



UPI

The
Education
University

Internal Quality Audit Report 2022

UNIVERSITAS
PENDIDIKAN
INDONESIA



**REPORT
INTERNAL QUALITY AUDIT (IQA)
UNIVERSITAS PENDIDIKAN INDONESIA
YEAR 2022**

QUALITY ASSURANCE UNIT
Universitas Pendidikan Indonesia
2022

FOREWORD

All praise and gratitude we pray to the presence of Allah SWT. because of His grace and help, the Quality Assurance Unit of Universitas Pendidikan Indonesia has made efforts in order to contribute in "supervising" the implementation of the UPI Strategic Plan for 2022-2025.

One of the higher education academic quality assurance activities is the implementation of an Internal Quality Audit (IQA) in each study program. IQA is intended to obtain an overall picture of the performance of each study program. In addition, the results of IQA can be used as one of the materials for carrying out management reviews and determining policies and quality objectives for the next quality period by considering suggestions for improvements to the weaknesses in the implementation of work programs that occurred in the previous quality period.

The 2022 IQA Report of Universitas Pendidikan Indonesia is the result of an audit by the UPI auditor team consisting of the Quality Assurance Unit, Internal Audit Unit, Board of National Accreditation for Higher Education (BAN PT) Assessor Team, and UPI Internal Auditor Team on academic units (departments and study programs) and non-academic units in the environment Indonesian education university.

Finally, we would like to thank the related parties who have assisted QAU during the implementation of IQA. Hopefully all contributions from various parties are worth worship to Allah SWT.

Bandung, 8 December 2022
UPI Quality Assurance Unit
Head of QAU,

Prof. Dr. Ratnaningsih Eko Sardjono, M.Sc.
NIP. 196904191992032002

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CHAPTER I INTRODUCTION

A Rational

The quality assurance system at Universitas Pendidikan Indonesia includes **the External Quality Assurance System** and **the Internal Quality Assurance System**. External Quality Assurance System involves external institutions and standards both nationally and internationally, through the process of accreditation, certification, and other forms of quality assurance. Meanwhile, Internal Quality Assurance System is carried out following the **“Planning-Implementation-Evaluation-Control-Improvement”** cycle. In the **planning** stage, university standards and targets are determined, which are then carried out in the form of programs and activities every year as a form of **the implementation** phase. The **evaluation** stage is carried out to measure standard achievement, one of which is carried out through Internal Quality Audit (IQA) activities. IQA results are analyzed and followed up in the form of **control** for results that have not been achieved, and **improvements** for results that have been achieved and become a program in the next cycle.

The evaluation stage, one of which is carried out through IQA, has a very important role in IQAS. Implementation of IQA needs to be done regularly and continuously. This is to ensure the effectiveness of the implementation of the quality management system both in each work unit and at the university level. Another reason for implementing IQA is to provide guarantees and at the same time control problems that arise in the implementation of the quality management system itself. This guarantee and control is very important in relation to the overall institutional development needs.

Through continuous IQA, it is hoped that clear and reliable information will be obtained by management in the decision-making process, both at the planning, implementation, and evaluation levels themselves. Information from IQA results will help accelerate the process of achieving quality. In addition, it is hoped that the information on the results of the auditor's assessment and the recommendations submitted will enable university leaders and heads of institutional units to carry out *management reviews* and corrective actions to improve institutional efficiency, effectiveness, and productivity.

The IQA process is a reflection media that is very important for all parties involved in the implementation of IQA. Through IQA, there is a process of in-depth understanding of the ins and outs of institutional activities and problems they face, both organizational scale problems and specific problems found in each function and sub-unit within the organization. Thus, all parties involved, either directly or indirectly, have studied the organizational management process intensively and comprehensively.

Taking this into account, Universitas Pendidikan Indonesia (UPI) places IQA as one of the stages in its efforts to carry out internal quality assurance, as well as in supporting external evaluations.

The results of IQA activities are expected to be one of the inputs for university leaders in determining policies to be implemented in the next activity period and as university efforts in evaluating the performance of work units, both study programs and other organizational units in carrying out their duties and functions. Thus, efforts to improve the quality of higher education in a sustainable manner are expected to be realized through the activities of "Internal Quality Audit (IQA) within Universitas Pendidikan Indonesia in 2022".

B. Legal basis

1. Law Number 20 of 2003 concerning the National Education System (State Gazette of the Republic of Indonesia of 2003 Number 78, Supplement to the State Gazette of the Republic of Indonesia Number 4301);
2. Law Number 12 of 2012 concerning Higher Education (State Gazette of the Republic of Indonesia of 2012 Number 158, Supplement to the State Gazette of the Republic of Indonesia Number 5336);
3. Government Regulation Number 19 of 2005 concerning National Education Standards (State Gazette of the Republic of Indonesia of 2005 Number 41, Supplement to the State Gazette of the Republic of Indonesia Number 4496) as amended the second time by Government Regulation Number 13 of 2015 concerning the Second Amendment to Government Regulation Number 19 of 2005 concerning National Education Standards (State Gazette of the Republic of Indonesia of 2015 Number 45, Supplement to State Gazette of the Republic of Indonesia Number 5670);
4. Government Regulation Number 4 of 2014 concerning Implementation of Higher Education and Management of Higher Education (State Gazette of the Republic of Indonesia of 2014 Number 16, Supplement to State Gazette of the Republic of Indonesia Number 5500);
5. Government Regulation Number 15 of 2014 concerning the Statutes of Universitas Pendidikan Indonesia (State Gazette of the Republic of Indonesia Number 41, Supplement to State Gazette Number 5509);
6. Government Regulation Number 26 of 2015 concerning Forms and Mechanisms of Legal Entity State University Funding (State Gazette of the Republic of Indonesia of 2015 Number 110, Supplement to the State Gazette of the Republic of Indonesia of the Republic of Indonesia Number 5699) as amended by Government Regulation Number 8 of 2020 concerning Amendments to Regulations Government Number 26 of 2015 concerning Forms and Mechanisms of Legal Funding for State Universities (State Gazette of the Republic of Indonesia of 2020 Number 28, Supplement to State Gazette of the Republic of Indonesia Number 6461);
7. Regulation of the Minister of Research, Technology and Higher Education Number 62 of 2016 concerning the Higher Education Quality Assurance System (State Gazette of the Republic of Indonesia of 2016 Number 1462);
8. Regulation of the Minister of Education and Culture Number 3 of 2020 concerning National Higher Education Standards (State Gazette of the Republic of Indonesia of 2020 Number 47);

9. Regulation of the Minister of Education and Culture Number 5 of 2020 concerning Accreditation of Study Programs and Higher Education (State Gazette of the Republic of Indonesia of 2020 Number 49);
10. Regulation of the Minister of Education and Culture Number 7 of 2020 concerning establishment, change, dissolution of state universities, and establishment, change, revocation of licenses for private universities (State Gazette of the Republic of Indonesia of 2020 Number 51);
11. Board of Trustees Regulation Number 03/PER/MWA UPI/2015 concerning Regulations for Implementing Government Regulation Number 15 of 2014 concerning Indonesian University Education Standards as amended several times, most recently by Board of Trustees Regulation Number 04/PER/MWA UPI/2019 concerning the Third Amendment On the Regulation of the Board of Trustees Number 03/PER/MWA UPI/2015 concerning Regulations for Implementing Government Regulation Number 15 of 2014 concerning Statutes of Universitas Pendidikan Indonesia;
12. Board of Trustees Regulation Number 04 of 2020 concerning the Strategic Plan of Universitas Pendidikan Indonesia for 2021-2025;
13. Regulation of the Board of Trustees Number 05 of 2020 Annual Budget Work Plan of Universitas Pendidikan Indonesia for 2020;
14. Regulation of the Rector of Universitas Pendidikan Indonesia number 75 of 2020 concerning UPI General Cost Standards for the 2021 Fiscal Year;
15. UPI Rector Number 37 of 2021 concerning Guidelines for Implementing the Annual Work Plan and Budget of Universitas Pendidikan Indonesia in 2022.

C. Purpose and Benefits of IQA

1. Purpose of IQA

- a. Assessing, evaluating, correcting, and guiding the conformity of the elements of the quality system with predetermined standards.
- b. Measuring the effectiveness of achieving the goals and quality objectives that have been set previously.
- c. Provide guidance on audited assistance/study programs and non-academic units to improve the quality assurance system.
- d. Meet the requirements of applicable laws or regulations.

2. Benefits of IQA

- a. Obtain an overview of the performance of study programs and non-academic units related to university quality improvement.
- b. Increasing the performance of study programs in providing services to *stakeholders*.
- c. *Output* quality increases with service quality improvement through internal quality audit (IQA);

D. Internal Quality Audit Performance Targets

1. Outputs

- a. The readiness of the basic unit to be audited against predetermined university standards.
- b. Providing added value and improving the operational performance of Universitas Pendidikan Indonesia.
- c. Maintain and improve quality according to appropriate and effective standards.
- d. Identify scope of continuous professional improvement and development based on self-evaluation.

2. Outcomes

- a. Description/description of obedience, legality compliance of each study program, and non-academic units with existing rules and regulations.
- b. There is a description of the efficiency and effectiveness of work implementation in study programs and non-academic units.

- c. Description of the achievement and quality of the performance of study programs and non-academic units.
- d. Providing added value and improving the operational performance of Universitas Pendidikan Indonesia.
- e. Identify scope of continuous improvement and professional development based on IQA results

3. Impact

- a. Every study program and non-academic unit makes IQA a culture to always improve the quality of students.
- b. Every faculty, Postgraduate School, UPI Regional Campus and non-academic unit services can experience the results of IQA so that it has an impact on always improving service to *stakeholders*.

E. Internal Quality Audit Implementation Strategy

1. Implementation Method

IQA activities begin with filling out the Internal Quality Audit instrument by each Auditee which is then sent to the Quality Assurance Unit (QAU). Furthermore, the QAU distributes the IQA instruments that have been filled in by the Auditees to the assigned Auditors. After the auditor has examined the audit instruments and documents, the auditor made visits to each study program and non-academic unit to verify and confirm data. The Auditor Team is tasked with discussing and examining the compliance of standards with the facts that occur in the field. The data and information obtained from the auditors are then collected, recapitulated, processed, and analyzed by QAU to be reported to university leaders and other related parties.

2. Stages of IQA Activities

- a. The Quality Assurance Unit submits a proposal regarding the recruitment of IQA auditors to be confirmed by the Rector of UPI through a decree.
- b. The Rector of UPI issued a decree/assignment letter regarding the inauguration of IQA auditors within Universitas Pendidikan Indonesia.
- c. QAU provides training to auditors before carrying out internal quality audits to each work unit.
- d. QAU provides socialization of IQA instruments and procedures to all study programs and non-academic units
- e. Auditees (study programs and non-academic units) fill in and complete the IQA instrument
- f. Auditees (study programs and non-academic units) send the completed IQA instruments to QAU, according to the set time.
- g. The auditor team examines the IQA instrument that has been filled out and completed according to the criteria.
- h. The IQA auditor team conducted a field visit to the auditees. The assignment of auditors is designed with a cross system so that no auditor carries out audit activities at the faculty where the auditor works.
- i. The auditor team filled out a list of findings and recommendations on the Corrective Action Request Form
- j. The auditee completes the follow-up plan from the various findings and recommendations provided by the auditor and completes *the due date* of the follow-up plan.
- k. Auditee and auditor sign all required files
- l. QAU prepares a quality audit report according to findings in the field to be submitted to the Rector of Universitas Pendidikan Indonesia
- m. The Rector organizes a management review meeting to formulate follow-ups on IQA results.

F. Internal Quality Audit Agenda

IQA activities will be carried out throughout 2022, starting with the preparation of the IQA TOR and ending with holding a Management Review Meeting. The details of the IQA implementation agenda can be seen in Table 1 below.

Table1 . IQA Implementation Agenda

No	Activity	Date	Location	PIC
1	Creation of IQA's Term of References	January 16-20, 2022	QAU Office	Head of QAU
2	Development of IQA Instruments and Guidelines	April 6 -July 2, 2022	QAU Office	Head of QAU
3	Instrumental draft review	2 - 10 July 2022	QAU Office	Head of QAU
4	Dissemination of Internal Quality Audit Instruments and Provisions with Work Units, Study Programs, and non-academic units	August 10, 2022	Online (online) via Zoom Meeting	Head of QAU
5	Collection of IQA Instruments from Study Programs, Work Units and IQA data processing	11 August to 28 September 2022	QAU Office	Head of QAU
6	Refreshments program for IQA auditors with Assessors, Auditors, and QAU for the implementation of UPI Internal Quality Audits	September 21, 2022	Online (online) via Zoom Meeting	Head of QAU
7	Field Audit Implementation Internal Quality Audit	27 September – 21 October 2022	Work Units, Study Programs and UPI Regional Campuses	Auditors Group
8	IQA Report preparation by the IQA Auditor team and IQA data processing	October - November 2022	Each Group	Group leader
9	IQA results management review meeting and best results announcement	December 26, 2022	FPMIPA Auditorium 2nd floor	Head of QAU

G. Implementing Internal Quality Audit

1. Dissemination of New IQA Instruments and Provisions for Study Programs and Work Units in 2022

At the beginning of 2022, the QAU revised the IQA instrument which has been adapted to the needs of relevant and *up-to-date* data. Furthermore, QAU carries out socialization of the new IQA 2022 instruments and provisions to study programs and work units that will become IQA 2022 auditees. This activity was held on June 23 2022 online via *the Zoom Meeting application*. The main resource person for this activity was the head of QAU, Prof. Dr. Ratnaningsih Eko Sardjono, M.Sc. and the coordinator of the Internal Quality Assurance System, Prof. Dr. Epon Ningrum M.Pd. The detailed schedule for the socialization of IQA instruments and provisions can be seen in Table 2.

