three years. Table 8.f.2) LKPS. Some student articles used as examination requirements have been cited.	
61	D.1.U Analysis and Performance Achievements. UPPS performance achievements are analyzed periodically (every 3 months) for each criterion through the Cakradipa University system and reported annually in the LAKIP.	
62	D.2.U SWOT Analysis or Other Relevant Analyses. UPPS has conducted a SWOT analysis, and the results have been followed up with the formulation of development strategies and relevant programs. The development strategy is related to increasing the capacity of lecturers to support the teaching and learning process by adjusting it to the expertise of the lecturers. In addition, the development of study program management is aimed at providing excellent service, as well as increasing the capacity of students to conduct research and gain learning experiences outside the campus through Outbound programs at overseas campuses.	
63	D.3.U Development Program. UPPS prioritizes development programs based on SWOT analysis. Among other things, all activities related to the three pillars of higher education are directed towards achieving the faculty's vision and mission.	
64	D.4.U Sustainability Program. UPPS has policies and efforts that are incorporated into various regulations to ensure program sustainability in the form of functional lecturer job assistance, new employee orientation (NEO) for new lecturers and teaching staff, and capacity building. These relatively routine activities aim to ensure that all lecturers and technical staff are aware of and involved in the programs held by the faculty in accordance with their expertise, competence, and main duties and functions. Thus, both lecturers and technical staff can contribute maximally to the faculty for institutional development. In addition, lecturers also join various professional organizations. The faculty also develops cooperation with stakeholders related to the three pillars of higher education and student activities (internships and entrepreneurship).	

3.4 Control and Improvement of AMI Program Outcomes

Based on the results of processing UNDIP AMI data, the following are proposals for improving the target performance indicators that have been achieved

3.4.1 Control

Based on the 2025 AMI results, the Faculty of Psychology at UNDIP needs to implement control measures by developing an action plan to address findings (aspects that do not meet quality standards) in the undergraduate and graduate programs. Control and follow-up can be carried out in various ways, such as:

- Corrective actions: Corrective actions to address the non-conformities found.
- Preventive actions: Preventive actions to prevent non-conformities from occurring in the future through risk management.
- Continuous improvement: Continuous improvement to enhance the effectiveness of SPMI implementation.
- An action plan is a written document that contains strategic steps to achieve specific objectives, risk management, and follow-up program budgeting. The preparation of an action plan is an important step in achieving objectives in a structured, efficient, and measurable manner. The benefits include increased focus, resource optimization, team collaboration, motivation, and progress evaluation. The control stages in P-P-E-P-P in SPMI at Diponegoro University can be explained as follows.
- Management Review Meeting at the university level, which aims to convey the results of the 2024 AMI cycle; explain AMI findings that need to be followed up with an action plan; discuss opportunities to increase performance indicator targets that have been achieved by more than 80% of study programs.
- Management Review Meeting at the Faculty/School level, where the Dean (Faculty/School leader) explains and conveys the results of the 2025 UNDIP AMI cycle to the Department Chair and Program Chair. At this Management Review Meeting, an action plan agreement is signed between the Head of the Study Program, the Vice Dean, and the Dean of the Faculty/School. The Action Plan document can be used as valid evidence in the Study Program accreditation process.
- AMI findings that need to be followed up are explained in subsections 3.1.2. to 3.1.14. in the explanation per Study Program per Faculty. Based on these findings, an RTL needs to be developed. Through the implementation of the RTL, it is hoped that each Study Program within Diponegoro University can continue to improve the quality of its education and services in a systematic and sustainable manner. The following are some important points to note in the implementation of the Diponegoro University AMI RTL:
- The RTL must prioritize areas identified by AMI or those that still need improvement
- The RTL must be developed realistically according to budget availability and feasibility
- The RTL must be monitored and evaluated on a regular basis.