Table2 . Schedule for Socialization of IQA Instruments and Provisions

Time	Implementation of Socialization
09.00 – 09.15	Opening
09.15 – 09.30	Opening Remarks from the Head of QAU
09.30 – 10.00	Greeting and Opening of the Socialization of IQA's New Instruments and Provisions for Study Programs and Work Units in 2022 by the Vice Rector for Education and Student Affairs
10.00 – 10.30	Implementation of the 2022 IQA Reflection Activity
10.30 – 11.15	Submission of 2022 IQA Instruments and Terms
11.15 – 11.45	Discussions and questions and answers regarding the 2022 IQA Instruments and Provisions
11.45 – 12.00	Closing

2. Coordination Meeting for IQA Auditors at Universitas Pendidikan Indonesia

In preparation for the 2022 IQA implementation, QAU held a coordination meeting for IQA auditors at Universitas Pendidikan Indonesia. This activity aims to ensure consistency and accuracy in the implementation of accurate and objective IQA activities in accordance with the assessment standards set by the QAU. The activity which was held online on June 16 2022 through the *Zoom Meeting* application discussed reflections on IQA activities in 2021, submission of the 2022 IQA assessment format, and continued with a discussion of equalizing perceptions with auditors and the division of IQA tasks in 2022, as shown in the table following 3.

Table3 . Coordination Meeting Schedule

Time	Activity	Officer
09.00-09.15	Opening	Dr. Finita Dewi, SS, MA
09.15-09.30	IQA Activity Report	Prof. Dr. Epon Ninggrum, M.Pd.
09.30-09.45	Foreword: Head of QAU	Prof. Dr. Ratnaningsih Eko Sarjono, M.Sc.
09.45-10.00	Remarks and Opening of Coordination meeting of New IQA Instruments and Provisions for 2022 by the Vice Rector for Education and Student Affairs	Prof. Dr. Didi Sukyadi, M.A
10.00-10.30	Implementation of the 2020 IQA Reflection Activity 1	Prof. Dr. Ratnaningsih Eko Sarjono, M.Sc.
10.30-11.00	Submission of the 2022 IQA Assessment Format	Prof. Dr. Ratnaningsih Eko Sarjono, M.Sc.
11.00-12.00	Discussion of the 2022 IQA Implementation	Prof. Dr. Epon Ninggrum, M.Pd.
12.00-13.00	-Distribution of IQA Task Schedules for 2022 -Closing	Prof. Dr. Epon Ninggrum, M.Pd.

H. IQA Auditor Team

Based on the assignment letter from the Rector of Universitas Pendidikan Indonesia number 6395/UN40/KP.09.00/2022, the UPI Internal Quality Audit Team was assigned to carry out an Internal Quality Audit from September to October 2022 for all designated study programs and non-academic units, UPI IQA Team consists of several teams of Auditors totaling 118 people. The details of the IQA Auditor team can be seen in the following tables.

Table4 . IQA Auditor Team from QAU

No.	Full name	WORK UNIT
1	Prof. Dr. Ratnaningsih Eko Sardjono, M.Sc.	QAU
2	Dr. Finita Dewi, SS, MA	QAU
3	Prof. Dr. Hj. Epon Ningrum, M.Pd.	QAU
4	Siti Fatimah, M.Si., Ph.D.	QAU
5	Pupung Purnawarman, MEd., Ph.D.	QAU
6	Dr. Rasto, M.Pd.	QAU

Table5 . IQA Auditor Team from Internal Control Unit (ICU)

No.	Full name	WORK UNIT
1	Dr. Nugraha Suharto, S. Sos., M. Pd	ICU
2	Dr. Ida Farida Adi Prawira, SE, M.Sc	ICU
3	Dr. Budi S. Purnomo	ICU
4	Dr. Rozmita Dewi Yuniarti Rozali SPd MSi CSRS ChFi	ICU
5	Adi Ardiansyah, SPd. MT. CAVP	ICU

Table6 . IQA Auditor Team from Board of National Accreditation for Higher Education (BAN-PT) & Independent Accreditation Agency (LAM) Assessors

No.	Full name	WORK UNIT
1	Prof. Dr. Aan Komariah, M.Pd,	FIP
2	Dr. Sardin, M.Sc.	FIP
3	Dr. Euis Kurniati, M.Pd	FIP
4	Dr. Eka Sakti Yudha, M.Pd.	FIP
5	Dr. Yusi Riksa Yustiana, M.Pd	FIP
6	Dr. Budi Susetyo, M.Pd.	FIP
7	Dr. Aan Listiana, M.Pd.	FIP
8	Dr. Dedy Achmad Kurniady, M.Pd.	FIP
9	Dr. Ocih Setiasih, M.Pd.	FIP
10	Dr. Ernawulan Syaodih, M. Pd.	FIP
11	Dr. Cepi Riyana, M.Pd.	FIP
12	Dr. H. Mubiar Agustin, M.Pd.	FIP
13	Prof. Dr. Yayan Nurbayan, M.Ag.	FPBS
14	Prof. Dr. H. Didi Suherdi, M. Ed.	FPBS
15	Dr. Isah Cahyani, M.Pd.	FPBS

No.	Full name	WORK UNIT
16	Yanty Wirza, M.Pd., MA, Ph.D	FPBS
17	Prof. Dr. Dedi Sutedi, MA., M.Ed.	FPBS
18	Dr. Rudi Adi Nugraha, M.Pd.	FPBS
19	Prof. Dr. Emi Emilia, M.Ed., Ph.D.	FPBS
20	Prof. Dr. Nunuy Nurjanah, M.Pd.	FPBS
21	Dr. Lulu Laela Amalia, M.Pd	FPBS
22	Dr. Sumiyadi, M. Hum	FPBS
23	Dr. Herniwati, S.Pd., M.Hum.	FPBS
24	Prof. Dr. H. Nugraha, SE, M.Si, Akt, CA., CPA.	FPEB
25	Dr. Agus Widarsono, SE., M.Si, Ak., CA., CPA	FPEB
26	Dr. H. Amir Machmud, SE., M.Sc.	FPEB
27	Dr. Elis Mediawati, S.Pd., SE., M.Si.CA.	FPEB
28	Dr. Henny Hendrayati, MM	FPEB
29	Dr. Sambas Ali Muhidin, S.Pd., M.Si	FPEB
30	Prof. Dr. Vanessa Gaffar, SE. Ak. MBA	FPEB
31	Dr. Imas Purnamasari, S,Pd.MM.,CFP	FPEB
32	Dr. Puspo Dewi Dirgantari, S.Pd., MT, MM	FPEB
33	Dr.rer.nat Nandi, S.Pd., MT., M.Sc.	FPIPS
34	Prof. Dr. Sapriya, M.Ed.	FPIPS
35	Prof. Dr. Dasim Budimansyah, M.Sc.	FPIPS
36	Dr. Prayoga Bestari, M.Sc	FPIPS
37	Dr. Wawan Darmawan, S.Pd., M.Hum	FPIPS
38	Dr. Ida Kaniawati, M.Sc.	FPMIPA
39	Dr. Hj. Diana Rochintaniawati, M.Ed.	FPMIPA
40	Prof. Dr. Tatang Herman, M.Pd.	FPMIPA
41	Dr. H. Saefudin, M.Sc.	FPMIPA
42	Dr. Ahmad Mudzakir, M.Sc.	FPMIPA
43	Dr. Rasim, ST., MT.	FPMIPA
44	Dr. Yudy Hendrayana, M.Kes.	FPOK
45	Prof. Dr. Hj. Tati Narawati, M.Hum.	FPSP
46	Dr. phil. Yudi Sukmayadi, M.Pd.	FPSP
47	Dr. Sukanta, S. Kat., M. Hum.	FPTK
48	Dr. Ir. HR. Aam Hamdani, MT, IPM.	FPTK
49	Prof. Dr. Asep Yudi Permana, M.Des.	FPTK
50	Dr. Sudjani, M.Pd.	FPTK
51	Dr. Eng. Agus Setiawan, M.Sc.	FPTK
52	Prof. Dr. Enjang Akhmad Juanda M.Pd.,MT	FPTK
53	Dr. Wahid Munawar, M.Pd.	FPTK
54	Dr. Ellis Endang Nikmawati, M.Sc.	FPTK

No.	Full name	WORK UNIT
55	Prof. Dr. Leli Halimah, M. Pd.	UPI Campus Cibiru
56	Dr. Suci Utami Putri, M.Pd	UPI Purwakarta Campus
57	Dr. Isrok'atun, M.Pd.	UPI Sumedang Campus
58	Dr. Heri Yusuf Muslih, S.Pd., M.Pd.	UPI Tasikmalaya Campus

Table7 . UPI Internal Auditor Team

No.	Full name	WORK UNIT
1	Dr. Yanti Shantini, M.Pd.	FIP
2	Dr. Suryadi, S.Pd., M.Pd.	FIP
3	Dr. H. Abubakar, M.Pd	FIP
4	Dr. Mamat Supriatna, M.Pd	FIP
5	Dr. Viena Rusmiati Hasanah, S.IP., M.Pd.	FIP
6	Een Ratnengsih, S.Pd., M.Pd.	FIP
7	Angga Hadiapurwa, S.Pd., MIKom.	FIP
8	Prof. Dr. Maman Abdurrahman, M. Aug.	FPBS
9	Dr. Retty Isnendes, S.Pd., M.Hum.	FPBS
10	Dr. Jenuri, S.Ag., M.Pd.	FPIPS
11	Dr. Fitri Rahmafritia, M.Sc.	FPIPS
12	Dr. Fahrudin, M.Ag.	FPIPS
13	Dr. Bagja Waluya, S.Pd., M.Pd.	FPIPS
14	Prof. Dr. Yayan Sanjaya, M.Sc.	FPMIPA
15	Prof. Dr. Parlindungan Sinaga MSi	FPMIPA
16	Dr. Elah Nurlaelah, M.Sc	FPMIPA
17	Dr. Wahyudin, M.T	FPMIPA
18	Dr. Galuh Yuliani, M.Sc	FPMIPA
19	Dr. Winny Liliawati, S.Pd., M.Sc	FPMIPA
20	Entit Puspita, S.Pd., M.Sc.	FPMIPA
21	Prof. Dr. Berliana, M.Pd	FPOK
22	Dr. Dian Budiana, M.Pd	FPOK
23	Dr. Helmy Firmansyah, M. Pd.	FPOK
24	Dr. apt. Afianti Sulastri, S.Si., M.Pd	FPOK
25	Ricky Wibowo, M.Pd.	FPOK
26	Upik Rahmi, S.Kep.,M.Kep	FPOK
27	Dr. Iwa Kuntadi, M.Pd.	FPTK
28	Dr. Cica Yulia, S.Pd, M, Si	FPTK
29	dr. Rr. Tjahyani Busono, MT.	FPTK
30	Dr. Bambang Trisno, MSIE	FPTK

No.	Full name	WORK UNIT
31	Dr. Rita Patriasih, S.Pd., M.Sc	FPTK
32	Asep Hadian Sasmita, S.Pd., M.Pd.	FPTK
33	Prof. Dr. Hj. Ratih Hurriyati, MP CSBA .	FPEB
34	Prof. Dr. H. Syamsul Hadi Senen, MM	FPEB
35	Dr. Hj. Alfira Sofia, MM.	FPEB
36	Dr. Sumartini, MP.	FPEB
37	Dr. Heni Mulyani, S.Pd., M.Pd.	FPEB
38	Dr. Eka Surachman, S.Si, MT	FPEB
39	Dr. Agus Budiman, M.Pd	FPSD
40	Dr. Rita Milyartini, M.Sc	FPSD
41	Dr. Yuliawan Kasmahhidayat, M.Sc.	FPSD
42	Ace Iwan Suyawan, S.Pd., M.Hum.	FPSD
43	Febbry Cipta, S.Pd., M.Pd	FPSD
44	Dr. H. Dede Margo Irianto, M.Pd	UPI Campus Cibiru
45	Dr. Syarip Hidayat, M.Pd	UPI Tasikmalaya Campus
46	Dr. Aprilia Art, M. Pd.	UPI Tasikmalaya Campus
47	Dr. Encep Supriatna, M.Pd.	UPI Campus Serang
48	Shinta prafithri agustiana	Directorate of planning and organization
49	Rano Supeno, S.Pd	Directorate of Information Systems and Technology

CHAPTER II

UNIVERSITAS PENDIDIKAN INDONESIA - 2022 INTERNAL QUALITY AUDIT RESULTS

Quality audit is a systematic assessment to determine whether an audit process has been carried out in accordance with established quality standards. IQA is an independent examination and verification of the implementation of internal processes so that they comply with predetermined quality standards so that they can become input for leaders to determine policies.

Implementation of the IQA of Universitas Pendidikan Indonesia is an annual program, held from 27 September to 21 October 2022 for 8 (eight) faculties (FIP, FPIPS, FPBS, FPMIPA, FPTK, FPOK, FPEB, and FPSD), 5 (five) UPI Regional Campuses (UPI Cibiru, UPI Sumedang, UPI Purwakarta, UPI Tasikmalaya, and UPI Serang), and Postgraduate Schools (Strata 2 and Strata 3), and 6 (six) non-academic work units (Institute for Research and Community Service (LPPM), Bureau of Human Resources, Directorate of Student Affairs, Bureau of Facilities and Infrastructure, Directorate of Planning and Organization, and Directorate of Technology and Information Systems). Thus, there were 172 (one hundred and seventy-two) study programs audited and 6 (six) non-academic units. Details of study programs implementing IQA in 2022, as follows:

1. Undergraduate (S-1) and Diploma study programs totaling 102 (one hundred and two) study programs;
2. Master Program (S-2) of 43 (forty-three) study programs;
3. Doctoral Program (S-3) of 21 (twenty-one) study programs;
4. 6 (six) non-academic units, among others are the Institute for Research and Community Service (LPPM), Bureau of Human Resources, Directorate of Student Affairs, Bureau of Facilities and Infrastructure, Directorate of Planning and Organization, and Directorate of Technology and Information Systems).

The internal quality auditor team is supported by several elements, namely: Quality Assurance Unit Team 6 (six) people, Internal Audit Unit Team 6 (six) people, Team from Board of National Accreditation for Higher Education (BAN-PT) & Independent Accreditation Agency (LAM) Assessors Team 53 (fifty-eight) people, and IQA Team 53 (forty-five) people. Meanwhile, the list of auditees involved in IQA 2022 activities can be seen in table 8 below.

Table8 . List of IQA Auditees

Auditees	Number of Auditees
FIP	21
FPIPS	23
FPBS	18
FPEB	12
FPMIPA	20
FPOK	7
FPTK	15
FPSD	6
Graduate Schools (SPs)	16
Regional Campus	28

Auditees	Number of Auditees
Units / Bureaus within the UPI environment	6
Total	172

Based on the data for sending IQA instruments as can be seen in table 9, there are 3 Diploma programs, 99 Undergraduate programs (S-1), 43 Master programs (S-2) and 21 doctoral programs (S-3) that send IQA instruments to QAU in a complete and timely manner.

Table9 . List of Study Programs that are Visited

No	level	Amount
1	Diploma	3
2	Undergraduate	99
3	Master	43
4	Doctor	21
Amount		166

Internal Quality Audit Results for 2022 for Undergraduate and Diploma levels

The average score of IQA results at the undergraduate and diploma levels based on each standard criterion can be seen in the following table:

Table10 . IQA Outcome Score by Aspect and Criteria for S-1 and Diploma Level

NO.	CRITERIA	ASPECT	ASPECT AVERAGE SCORE	CRITERIA AVERAGE SCORE
1	1. GRADUATE COMPETENCE STANDARDS	Learning achievement	3,71	3,24
2		Average GPA of graduates	3,40	
3		Study period of graduates (years)	3,30	
4		Percentage of on time graduation (<= 4 years)	3,13	
5		Study success (percentage of students who pass to students who are accepted)	3,07	
6		Field of Work Relevance	3,06	
7		Waiting Time and Graduate Earnings	3,04	
8	2. LEARNING CONTENT STANDARDS	Curriculum update	3,70	3,73
9		The accuracy of the curriculum structure in the formation of learning outcomes	3,76	
10	3. LEARNING PLANNING STANDARDS	Availability and completeness of semester learning plan documents (RPS)	3,69	3,76
11		RPS update	3,80	

NO.	CRITERIA	ASPECT	ASPECT AVERAGE SCORE	CRITERIA AVERAGE SCORE
12		RPS Equipment	3,71	
13		The depth and breadth of lesson plans are in accordance with the learning outcomes of graduates	3,83	
14	4. LEARNING PROCESS STANDARDS	Fulfillment of the characteristics of the learning process	3,78	3,65
15		Availability of various forms of learning	3,86	
16		Collaborative and participatory learning	3,70	
17		The form of interaction between lecturers, students and learning resources	3,86	
18		Monitoring the suitability of the process against the learning plan	3,65	
19		The learning process associated with research	3,72	
20		The learning process related to community service must refer to national standard from directorate general for higher education	3,69	
21		Conformity of learning methods with learning outcomes.	3,73	
22		Number of practicum hours	3,68	
23		Opportunities for implementing various forms of learning in the study program curriculum	3,55	
24		Number of students participating in <i>MBKM</i> program	2,79	
25		Availability of forms of learning outside the study program	3,53	
26		Minimum number of hours of learning activities	3,83	
27		Monitoring and Evaluation of Learning	3,69	
28	5. LEARNING ASSESSMENT STANDARDS	Application of the assessment principle	3,75	3,62
29		Assessment Techniques	3,69	
30		Assessment Instrument	3,64	
31		Appropriateness of assessment techniques and instruments with learning outcomes	3,72	
32		Assessment Implementation	3,62	
33		Assessment Executor	3,62	
34		Integration of research activities and community service in learning by Permanent Lecturers of Study Program (<i>DTPS</i>)	3,77	
35		Activities outside of learning activities	3,41	
36		Student satisfaction level	3,68	
37		Follow-up measurement of student satisfaction	3,33	
38	6. LECTURERS AND EDUCATIONAL PERSONNEL STANDARDS	Lecturer Minimum Academic Qualifications at the data base of Directorate General of Higher Education (PD DIKTI)	3,82	3,43
39		Lecturer data listed on the data base of Directorate General of Higher Education (PD DIKTI)	3,94	
40		Adequacy of the Number of <i>DTPS</i>	3,75	
41		<i>DTPS</i> academic qualifications	3,23	

NO.	CRITERIA	ASPECT	ASPECT AVERAGE SCORE	CRITERIA AVERAGE SCORE
42		DTPS academic position	3,41	
43		The ratio of the number of students to DTPS	3,49	
44		Assignment of DTPS as the main advisor for student final assignments.	3,32	
45		DTPS Full Teaching Time Equivalence.	3,51	
46		Lecturers who are active outside the campus	3,34	
47		Lecturers/practitioners who teach in the Study Program	2,80	
48		Education Staff	3,65	
49		Study Program Management Unit (UPPS) has several laboratory assistants	2,94	
50	7. LEARNING FACILITIES AND INFRASTRUCTURE STANDARDS	Learning Facilities	3,90	3,78
51		Number, type, and specification of learning tools	3,88	
52		Learning Infrastructure	3,83	
53		Public facilities	3,85	
54		Disabled facilities	3,44	
55	8. LEARNING MANAGEMENT STANDARDS	Scope of learning management	3,90	3,82
56		Implementation of learning management	3,84	
57		Number of Cooperation	3,71	
58	9. LEARNING FINANCE STANDARDS	Learning finance	3,25	3,25
59	10. RESEARCH RESULT STANDARDS	International scientific publication of research results	2,28	3,29
60		National Scientific Publication of research results	1,11	
61		Regional/Local Scientific Publications	0,30	
62		DTPS Cited Scientific Work Articles	3,75	
63		Research Outcomes Obtaining Intellectual Property Rights (HKI)	3,75	
64		International scientific publications of students independently or with DTPS	1,55	
65		National Scientific Publication of students independently or with DTPS	0,84	
66		Regional/Local Scientific Publications of students independently or with DTPS	0,24	
67		Research and Community service outcome by Students independently or with DTPS which obtain Intellectual Property Rights (HKI)	2,61	
68	11. RESEARCH CONTENT STANDARD	The relevance of research to the scientific development of study programs	3,75	3,75
69	12. RESEARCH PROCESS STANDARDS	Research Process	3,91	3,36
70		Research involving students	3,72	
71		DTPS International funds research activities relevant to the field of study program in the last 3 years.	1,23	

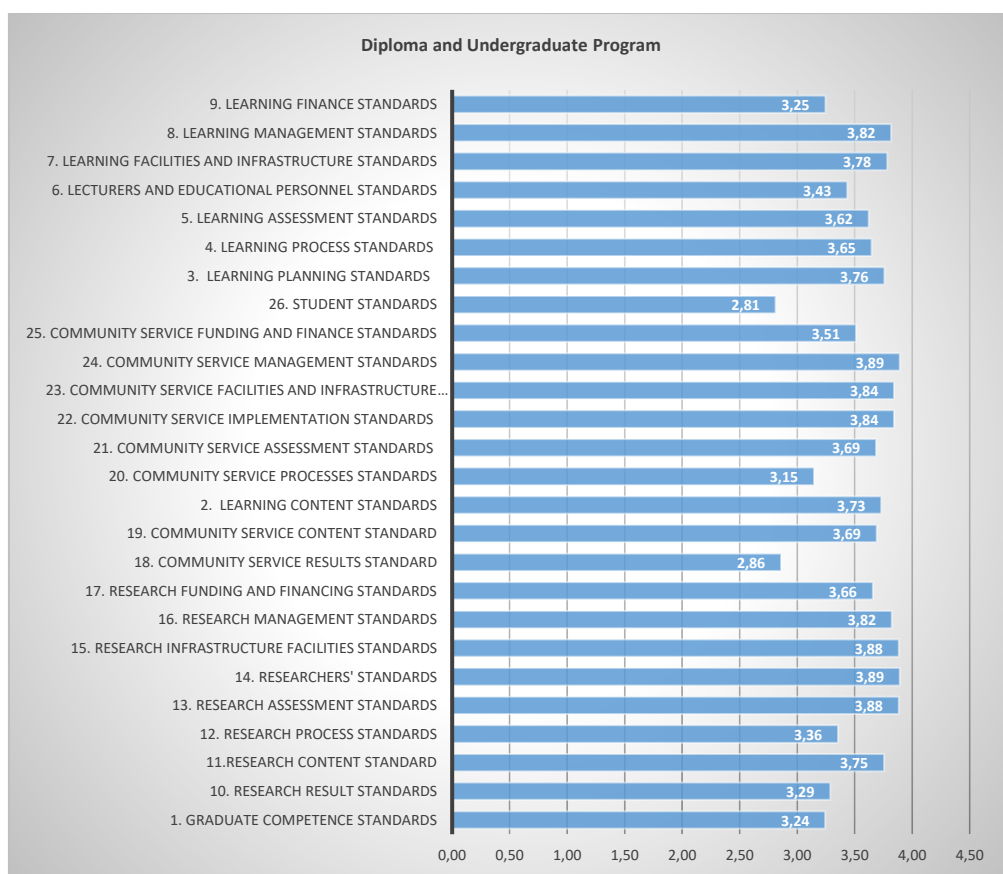
NO.	CRITERIA	ASPECT	ASPECT AVERAGE SCORE	CRITERIA AVERAGE SCORE
72		DTPS Domestic fund research activities relevant to the field of study program in the last 3 years.	0,85	
73		DTPS University/independent fund research activities relevant to the field of study program in the last 3 years.	0,36	
74	13. RESEARCH ASSESSMENT STANDARDS	Frequency of research assessment	3,85	3,88
75		Aspects of research assessment	3,91	
76	14. RESEARCHERS' STANDARDS	Researcher requirements	3,89	3,89
77	15. RESEARCH INFRASTRUCTURE FACILITIES STANDARDS	qualification of research facilities and infrastructure	3,88	3,88
78	16. RESEARCH MANAGEMENT STANDARDS	Research management	3,82	3,82
79	17. RESEARCH FUNDING AND FINANCING STANDARDS	DTPS Research Fund	3,66	3,66
80	18. COMMUNITY SERVICE RESULT STANDARD	International Scientific Publication of Community Service results	1,36	2,86
81		National Scientific Publication of Community Service results	0,96	
82		Regional/Local Scientific Publication of Community Service results	0,28	
83		DTPS Cited Community Service Scientific Work Articles	2,57	
84		Outcome of Community Service that obtained Intellectual Property Rights (HKI)	2,62	
85		Community Service Outcome Form	3,65	
86	19. COMMUNITY SERVICE CONTENT STANDARD	The depth and breadth of Community Service material	3,67	3,69
87		Community Service relevance	3,72	
88	20. COMMUNITY SERVICE PROCESSES STANDARDS	Community Service process	3,85	3,15
89		DTPS Community Service activities with international funds relevant to the field of study program in the last 3 years.	1,05	
90		DTPS Community Service with domestic funds relevant to the field of study program in the last 3 years.	0,66	
91		DTPS Community Service with University/independent funds activities relevant to the field of study program in the last 3 years.	0,25	

NO.	CRITERIA	ASPECT	ASPECT AVERAGE SCORE	CRITERIA AVERAGE SCORE
92		Community Service involving students	3,64	
93	21. COMMUNITY SERVICE ASSESSMENT STANDARDS	Community Service Assessment Aspects	3,69	3,69
94	22. COMMUNITY SERVICE IMPLEMENTATION STANDARDS	Community Service implementing requirements	3,84	3,84
95	23. COMMUNITY SERVICE FACILITIES AND INFRASTRUCTURE STANDARDS	Community Service facilities and infrastructure qualifications	3,84	3,84
96	24. COMMUNITY SERVICE MANAGEMENT STANDARDS	Community Service Management	3,89	3,89
97	25. COMMUNITY SERVICE FUNDING AND FINANCE STANDARDS	<i>DTPS</i> Community Service Funds	3,51	3,51
98	26. STUDENT STANDARDS	The ratio of the number of applicants and the number who passed the selection	3,57	2,81
99		Percentage of applicants who re-register	3,37	
100		Foreign student	2,05	
101		International level academic student achievement	1,58	
102		National level academic student achievement	0,98	
103		Regional/Local level academic student achievement	0,20	
104		International level non-academic student achievement	1,25	
105		National level non-academic student achievements	0,85	
106		Regional/local level non-academic student achievements	0,21	

Table11 . The average 2022 IQA result score for each standard at the Undergraduate Level