3.4.2 Improvement

The "improvement" stage is the final and most important stage in the PPEPP cycle. At this stage, universities must improve the standards that have been set previously based on the results of the "evaluation" stage. This is done so that universities can continue to improve their performance and achieve their previously set goals. Proposals for standard improvements are implemented based on the results of the internal quality audit (AMI), which is the "evaluation" stage. Each assessment indicator that receives a perfect score or 4 (four) is subject to improvement proposals. Improvement proposals will be selected from indicators with a score of 4 (four).

3.4.2.1 Bachelor

The table below contains the criteria or assessment indicators for AMI 2025 in the Bachelor's Degree Program in Psychology that received a score of 4.

Table 3.4 AMI Assessment of Bachelor's Degree Programs Receiving a Score of Four

No	CRITERIA / ELEMENTS / INDICATORS	Percentage (%)
1	Profile of the Program Management Unit (B.U)	100
2	Alignment of Vision, Mission, Objectives, and Strategies (C.1.4.a)	100
3	Mechanism for stakeholder involvement in the formulation of VMTS (C.1.4.b)	100
4	Strategies for achieving objectives are developed based on appropriate analysis (C.1.4.c)	100
5	Leadership and managerial skills (C.2.4.b)	100
6	Cooperation (C.2.4.c)	100
7	Collaboration – Supporting data (C.2.4.d)	100
8	Additional Performance Indicators (C.2.5)	100
9	Performance Achievement Evaluation (C.2.6)	100
10	Recruitment methods and selection rigor (C.3.4.a)	100
11	Program Attractiveness (C.3.4.b)	100%
12	Student Services (C.3.4.c)	100%
13	Faculty Profile – Adequacy of DTPS Numbers (C.4.4.a1)	100
14	Academic position of DTPS (C.4.4.a3)	100
15	DTPS-to-student ratio (C.4.4.a4)	100
16	Student Satisfaction (C.6.4.i)	100
17	DTPS research used as a reference (C.7.4.b)	100
18	DTPS PkM that has an impact on publications/enrichment (C.8.4.b)	100
19	Graduate GPA (C.9.4.a2)	100
20	Academic/non-academic student achievements (C.9.4.a3)	100
21	Student achievements (continued) (C.9.4.a4)	100
22	On-time graduation (C.9.4.a6)	100
23	Student academic success (C.9.4.a7)	100%

24	Implementation of tracer study (C.9.4.a8)	100
25	Graduate tracing study (C.9.4.a10)	100
26	Graduate tracking study (continued) (C.9.4.a11)	100
27	Research Outputs & Community Service by Faculty & Students (C.9.4.b2)	100
28	Performance Analysis and Achievement (D.1.U)	100
29	SWOT Analysis / Other Relevant Analyses (D.2.U)	100
30	Development Program (D.3.U)	100
31	Sustainability Program (D.4.U)	100

3.4.2.2 Master

The following table contains the criteria or indicators for the AMI 2025 assessment of the Master's Program in Psychology, which received a score of 4.

Table 3.5 AMI Assessment of Master's Degree Programs Receiving a Score of Four

No	CRITERIA / ELEMENTS / INDICATORS	Percentage (%)
1	External Conditions (B.U)	100%
2	Profile of the Program Study Management Unit (B.U)	100
3	Alignment of Vision, Mission, Goals, and Strategies (C.1.4.a)	100
4	Mechanisms and stakeholder involvement in the formulation of VMTS (C.1.4.b)	100
5	Strategies for achieving objectives are developed based on appropriate analysis (C.1.4.c)	100
6	Collaboration (C.2.4.c)	100
7	Collaboration – Supporting data (C.2.4.d)	100
8	Additional Performance Indicators (C.2.5)	100
9	Performance Achievement Evaluation (C.2.6)	100
10	Quality Assurance (C.2.7)	100%
11	Stakeholder Satisfaction (C.2.8)	100
12	Program Attractiveness (C.3.4.b)	100
13	Faculty Profile – Adequacy of DTPS Numbers (C.4.4.a1)	100
14	Assignment of DTPS as supervisors for student final projects (C.4.4.a5)	100
15	Full-Time Teaching Equivalency / EWMP (C.4.4.a6)	100
16	Student Achievement (C.9.4.a3)	100