CRITERIA	SCORE
1. GRADUATE COMPETENCE STANDARDS	3,24
2. LEARNING CONTENT STANDARDS	3,73
3. LEARNING PLANNING STANDARDS	3,76
4. LEARNING PROCESS STANDARDS	3,65
5. LEARNING ASSESSMENT STANDARDS	3,62
6. LECTURERS AND EDUCATIONAL PERSONNEL STANDARDS	3,43
7. LEARNING FACILITIES AND INFRASTRUCTURE STANDARDS	3,78
8. LEARNING MANAGEMENT STANDARDS	3,82
9. LEARNING FINANCE STANDARDS	3,25
10. RESEARCH RESULT STANDARDS	3,29
11. RESEARCH CONTENT STANDARD	3,75
12. RESEARCH PROCESS STANDARDS	3,36
13. RESEARCH ASSESSMENT STANDARDS	3,88
14. RESEARCHERS' STANDARDS	3,89
15. RESEARCH INFRASTRUCTURE FACILITIES STANDARDS	3,88
16. RESEARCH MANAGEMENT STANDARDS	3,82
17. RESEARCH FUNDING AND FINANCING STANDARDS	3,66
18. COMMUNITY SERVICE RESULT STANDARD	2,86
19. COMMUNITY SERVICE CONTENT STANDARD	3,69
20. COMMUNITY SERVICE PROCESSES STANDARDS	3,15
21. COMMUNITY SERVICE ASSESSMENT STANDARDS	3,69
22. COMMUNITY SERVICE IMPLEMENTATION STANDARDS	3,84
23. COMMUNITY SERVICE FACILITIES AND INFRASTRUCTURE STANDARDS	3,84
24. COMMUNITY SERVICE MANAGEMENT STANDARDS	3,89
25. COMMUNITY SERVICE FUNDING AND FINANCE STANDARDS	3,51
26. STUDENT STANDARDS	2,81

The graph of the average IQA results in 2022 for each criterion at the diploma and undergraduate levels can be seen in the following figure:



Picture1 . The average score of the 2022 IQA results per Criteria at the Undergraduate and Diploma Levels

Figure 1. shows that from the 2022 IQA results for the Undergraduate (S-1) and Diploma levels, there are several standards that are still low (average value less than 3), namely:

- 1) Student Standards (average value 2.81);
- 2) Community Service Results Standard (average value 2.86);

The picture above also shows that there are several good standards, including:

- 1) Community Service Management Standard (average value 3.89)
- 2) Research Standard (average value 3.89);
- 3) Research Assessment Standards (average value 3.88)
- 4) Research Infrastructure Standards (average value 3.88)

B. Internal Quality Audit Results for 2022 for Master Level (S-2)

The average score of IQA results at the Master level (S2) based on each standard criterion can be seen in the following table:

Table12 . IQA Result Score based on Aspects and Criteria for Master Level (S2)

NO.	CRITERIA	ASPECT	SCORE	AVERAGE
1	1. GRADUATE COMPETENCE STANDARDS	Conformity of learning outcomes with graduate profiles and Indonesian Qualification Framework (IQF) levels.	3,70	3,31
2		Average graduate GPA	3,53	
3		Length of study period of graduates (in years)	3,14	
4		Percentage of on time graduation	2,91	
5		Percentage of study success	3,14	
6		Mastery of English	3,44	
7	2. LEARNING CONTENT STANDARDS	The accuracy of the curriculum structure in the formation of learning outcomes	3,93	3,81
8		Stakeholder involvement in the curriculum evaluation and updating process.	3,70	
9	3. LEARNING PLANNING STANDARDS	Availability and completeness of semester learning plan documents (RPS)	3,65	3,73
10		RPS update	3,65	
11		RPS Equipment	3,70	
12		The depth and breadth of lesson plans are in accordance with the learning outcomes of graduates	3,93	
13	4. LEARNING PROCESS STANDARDS	Fulfillment of the characteristics of the learning process	3,79	3,57
14		Availability of various forms of learning	3,67	
15		The form of interaction between lecturers, students and learning resources	3,86	
16		Monitoring the suitability of the process against the learning plan	3,72	
17		The learning process associated with research	3,81	
18		The learning process related to Community Service must refer to Directorate General for Higher Education National Standards for Community Service	3,60	
19		Conformity of learning methods with learning outcomes.	3,88	

NO.	CRITERIA	ASPECT	SCORE	AVERAGE
20		Monitoring and Evaluation of Learning	3,70	
21		Presentation of research plan/proposal	3,47	
22		Presentation of thesis research results	3,56	
23		Thesis quality assurance system	3,60	
24		Requirements for living	3,12	
25		The maximum number of students under thesis guidance by the main supervisor	3,26	
26		The maximum number of students under thesis guidance by the main supervisor and members	3,35	
27		The academic position of the head of the thesis supervisor	3,44	
28		Completion of the final task	3,33	
29	5. LEARNING ASSESSMENT STANDARDS	Application of the assessment principle	3,72	3,56
30		Assessment Techniques	3,56	
31		Assessment Instrument	3,65	
32		Appropriateness of assessment techniques and instruments with learning outcomes	3,58	
33		Assessment Implementation	3,60	
34		Assessment Executor	3,42	
35		Integration of research activities and Community Service in learning by Permanent Lecturers of Study Program (DTPS)	3,40	
36		Activities outside of learning activities	3,33	
37		Student satisfaction level	3,84	
38		Follow-up measurement of student satisfaction	3,47	
39	6. LECTURERS AND EDUCATIONAL PERSONNEL STANDARDS	Lecturer Minimum Academic Qualifications at Directorate of Higher Education Data Base	3,81	3,71
40		Lecturer data listed on Directorate of Higher Education Data Base	3,67	
41		Adequacy of the Number of Study Program Permanent Lecturers (DTPS)	3,81	

NO.	CRITERIA	ASPECT	SCORE	AVERAGE
42		DTPS academic position	3,79	
43		Assignment of DTPS as the main advisor for student final assignments.	3,77	
44		The main advisor for the final assignment has produced 1 scientific work in an accredited national journal/international journal/1 other form that is recognized by a group of experts	3,81	
45		DTPS Full Teaching Time Equivalence.	3,72	
46		Education Staff	3,67	
47		UPPS has a number of laboratory assistants	3,28	
48	7. LEARNING FACILITIES AND INFRASTRUCTURE STANDARDS	Learning Facilities	3,93	3,87
49		Number, type, and specification of learning tools	3,91	
50		Learning Infrastructure	3,88	
51		Public facilities	3,88	
52		Disabled facilities	3,72	
53	8. LEARNING MANAGEMENT STANDARDS	Scope of learning management	3,91	3,74
54		Implementation of learning management	3,86	
55		Number of Cooperation	3,47	
56	9. LEARNING FINANCE STANDARDS	The average operational funding for the learning process is 3 years	3,63	3,63
57	10. RESEARCH RESULT STANDARDS	International scientific publication of research results	2,30	3,22
58		National Scientific Publication of research results	1,16	
59		Regional/Local Scientific Publications	0,33	
60		Cited DTPS Scientific Work Articles	3,88	
61		Research Outcomes of Students who Obtain Intellectual Property Rights (HKI)	3,30	
62		International scientific publications for students independently or with DTPS	1,88	

NO.	CRITERIA	ASPECT	SCORE	AVERAGE
63		National Scientific Publication of students independently or with DTPS	0,99	
64		Regional/Local Scientific Publications of students independently or with DTPS	0,27	
65		Research Outcomes and Community Service Students independently or with DTPS who obtain Intellectual Property Rights (HKI)	1,98	
66	11. RESEARCH CONTENT STANDARD	The relevance of research to the scientific development of study programs	3,81	3,81
67	12. RESEARCH PROCESS STANDARDS	Research Process	3,91	3,56
68		Research involving students	3,72	
69		DTPS research activities of foreign funds relevant to the field of study program in the last 3 years.	1,62	
70		Domestic fund DTPS research activities relevant to the field of study program in the last 3 years.	1,06	
71		University/independent DTPS research activities relevant to the field of study program in the last 3 years.	0,38	
72	13. RESEARCH ASSESSMENT STANDARDS	Frequency of research assessment	3,91	3,90
73		Aspects of research assessment	3,88	
74	14. RESEARCHERS' STANDARDS	Researcher requirements	3,88	3,88
75	15. RESEARCH INFRASTRUCTURE FACILITIES STANDARDS	qualification of research facilities and infrastructure	3,86	3,86
76	16. RESEARCH MANAGEMENT STANDARDS	Research management	3,79	3,79
77	17. RESEARCH FUNDING AND FINANCING STANDARDS	DTPS Research Fund	3,42	3,42
78	18. COMMUNITY SERVICE RESULT STANDARD	International Scientific Publication of Community Service results	1,44	2,91
79		National Scientific Publication of Community Service results	0,96	
80		Regional/Local Scientific Publication of Community Service results	0,28	

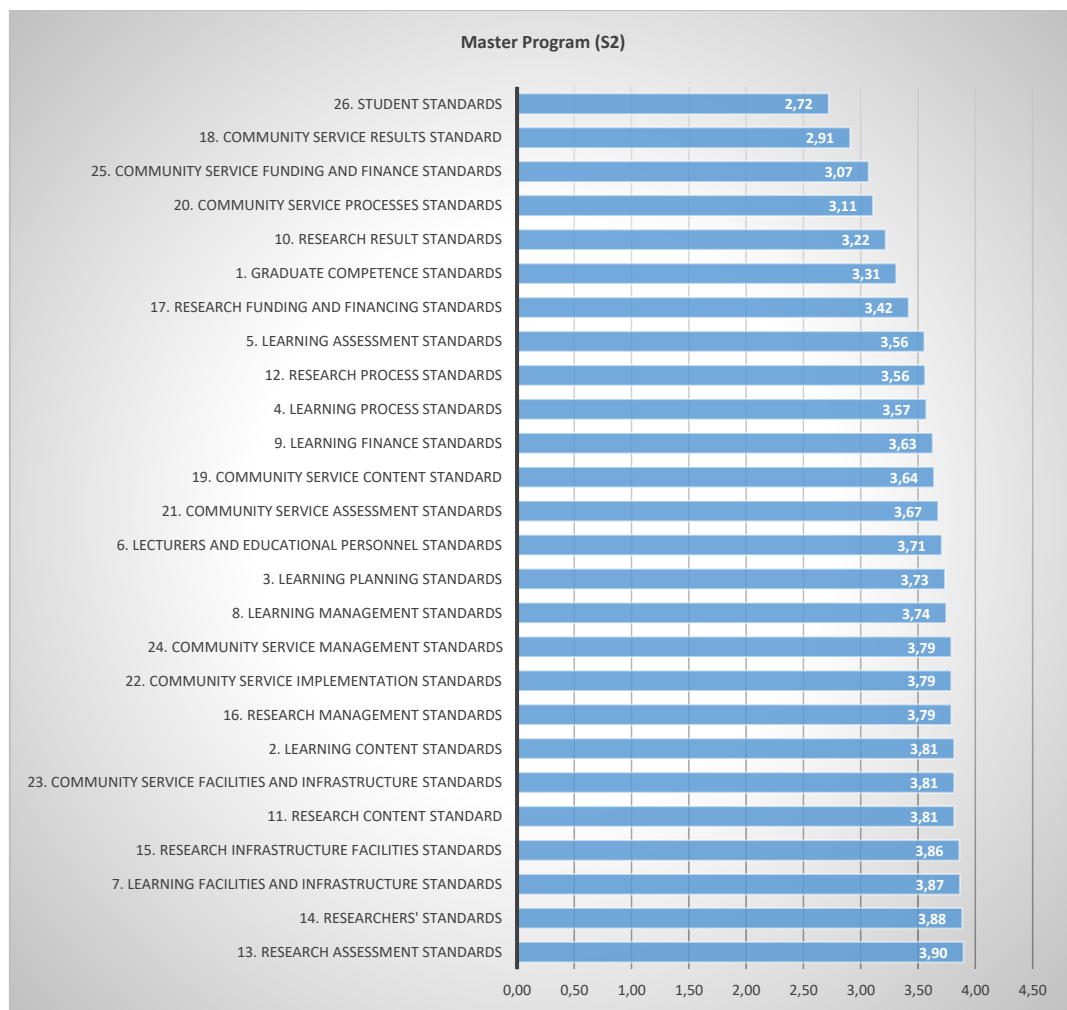
NO.	CRITERIA	ASPECT	SCORE	AVERAGE
81		Cited Community Service Scientific Work Articles of DTPS results	2,70	
82		Outcome of Community Service that obtained Intellectual Property Rights (HKI)	2,53	
83		Community Service Outcome Form	3,72	
84	19. COMMUNITY SERVICE CONTENT STANDARD	The depth and breadth of Community Service material	3,60	3,64
85		Community Service relevance	3,67	
86	20. COMMUNITY SERVICE PROCESSES STANDARDS	Community Service process	3,84	3,11
87		Community Service DTPS activities of foreign funds relevant to the field of study program in the last 3 years.	1,26	
88		Community Service DTPS domestic funds relevant to the field of study program in the last 3 years.	0,84	
89		University/independent Community Service DTPS activities relevant to the field of study program in the last 3 years.	0,27	
90	21. COMMUNITY SERVICE ASSESSMENT STANDARDS	Community Service Assessment Aspects	3,67	3,67
91	22. COMMUNITY SERVICE IMPLEMENTATION STANDARDS	Community Service implementing requirements	3,79	3,79
92	23. COMMUNITY SERVICE FACILITIES AND INFRASTRUCTURE STANDARDS	PKM facilities and infrastructure qualifications	3,81	3,81
93	24. COMMUNITY SERVICE MANAGEMENT STANDARDS	PKM Management	3,79	3,79
94	25. COMMUNITY SERVICE FUNDING AND FINANCE STANDARDS	DTPS PKM Funds	3,56	3,07
95	26. STUDENT STANDARDS	The ratio of the number of applicants and the number who passed the selection	2,58	2,72
96		Percentage of applicants who re-register	3,58	

NO.	CRITERIA	ASPECT	SCORE	AVERAGE
97		Foreign student	2,00	
98		Student Achievements in international level academic fields	1,63	
99		National level academic student achievement	0,84	
100		Student achievement in academic field at regional/local level	0,24	

Table13 . Average 2022 IQA outcome score for each standard at Master Program (S-2)

CRITERIA	SCORE
1. GRADUATE COMPETENCE STANDARDS	3,31
2. LEARNING CONTENT STANDARDS	3,81
3. LEARNING PLANNING STANDARDS	3,73
4. LEARNING PROCESS STANDARDS	3,57
5. LEARNING ASSESSMENT STANDARDS	3,56
6. LECTURERS AND EDUCATIONAL PERSONNEL STANDARDS	3,71
7. LEARNING FACILITIES AND INFRASTRUCTURE STANDARDS	3,87
8. LEARNING MANAGEMENT STANDARDS	3,74
9. LEARNING FINANCE STANDARDS	3,63
10. RESEARCH RESULT STANDARDS	3,22
11. RESEARCH CONTENT STANDARD	3,81
12. RESEARCH PROCESS STANDARDS	3,56
13. RESEARCH ASSESSMENT STANDARDS	3,90
14. RESEARCHERS' STANDARDS	3,88
15. RESEARCH INFRASTRUCTURE FACILITIES STANDARDS	3,86
16. RESEARCH MANAGEMENT STANDARDS	3,79
17. RESEARCH FUNDING AND FINANCING STANDARDS	3,42
18. COMMUNITY SERVICE RESULT STANDARD	2,91
19. COMMUNITY SERVICE CONTENT STANDARD	3,64
20. COMMUNITY SERVICE PROCESSES STANDARDS	3,11
21. COMMUNITY SERVICE ASSESSMENT STANDARDS	3,67
22. COMMUNITY SERVICE IMPLEMENTATION STANDARDS	3,79
23. COMMUNITY SERVICE FACILITIES AND INFRASTRUCTURE STANDARDS	3,81
24. COMMUNITY SERVICE MANAGEMENT STANDARDS	3,79
25. COMMUNITY SERVICE FUNDING AND FINANCE STANDARDS	3,07
26. STUDENT STANDARDS	2,72

The graph of the average IQA result score in 2022 for each criterion at the master level (S2) can be seen in the following figure:



Picture2 . The average score of the 2022 IQA results per criterion at the Master level

Figure 2. shows that from the results of the 2022 IQA for the Master (S2) level there are several standards that are still low (average value less than 3), namely:

- 1) Student Standards (grade-average 2.72);
- 2) Community Service Results Standard (average value 2.91);

Figure 2 also shows that there are several good standards, including:

- 1) Research Assessment Standards (average value 3.90);
- 2) Researcher Standard (average value 3.88);
- 3) Learning Infrastructure Standards (average value 3.87);
- 4) Research Infrastructure Standards (average value 3.86);

C. UPI Internal Quality Audit (IQA) Results for Doctoral Level (S-3)

The average score of IQA results at the Doctoral level (S3) based on each standard criterion can be seen in the following table:

Table14 . IQA Result Score based on Aspects and Criteria for Doctoral Level (S3)

NO.	CRITERIA	ASPECT	SCORE	AVERAGE
1	1. GRADUATE COMPETENCE STANDARDS	Conformity of learning outcomes with graduate profiles and IQF levels.	3,81	3,32
2		Graduate GPA: RPIK = average graduate GPA	3,81	
3		Length of study period of graduates (in years)	3,24	
4		Fixed time graduation PTW = percentage of on time graduation	2,62	
5		study success PPS = percentage of study success	2,90	
6		Mastery of English	3,52	
7	2. LEARNING CONTENT STANDARDS	The accuracy of the curriculum structure in the formation of learning outcomes	3,95	3,93
8		Stakeholder involvement in the curriculum evaluation and updating process.	3,90	
9	3. LEARNING PLANNING STANDARDS	Availability and completeness of semester learning plan documents (RPS)	3,52	3,63
10		RPS update	3,81	
11		RPS Equipment	3,38	
12		The depth and breadth of lesson plans are in accordance with the learning outcomes of graduates	3,81	
13	4. LEARNING PROCESS STANDARDS	Fulfillment of the characteristics of the learning process	3,90	3,74
14		Availability of various forms of learning	3,76	
15		The form of interaction between lecturers, students and learning resources	3,81	
16		Monitoring the suitability of the process against the learning plan	3,71	
17		The learning process associated with research	3,48	
18		The learning process related to Community Service must refer to Directorate General for Higher Education National Standards Community Service	3,76	
19		Conformity of learning methods with learning outcomes.	3,81	
20		Monitoring and Evaluation of Learning	3,38	

NO.	CRITERIA	ASPECT	SCORE	AVERAGE
21		Presentation of research plan/proposal	3,86	
22		Presentation of dissertation research results	3,71	
23		Thesis quality assurance system	3,71	
24		The maximum number of students under thesis guidance by the main supervisor	3,86	
25		The academic position of the head of the thesis supervisor	3,76	
26		Publication of student research results	3,90	
27	5. LEARNING ASSESSMENT STANDARDS	Application of the valuation principle	3,90	3,67
28		Assessment Techniques	3,62	
29		Assessment Instrument	3,71	
30		Appropriateness of assessment techniques and instruments with learning outcomes	3,62	
31		Assessment Implementation	3,76	
32		Assessment Executor	3,57	
33		Integration of research activities and Community Service in learning by Permanent Lecturers of Study Program (<i>DTPS</i>)	3,57	
34		Student satisfaction level	3,90	
35		Follow-up measurement of student satisfaction	3,33	
36	6. LECTURERS AND EDUCATIONAL PERSONNEL STANDARDS	<i>DTPS</i> who have professorships	3,86	3,71
37		Lecturer data listed on Directorate of Higher Education Data Base	3,71	
38		Adequacy of the Number of <i>DTPS</i> Lecturers (Study Program Permanent Lecturers)	3,90	
39		<i>DTPS</i> academic position	3,71	
40		Requirements to become the main adviser for the final assignment of doctoral students	3,62	
41		<i>DTPS</i> Full Teaching Time Equivalence.	3,62	
42		Education Staff	3,86	
43		Study Program Management Unit (<i>UPPS</i>) has several laboratory assistants	3,43	

NO.	CRITERIA	ASPECT	SCORE	AVERAGE
44	7. LEARNING FACILITIES AND INFRASTRUCTURE STANDARDS	Learning Facilities	3,90	3,84
45		Number, type, and specification of learning tools	3,95	
46		Learning Infrastructure	3,90	
47		Public facilities	3,86	
48		Disabled facilities	3,57	
49	8. LEARNING MANAGEMENT STANDARDS	Scope of learning management	3,86	3,86
50		Implementation of learning management	3,86	
51	9. LEARNING FINANCE STANDARDS	The average operational funding for the learning process is 3 years	1,62	1,62
52	10. RESEARCH RESULT STANDARDS	International scientific publication of research results	2,20	3,51
53		National Scientific Publication of research results	1,06	
54		Regional/Local Scientific Publications	0,28	
55		DTPS Cited Scientific Work Articles	3,81	
56		Research Outcomes Obtaining Intellectual Property Rights (HKI)	3,19	
57	11. RESEARCH CONTENT STANDARD	The relevance of research to the scientific development of study programs	3,71	3,71
58	12. RESEARCH PROCESS STANDARDS	Research Process	3,95	3,59
59		Research involving students	3,71	
60		International funds DTPS research activities relevant to the field of study program in the last 3 years.	1,69	
61		Domestic fund DTPS research activities relevant to the field of study program in the last 3 years.	1,03	
62		University/independent fund DTPS research activities relevant to the field of study program in the last 3 years.	0,38	
63	13. RESEARCH ASSESSMENT STANDARDS	Frequency of research assessment	3,95	3,93
64		Aspects of research assessment	3,90	
65	14. RESEARCHERS' STANDARDS	Researcher requirements	3,95	3,95
66	15. RESEARCH INFRASTRUCTURE FACILITIES STANDARDS	qualification of research facilities and infrastructure	3,95	3,95

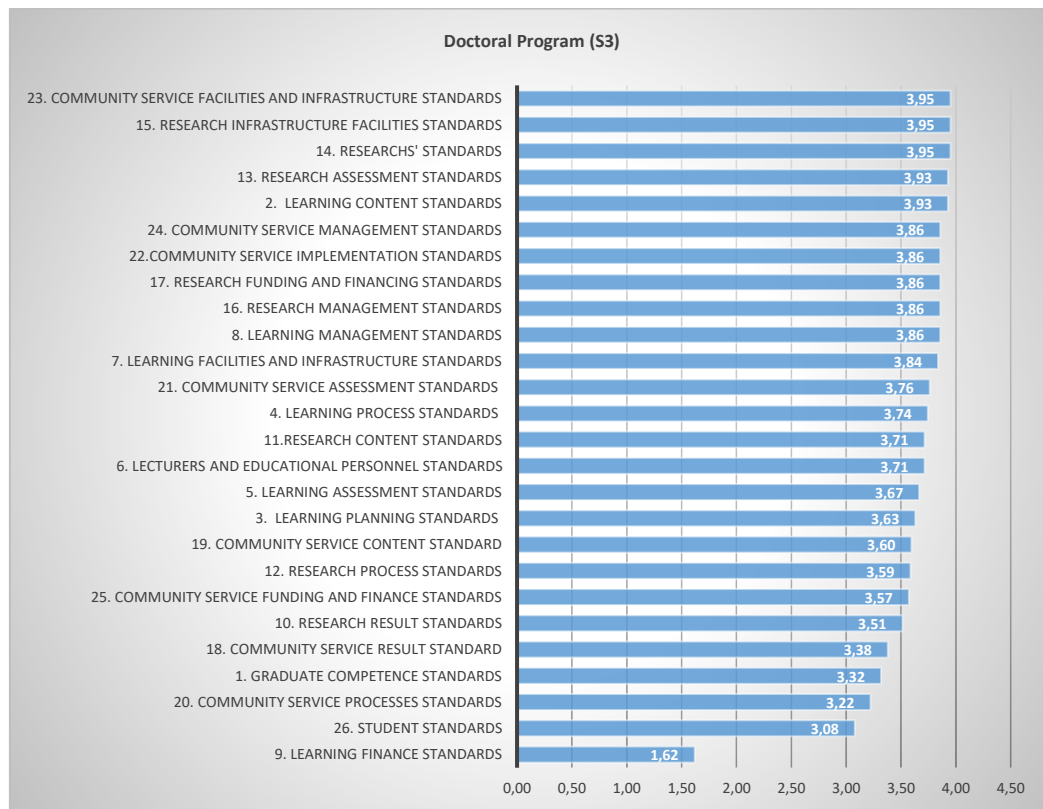
NO.	CRITERIA	ASPECT	SCORE	AVERAGE
67	16. RESEARCH MANAGEMENT STANDARDS	Research management	3,86	3,86
68	17. RESEARCH FUNDING AND FINANCING STANDARDS	DTPS Research Fund	3,86	3,86
69	18. COMMUNITY SERVICE RESULT STANDARD	International Scientific Publication of Community Service results	1,77	3,38
70		National Scientific Publication of Community Service results	1,07	
71		Regional/Local Scientific Publication of Community Service results	0,30	
72		Cited DTPS Community Service Scientific Work Articles	3,33	
73		Outcome of Community Service that obtained Intellectual Property Rights (HKI)	3,29	
74		Community Service Outcome Form	3,76	
75	19. COMMUNITY SERVICE CONTENT STANDARD	The depth and breadth of Community Service material	3,57	3,60
76		Community Service relevance	3,62	
77	20. COMMUNITY SERVICE PROCESSES STANDARDS	Community Service process	3,86	3,22
78		International fund DTPS Community Service activities relevant to the field of study program in the last 3 years.	1,43	
79		Domestic fund DTPS Community Service activities relevant to the field of study program in the last 3 years.	0,87	
80		University/Local fund DTPS Community Service activities relevant to the field of study program in the last 3 years.	0,29	
81	21. COMMUNITY SERVICE ASSESSMENT STANDARDS	Community Service Assessment Aspects	3,76	3,76
82	22. COMMUNITY SERVICE IMPLEMENTATION STANDARDS	Community Service implementing requirements	3,86	3,86
83	23. COMMUNITY SERVICE FACILITIES AND INFRASTRUCTURE STANDARDS	Community Service facilities and infrastructure qualifications	3,95	3,95
84	24. COMMUNITY SERVICE MANAGEMENT STANDARDS	Community Service Management	3,86	3,86
85	25. COMMUNITY SERVICE FUNDING AND FINANCE STANDARDS	DTPS Community Service Funds	3,57	3,57
86	26. STUDENT STANDARDS	The ratio of the number of applicants and the number who passed the selection	2,90	3,08

NO.	CRITERIA	ASPECT	SCORE	AVERAGE
87		Percentage of applicants who re-register	3,90	
88		Foreign student	2,52	
89		International level academic student achievement	1,89	
90		National level academic student achievement	0,87	
91		Regional/Local level academic student achievement	0,23	

Table15 . Average score of 2022 IQA results for each standard at the Doctoral Level (S3)