17	Student academic success (C.9.4.a7)	100%
18	Implementation of tracer study (C.9.4.a8)	100
19	Graduate tracing study (C.9.4.a10)	100
20	Scientific publications by faculty and students (C.9.4.b1)	100
21	Research and community service outcomes of faculty and students (C.9.4.b2)	100
22	Performance Analysis and Achievement (D.1.U)	100
23	SWOT analysis or other relevant analysis (D.2.U)	100
24	Development Program (D.3.U)	100%
25	Sustainability Program (D.4.U)	100
26	Student scientific articles (C.9.4.b3)	100
27	Recognition of faculty expertise/achievements (C.4.4.b6m)	100
28	Integration of research and community service in learning (C.6.4.j)	100
29	DTPS research as a reference for thesis topics (C.7.4.cm)	100
30	Recruitment methods & selection rigor (C.3.4.d)	100
31	Student Services (C.3.4.e)	100

4 Closing

4.1 Management Review Meeting Activities at the Faculty/School Level (P-P-E-P-P)

As a follow-up to the Management Review Meeting at the University of Diponegoro level, Deans of Faculties and Schools are expected to hold Faculty-Level Management Review Meetings with the objectives outlined in subsection 3.2.1.

4.2 *Opportunity for Improvement* AMI Results

Opportunity for improvement (OFI) refers to aspects within an organization where there is potential to improve performance, efficiency, or effectiveness. OFI refers to areas within the quality management system where the organization can make improvements or innovations to enhance results or achieve objectives. There are several areas that still need improvement, namely:

- Improving understanding and commitment to good governance and SPMI and AMI by all stakeholders, especially the new Head of Study Program and auditors.
- Improving the effectiveness of quality assurance activities through an integrated information system and a single data program – to make it easier for all parties to obtain the data they need, especially in preparing the LED and LKPS. This is because currently, data is still scattered across various units.
- Socialization and training on SPMI and AMI for the TPMF and GPM teams, as capacity building and to increase understanding of SPMI and AMI, considering that TPMF and GPM change every year.
- Development of SOPs for stakeholder participation mechanisms in SPMI development.
- As a follow-up to the findings of OBE-based curriculum implementation, training on OBE-based curriculum development and OBE-based learning assessment (CPL and CPMK) needs to be conducted.

4.3 Challenges in Implementing AMI UNDIP 2025

AMI 2025 is an internal evaluation activity carried out systematically and objectively to assess the quality of higher education at UNDIP. Although AMI 2025 has run smoothly, there are several obstacles encountered in its implementation. Based on observations in the field, the following are some of the obstacles encountered in the implementation of AMI UNDIP 2025:

Limited Time and Understanding of Program Study AMI Indicators

The time allocated for AMI is relatively short, making it difficult for study programs to obtain complete AMI data. This results in several indicators that cannot be filled in properly. The time allocated for AMI is relatively short, so auditors do not have enough time to conduct in-depth examinations. This results in several findings that cannot be thoroughly reviewed and recommendations that are less comprehensive.

4.4 Proposed Determination (P-P-E-P-P) of Quality Targets for 2025

Quality objectives are written statements about the level of performance that an organization or study program wants to achieve within a certain period of time. **Quality objectives are an important tool to help organizations or study programs achieve their vision, mission, and goals.** By setting SMART quality objectives and conducting regular monitoring and evaluation, organizations or study programs can improve their overall performance and provide benefits to stakeholders. The benefits of quality objectives are: i) **Improving focus and performance**, quality objectives help organizations or study programs to focus on the most important things and improve overall performance; ii) **Improving efficiency and effectiveness**, quality objectives help organizations or study programs to use resources more efficiently and effectively; iii) **Improving communication and cooperation**, quality objectives help improve communication and cooperation between various parties within the organization or study program; iv) **Improving accountability**, quality objectives help organizations or study programs to be accountable for their performance to stakeholders.