CRITERIA	SCORE
1. GRADUATE COMPETENCE STANDARDS	3,32
2. LEARNING CONTENT STANDARDS	3,93
3. LEARNING PLANNING STANDARDS	3,63
4. LEARNING PROCESS STANDARDS	3,74
5. LEARNING ASSESSMENT STANDARDS	3,67
6. LECTURERS AND EDUCATIONAL PERSONNEL STANDARDS	3,71
7. LEARNING FACILITIES AND INFRASTRUCTURE STANDARDS	3,84
8. LEARNING MANAGEMENT STANDARDS	3,86
9. LEARNING FINANCE STANDARDS	1,62
10. RESEARCH RESULT STANDARDS	3,51
11. RESEARCH CONTENT STANDARD	3,71
12. RESEARCH PROCESS STANDARDS	3,59
13. RESEARCH ASSESSMENT STANDARDS	3,93
14. RESEARCHERS' STANDARDS	3,95
15. RESEARCH INFRASTRUCTURE FACILITIES STANDARDS	3,95
16. RESEARCH MANAGEMENT STANDARDS	3,86
17. RESEARCH FUNDING AND FINANCING STANDARDS	3,86
18. COMMUNITY SERVICE RESULT STANDARD	3,38
19. COMMUNITY SERVICE CONTENT STANDARD	3,60
20. COMMUNITY SERVICE PROCESSES STANDARDS	3,22
21. COMMUNITY SERVICE ASSESSMENT STANDARDS	3,76
22. COMMUNITY SERVICE IMPLEMENTATION STANDARDS	3,86
23. COMMUNITY SERVICE FACILITIES AND INFRASTRUCTURE STANDARDS	3,95
24. COMMUNITY SERVICE MANAGEMENT STANDARDS	3,86
25. COMMUNITY SERVICE FUNDING AND FINANCE STANDARDS	3,57
26. STUDENT STANDARDS	3,08

The graph of the average IQA results in 2022 for each criterion at the Doctoral Level (S3) can be seen in the following figure:



Picture3 . Average 2022 IQA result score per Standard Criteria at Doctoral Level (S-3)

Figure 3. shows that from the results of the 2022 IQA for the Doctoral level (S3) there are several standards that are still low (average value less than 3), namely:

Learning Financing Standard (average value 1.62);

The picture above also shows that there are several good standards, including:

- 1) Research Infrastructure Standards (average value 3.95);
- 2) Research Standard (average value 3.95);
- 3) Community Service Infrastructure Standards (average value 3.95);
- 4) Learning Content Standards (average value 3.93).

D. IQA Results Ranking of the Faculty of Educational Sciences (FIP)

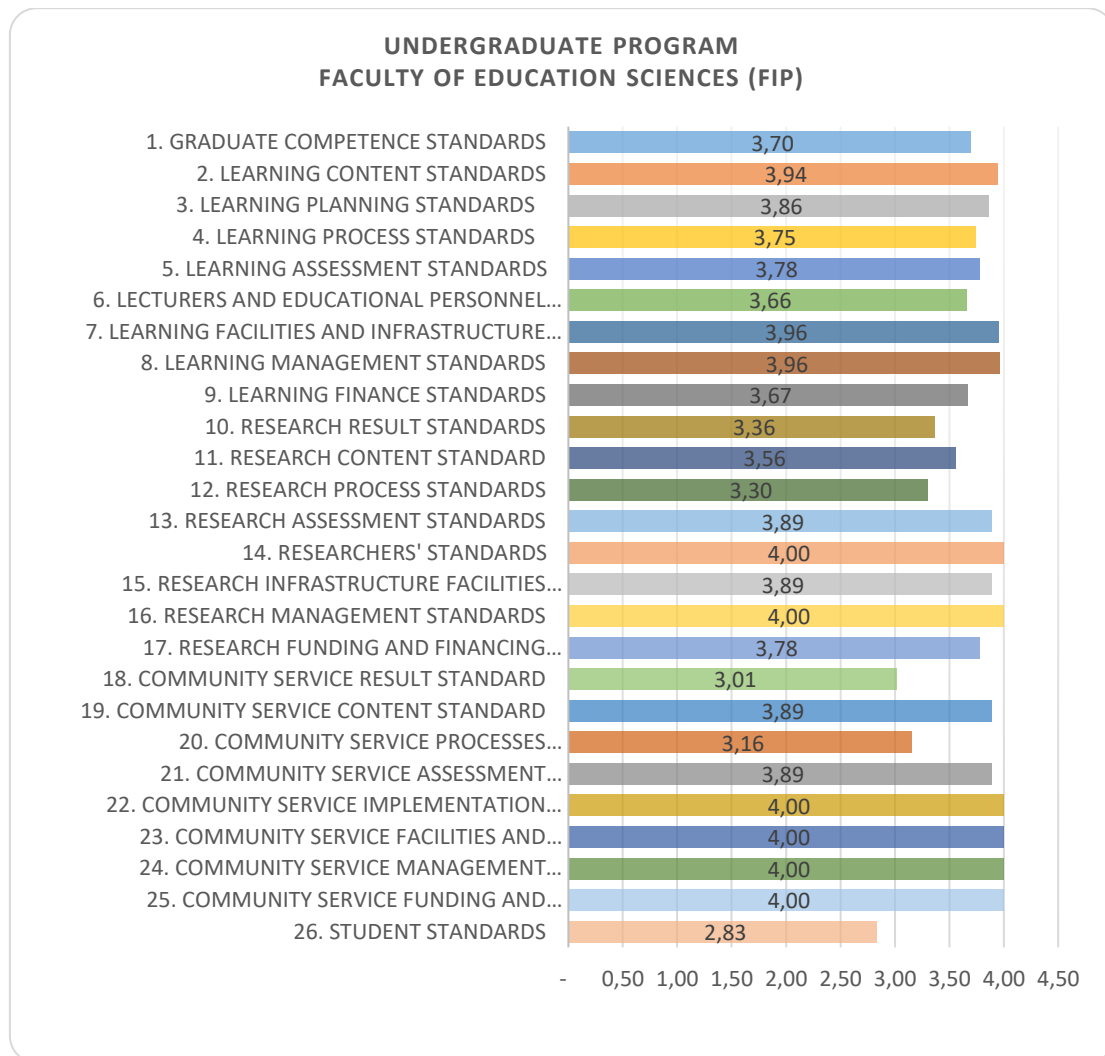
The following table displays the IQA results from the Faculty of Educational Sciences (FIP) Undergraduate program. The study program with the highest score was the Special Education study program with a score of 380.33, followed by the Early Childhood Education Teacher Education study program with an acquisition score of 371.96, and in third place was the Library and Information Science study program with an acquisition value of 371.30

Table16 . IQA Results Ranking of the Faculty of Educational Sciences (FIP) Undergraduate Program

No	Faculty	Study program	level	Mark
1	FIP	SPECIAL EDUCATION	S1	380,33

No	Faculty	Study program	level	Mark
3		PGPAUD	S1	371,96
5		LIBRARY AND INFORMATION SCIENCE	S1	371,30
4		GUIDANCE AND COUNSELING	S1	370,54
2		COMMUNITY EDUCATION	S1	369,35
6		EDUCATION TECHNOLOGY	S1	365,87
7		PGSD	S1	365,00
8		EDUCATION ADMINISTRATION	S1	352,28
9		PSYCHOLOGY	S1	334,13

The 2022 IQA results for each standard in the Faculty of Educational Sciences (FIP) show the following averages:



Picture4 . Average IQA 2022 result scores for undergraduate programs of each standard in the Faculty of Educational Sciences (FIP)

The picture above shows that from the results of the 2022 IQA, standards that still need to be improved in Undergraduate programs at the Faculty of Educational Sciences (FIP), namely:

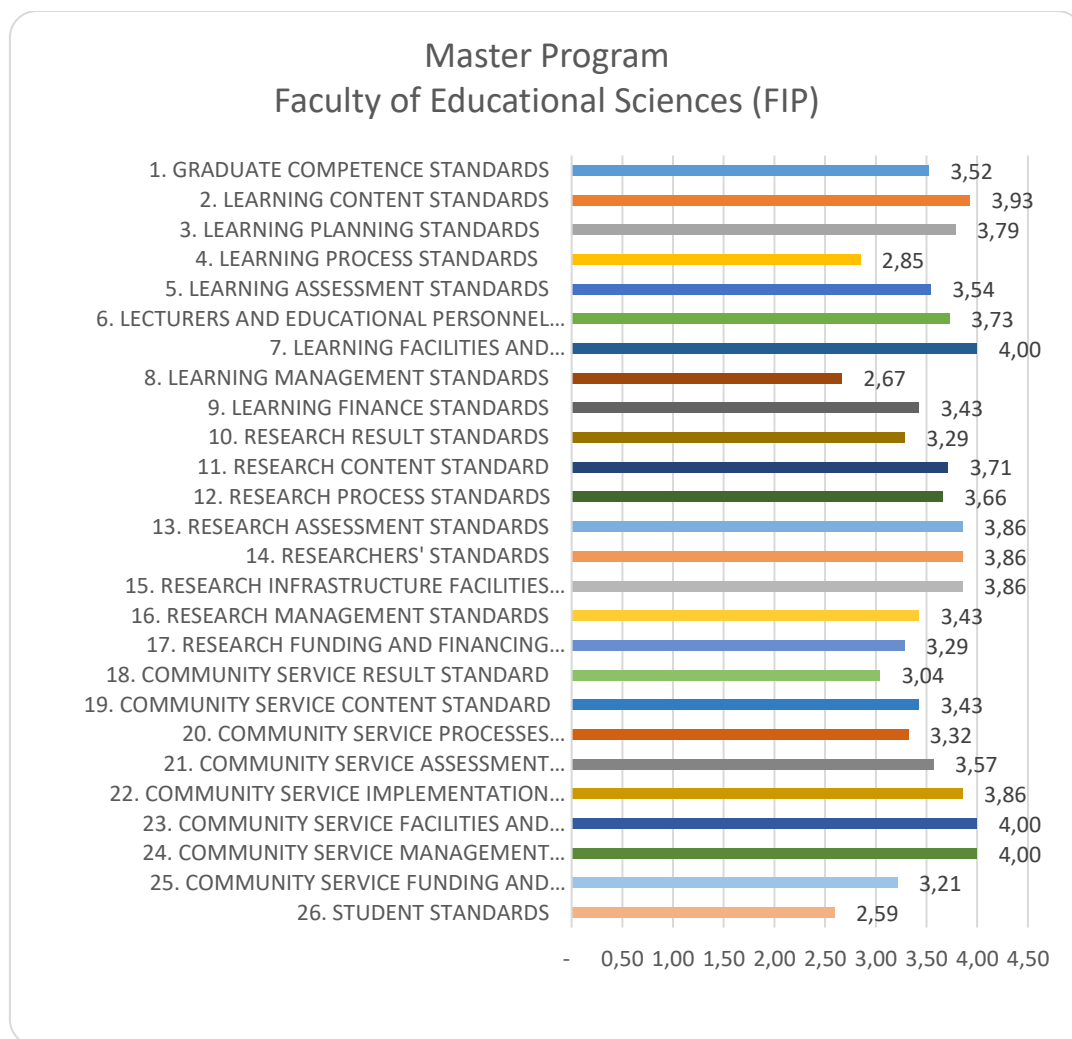
- 1) Student Standards (grade-average 2.83);

IQA results from the Faculty of Educational Sciences (FIP) Master study program can be seen in the following table. The study program with the highest IQA score was the Early Childhood Education study program with a score of 396.59, followed by the Community Education study program with a score of 381.02, and the third place was the Counseling Guidance study program with an acquisition score of 357.61

Table17 . Ranking of IQA Results of the Faculty of Educational Sciences (FIP) Master Program

No	Faculty	Study program	level	Mark
1	FIP	EARLY CHILDHOOD EDUCATION PROGRAMS	S2	396,59
2		COMMUNITY EDUCATION	S2	381,02
3		COUNSELING GUIDANCE	S2	357,61
4		EDUCATION ADMINISTRATION	S2	355,11
5		pedagogic	S2	347,39
6		SPECIAL EDUCATION	S2	337,61
7		CURRICULUM DEVELOPMENT	S2	337,50

The 2022 IQA results for each standard in the Master study program at the Faculty of Educational Sciences (FIP) show the following averages:



Picture5 . Average score of 2022 IQA results for each standard in the Master program at the Faculty of Educational Sciences (FIP)

The picture above shows that the standards that still need to be improved in the Master program at the Faculty of Educational Sciences (FIP) are:

- 1) Student Standards (grade-average 2.59);
- 2) Learning Management Standards (average value 2.67);
- 3) Learning process standards (average value 2.85).