Table 4.1 Examples of Quality Objectives for Undergraduate Programs

No	IKU / IKT (Code)	Reference Document	Quality Objective Components	Target
1	B.U – External Conditions	SPMI – External Evaluation	External conditions of the study program	Analysis of external conditions is conducted periodically and used in strategic planning
2	C.2.4.a	SPMI – Governance Standards	UPPS governance system	Governance is conducted transparently, accountably, and based on the principles of good governance
3	C.2.7	SPMI – Quality Assurance Standards	Implementation of SPMI (PPEPP cycle)	The PPEPP cycle is fully implemented at the study program and unit levels
4	C.2.8	SPMI – Stakeholder Satisfaction Standards	Stakeholder satisfaction survey	Stakeholder satisfaction level ≥ 80% and followed up
5	C.4.4.a2	SPMI – Human Resources Standards	Academic qualifications of DTPS	≥ 95% of DTPS have master's/doctoral degrees in relevant fields
6	C.4.4.b3	SPMI – PkM Standards	DTPS Community Service Activities	Each DTPS conducts ≥ 2 relevant PKM activities per year
7	C.6.4.b	SPMI – Learning Standards	Characteristics of the learning process	Active, collaborative learning based on digital literacy and OBE
8	C.6.4.f	SPMI – Learning Assessment Standards	Learning assessment mechanism	Transparent, published, rubric-based assessment and assessment evidence
9	C.7.4.a	SPMI – Research Standards	Relevance of research to the roadmap	There is a research roadmap that serves as a reference for lecturers' and students' research
10	C.8.4.a	SPMI – Community Service Standards	Relevance of Community Service to community needs	PkM is implemented based on the results of community needs identification
11	C.9.4.a1	SPMI – Education Standards	Analysis of CPL fulfillment	≥ 80% of students are fulfilled based on curriculum and course assessments
12	C.9.4.a5	SPMI – Education Standards	Student study period	Average study period ≤ 4 years
13	C.9.4.a9	SPMI – Education Standards	Graduate tracer study	≥ 70% of graduates tracked within ≤ 1 year after graduation
14	C.9.4.a12	SPMI – Education Standards	Accuracy of graduates' fields of work	≥ 70% of graduates work in their field of study
15	C.9.4.b1	SPMI – Research & Community Service Standards	Student publications in scientific journals	kk≥ 25% of active students produce scientific publications

Table 4. 2 Example of Quality Targets for the Master of Psychology Study Program

No	IKU / IKT (Code)	Reference Document	Quality Target Component	Target (Detailed)
1	C.2.4.a	SPMI – Governance Standards	UPPS governance system	Governance is transparent, accountable, and complies with the principles of good governance
2	C.2.4.b	SPMI – Governance Standards	Leadership and managerial skills	Leaders possess academic, strategic, and operational leadership competencies
3	C.4.4.a3	SPMI – Human Resources Standards	Academic position DTPS	Kj≥ 60% of DTPS hold functional positions as Lecturers/Professors
4	C.5.4.a1	SPMI – Financial Standards	Educational operational costs	Fulfilment of educational operational costs ≥ standard student costs per year
5	C.5.4.a2	SPMI – Financial Standards	DTPS research funds	Research fund allocation increases every year and is in line with scientific development needs
6	C.5.4.a3	SPMI – Financial Standards	DTPS PkM Funds	The allocation of PkM funds guarantees the implementation of at least 1 PkM activity per DTPS per year.
7	C.9.4.a5	SPMI – Education Standards	Student study period	Average study period ≤ 3 years
8	C.9.4.a6	SPMI – Education Standards	On-time graduation	≥ 50% of students graduate on time
9	C.9.4.a12	SPMI – Education Standards	Graduate tracer study	≥ 70% of graduates are traceable within ≤ 1 year after graduation