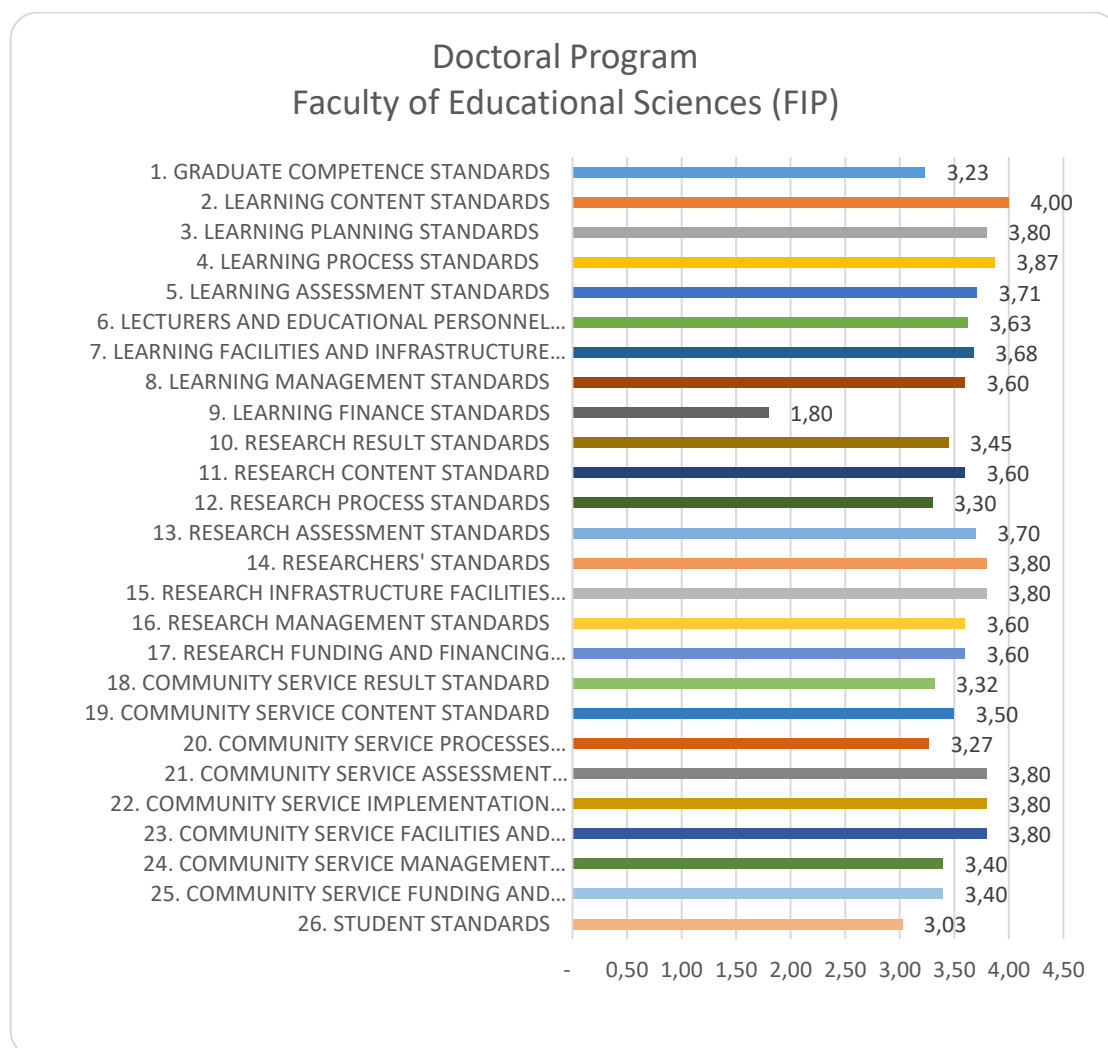
IQA results from the Faculty of Educational Sciences (FIP) doctoral study program can be seen in the following table. The study program with the highest IQA score was the Community Education study program with a score of 379.63, followed by the Special Education study program with a score of 375.93, and in third place was the Counseling Guidance study program with a score of 365.80.

Table18 . IQA Results Ranking of the Faculty of Educational Sciences (FIP) Doctoral Program

No	Faculty	Study program	level	Mark
1	FIP	COMMUNITY EDUCATION	S3	379,63

No	Faculty	Study program	level	Mark
2		SPECIAL EDUCATION	S3	375,93
3		COUNSELING GUIDANCE	S3	365,80
4		EDUCATION ADMINISTRATION	S3	341,36
5		CURRICULUM DEVELOPMENT	S3	325,93

IQA 2022 results for each standard in the Doctoral study program at the Faculty of Educational Sciences (FIP) show the following averages:



Picture6 . Average score of 2022 IQA results for each standard in the Doctoral program at the Faculty of Educational Sciences (FIP)

The picture above shows that from the 2022 IQA results, the standards that still need to be improved in the Doctoral study program at the Faculty of Educational Sciences (FIP), namely:

- 1) Learning financing standards (average value 1.80).

E. IQA Results Ranking of the Faculty of Language and Literature Education (FPBS)

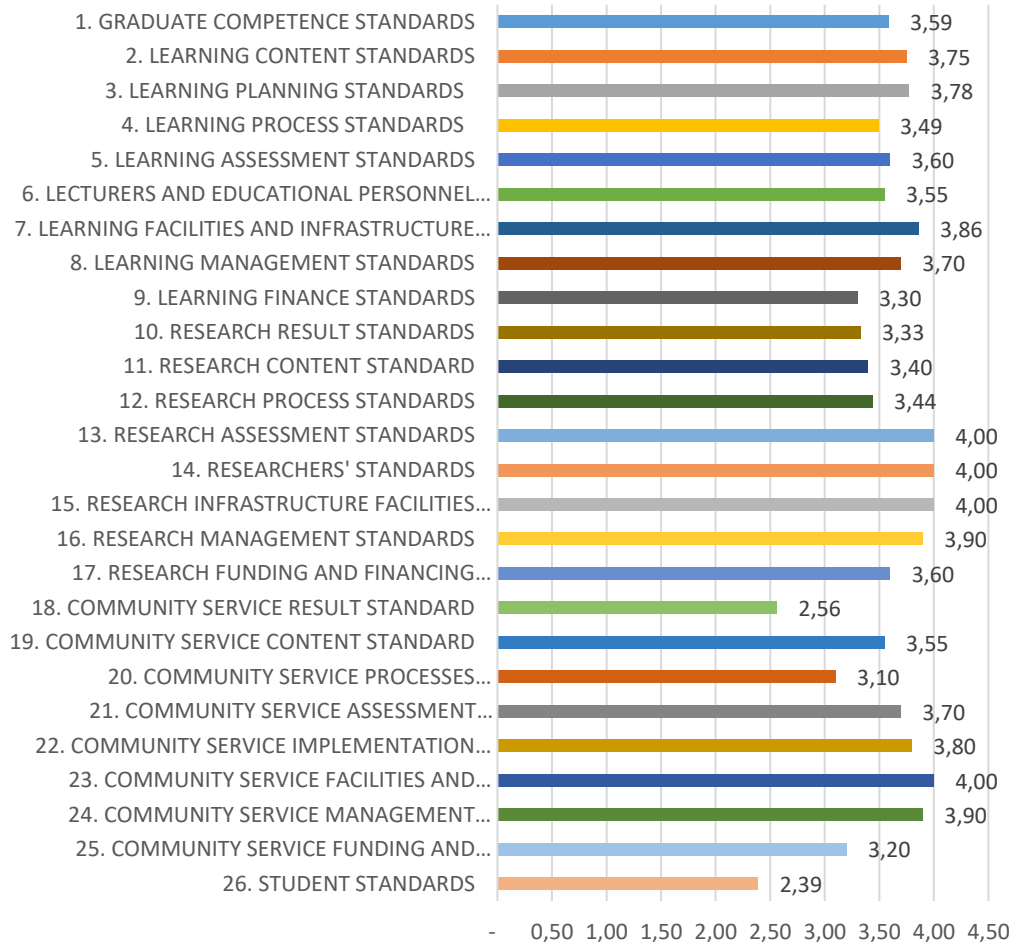
The following table displays the IQA results from the Faculty of Language and Literature Education S1 study program (FPBS). The study program with the highest score was the English Language and Literature Study Program with a score of 365.11, followed by the Sundanese Language Education study program with a score of 357.50, and in third place was the Arabic Language Education study program with a score of 356.52.

Table19 . Ranking of the Faculty of Language and Literature Education Undergraduate Program (FPBS)

No	Faculty	Study program	level	Mark
1	FPBS	ENGLISH LANGUAGE AND LITERATURE	S1	365,11
2		SUNDA LANGUAGE EDUCATION	S1	357,50
3		ARABIC LANGUAGE EDUCATION	S1	356,52
4		INDONESIAN LANGUAGE AND LITERATURE EDUCATION	S1	356,41
5		KOREAN LANGUAGE EDUCATION	S1	354,78
6		JAPANESE LANGUAGE EDUCATION	S1	349,46
7		INDONESIAN LANGUAGE AND LITERATURE	S1	340,65
8		FRENCH LANGUAGE EDUCATION	S1	340,33
9		GERMAN LANGUAGE EDUCATION	S1	339,24
10		ENGLISH LANGUAGE EDUCATION	S1	317,83

The 2022 IQA results for each standard in the Undergraduate program at the Faculty of Language and Literature Education (FPBS) show the following averages:

Undergraduate program Faculty of Language and Literature Education (FPBS)



Picture7 . The average score of the 2022 IQA results for each standard in the Undergraduate program at the Faculty of Language and Literature Education (FPBS)

The picture above shows that from the results of the 2022 IQA, standards that still need to be improved in Undergraduate programs at FPBS are:

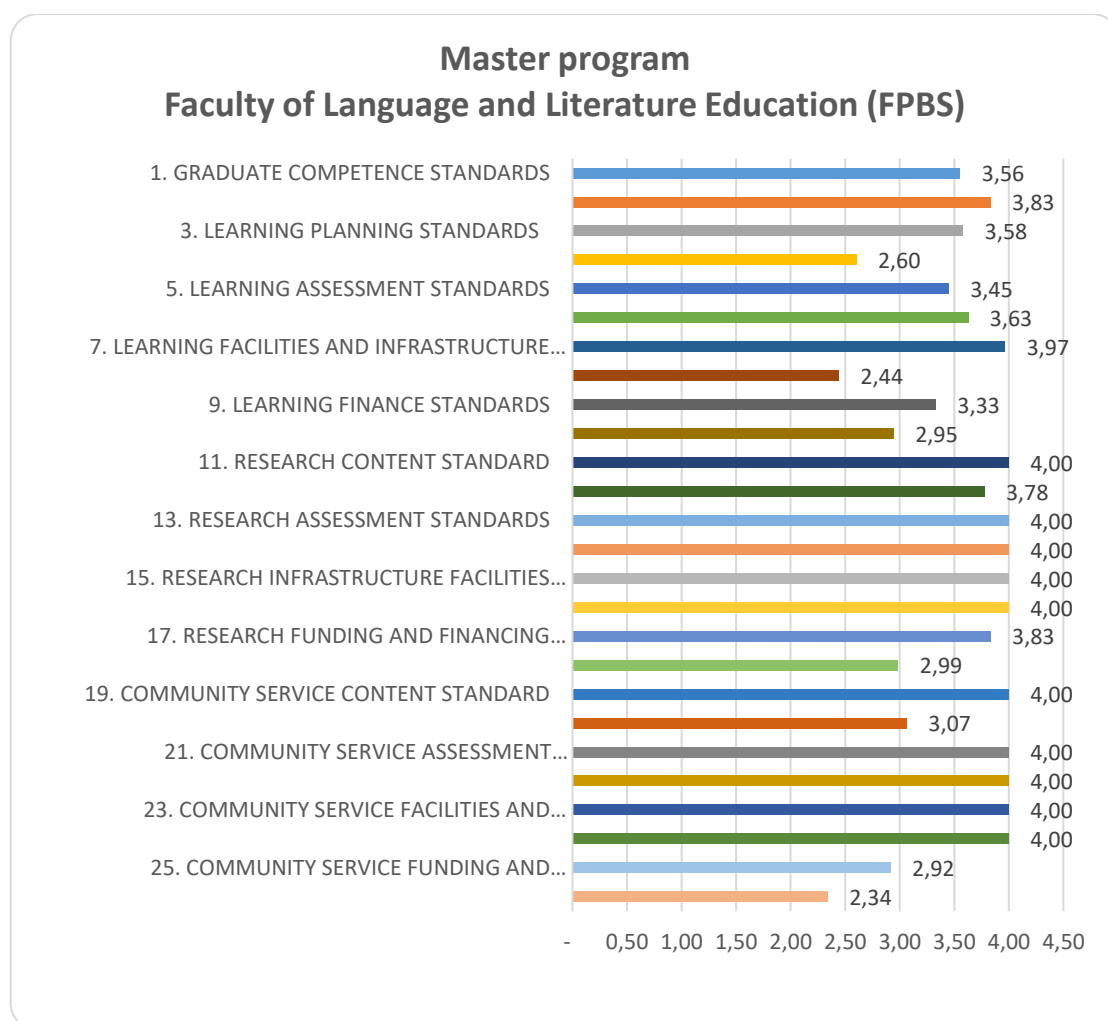
- 1) Student Standards (average value 2.39);
- 2) Community Service Results Standard (average value 2.56);

The following table displays the IQA results from the Master program in the Faculty of Language and Literature Education (FPBS). The study program with the highest score was the Sundanese Language and Culture Education Study Program with a score of 380.00, followed by the Indonesian Language Education Study Program with a score of 375.11, and in third place was the Japanese Language Education study program with an acquisition score of 363.07 .

Table20 . Ranking of the Master Study Program, Faculty of Language and Literature Education (FPBS)

No	Faculty	Study program	level	Mark
1	FPBS	SUNDA LANGUAGE AND CULTURE EDUCATION	S2	380,00
2		INDONESIAN LANGUAGE EDUCATION	S2	375,11
3		JAPANESE LANGUAGE EDUCATION	S2	363,07
4		ARABIC LANGUAGE EDUCATION	S2	361,25
5		ENGLISH LANGUAGE EDUCATION	S2	342,61
6		FRENCH LANGUAGE EDUCATION	S2	286,02

The 2022 IQA results for each standard in the Master study program at the Faculty of Language and Literature Education (FPBS) show the following averages:



Picture8 . The average score of the 2022 IQA results for each standard in the Master program at the Faculty of Language and Literature Education (FPBS)

The picture above shows that from the results of the 2022 IQA, the standards that still need to be improved in the Master study program at FPBS are:

- 1) Student Standards (average value 2.34);
- 2) Learning Management Standards (average value 2.44);
- 3) Learning Process Standard (average value 2.60);

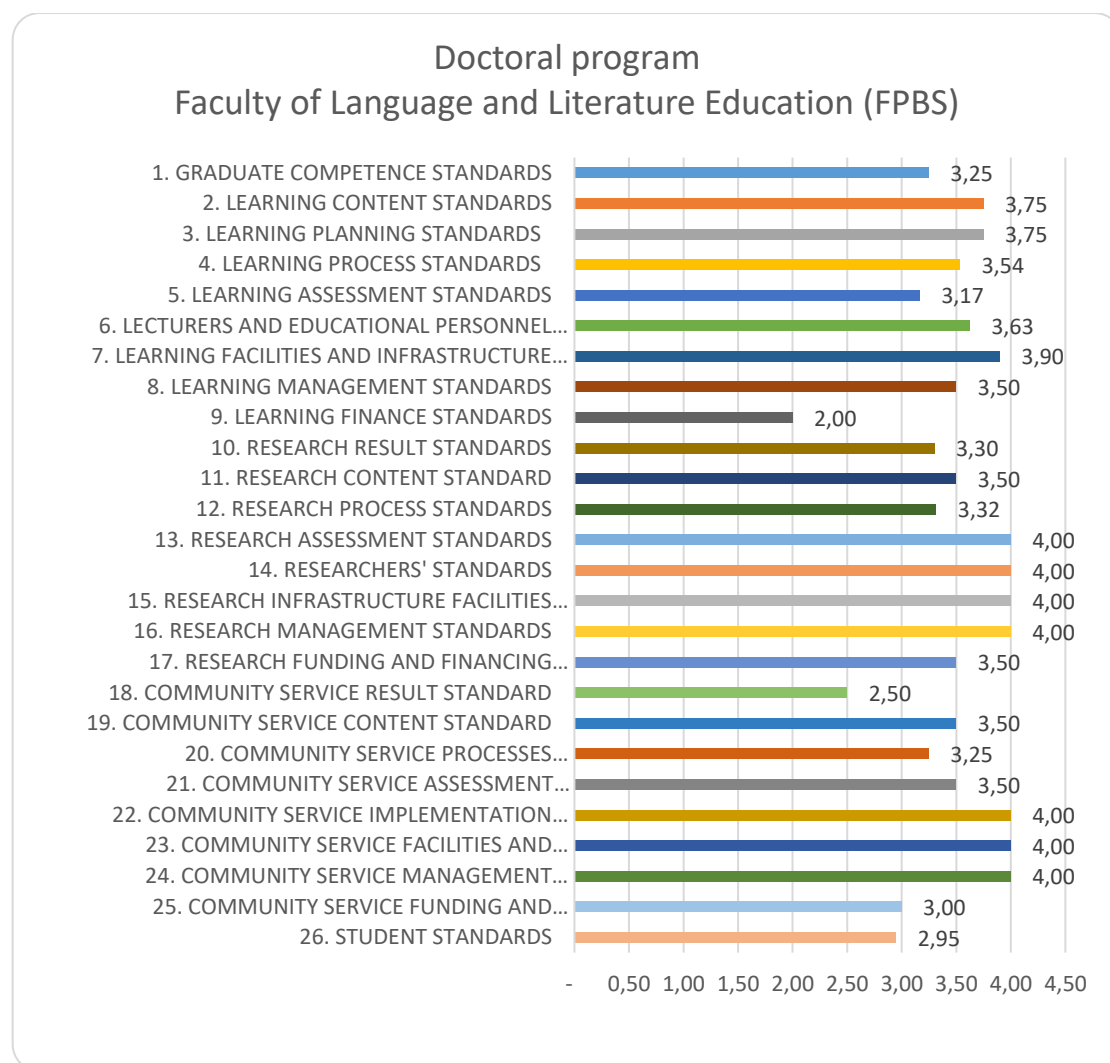
- 4) Community Service Funding and Financing Standards (average value 2.92);
- 5) Standard Research Results (average value 2.95);
- 6) Community Service Results Standard (average value 2.99);

The results of the IQA from the Doctoral program of the Faculty of Language and Literature Education (FPBS) can be seen in the following table. The study program with the highest IQA score was the Indonesian Language Education study program with a score of 352.25, followed by the English Education study program with a score of 334.44.

Table21 . Ranking of the Faculty of Language and Literature Education Doctoral Program (FPBS)

No	Faculty	Study program	level	Mark
1	FPBS	INDONESIAN LANGUAGE EDUCATION	S3	352,35
2		ENGLISH LANGUAGE EDUCATION	S3	334,44

The 2022 IQA results for each standard in the Doctoral study program at the Faculty of Language and Literature Education (FPBS) show the following averages:



Picture9 . The average score of the 2022 IQA results for each standard in the Doctoral program at the Faculty of Language and Literature Education (FPBS)

The picture above shows that from the results of the 2022 IQA, the standards that still need to be improved in the Doctoral study program at FPBS are:

- 1) Learning Financing Standard (average value 2.00);
- 2) Community Service Results Standard (average value 2.50);
- 3) Student Standards (average value 2.95);

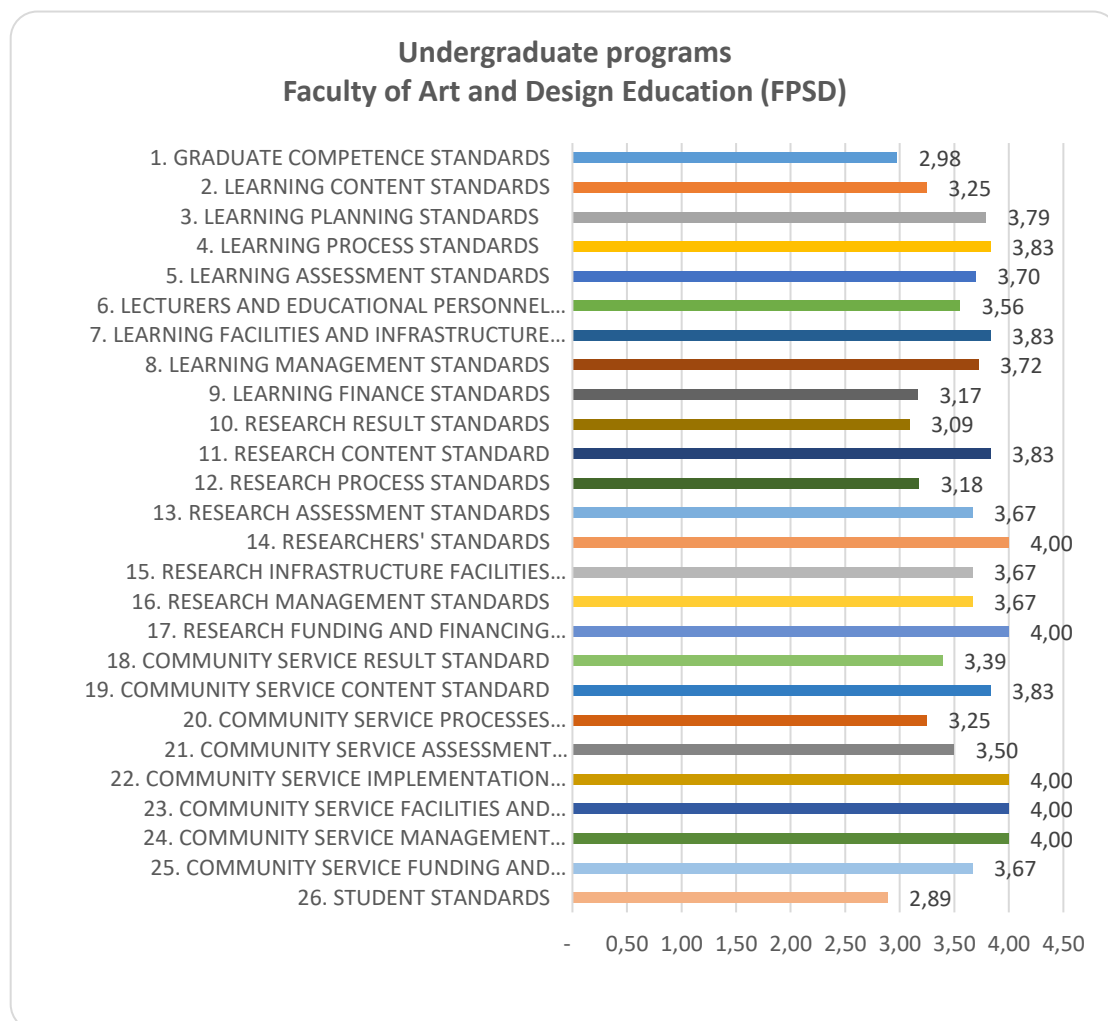
F. IQA Results Ranking of the Faculty of Art and Design Education (FPSD)

The following table displays the IQA results from the Faculty of Art and Design Education (FPSD) Undergraduate program. The study program with the highest score was the Fine Arts Education study program with a score of 383.37, followed by the Music Education study program with a score of 371.41, and in third place was the Dance Arts Education study program with a score of 361.30

Table22 . Ranking of the Faculty of Art and Design Education Undergraduate program (FPSD)

No	Faculty	Study program	level	Mark
1	FPSD	ART EDUCATION	S1	383,37
2		MUSIC EDUCATION	S1	371,41
3		DANCE ART EDUCATION	S1	361,30
4		FILM AND TELEVISION	S1	347,83
5		MUSIC	S1	330,33
6		VISUAL COMMUNICATION DESIGN	S1	328,04

IQA 2022 results for each standard criterion in the Undergraduate program at the Faculty of Art and Design Education (FPSD) shows the following average:



Picture10 . Average score of 2022 IQA results for each standard in undergraduate programs at the Faculty of Art and Design Education (FPSD)

The picture above shows that from the 2022 IQA results, the standards that still need to be improved in the Undergraduate program at FPSD are:

- 1) Student Standards (average value 2.89);
- 2) Graduate Competency Standards (average value 2.98)

G. IQA Results Ranking of the Faculty of Economics and Business Education (FPEB)

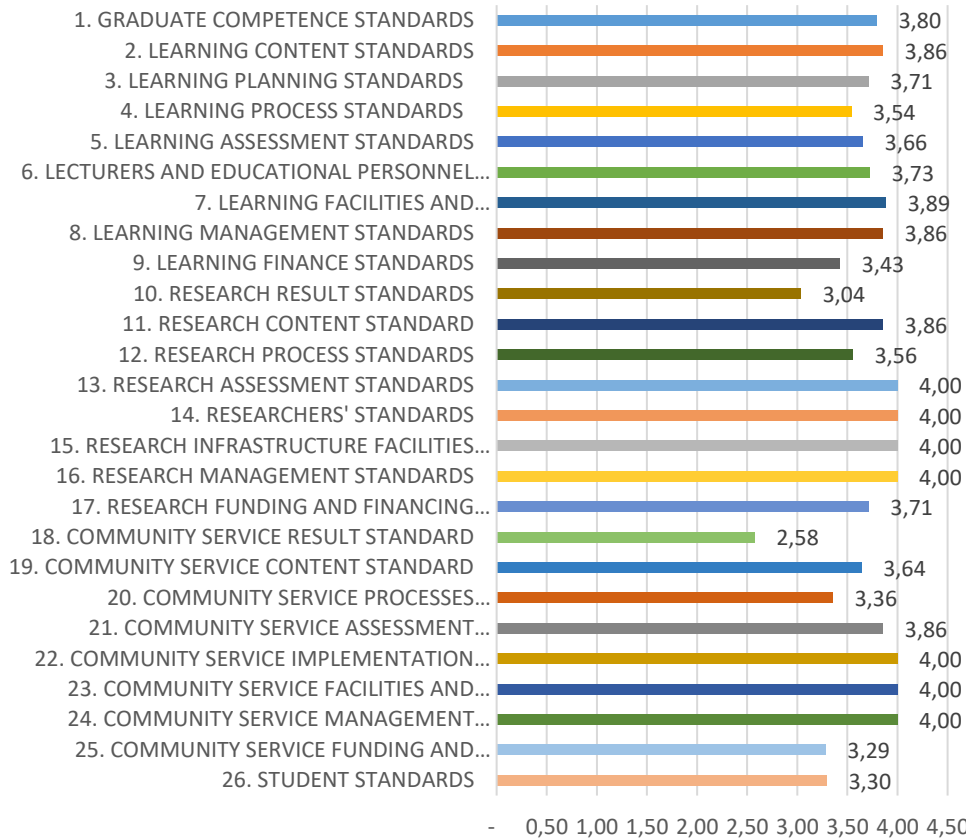
The following table displays the IQA results from the Faculty of Economics and Business Education (FPEB) Undergraduate program. The study program with the highest score was the Management study program with a score of 398.91, followed by the Accounting Education study program with a score of 378.37, and in third place was the Islamic Economics and Finance study program with a score of 365.87

Table23 . Ranking of S1 study programs Faculty of Economics and Business Education (FPEB)

No	Faculty	Study program	level	Mark
1	FPEB	MANAGEMENT	S1	398,91
2		ACCOUNTING EDUCATION	S1	378,37
3		ISLIQAC ECONOMICS AND FINANCE	S1	365,87
4		OFFICE MANAGEMENT EDUCATION	S1	363,04
5		ECONOMIC EDUCATION	S1	353,91
6		ACCOUNTANCY	S1	332,07
7		BUSINESS EDUCATION	S1	327,39

The 2022 IQA results for each standard in the Undergraduate program at the Faculty of Economics and Business Education (FPEB) show the following averages:

Undergraduate program Faculty of Economics and Business Education (FPEB)



Picture11 . The average score of the 2022 IQA results for each standard in the Undergraduate program at the Faculty of Economics and Business Education (FPEB)

The picture above shows that from the results of the 2022 IQA, standards that still need to be improved in Undergraduate programs at FPEB are:

- 1) Community Service Results Standard (average value 2.58);

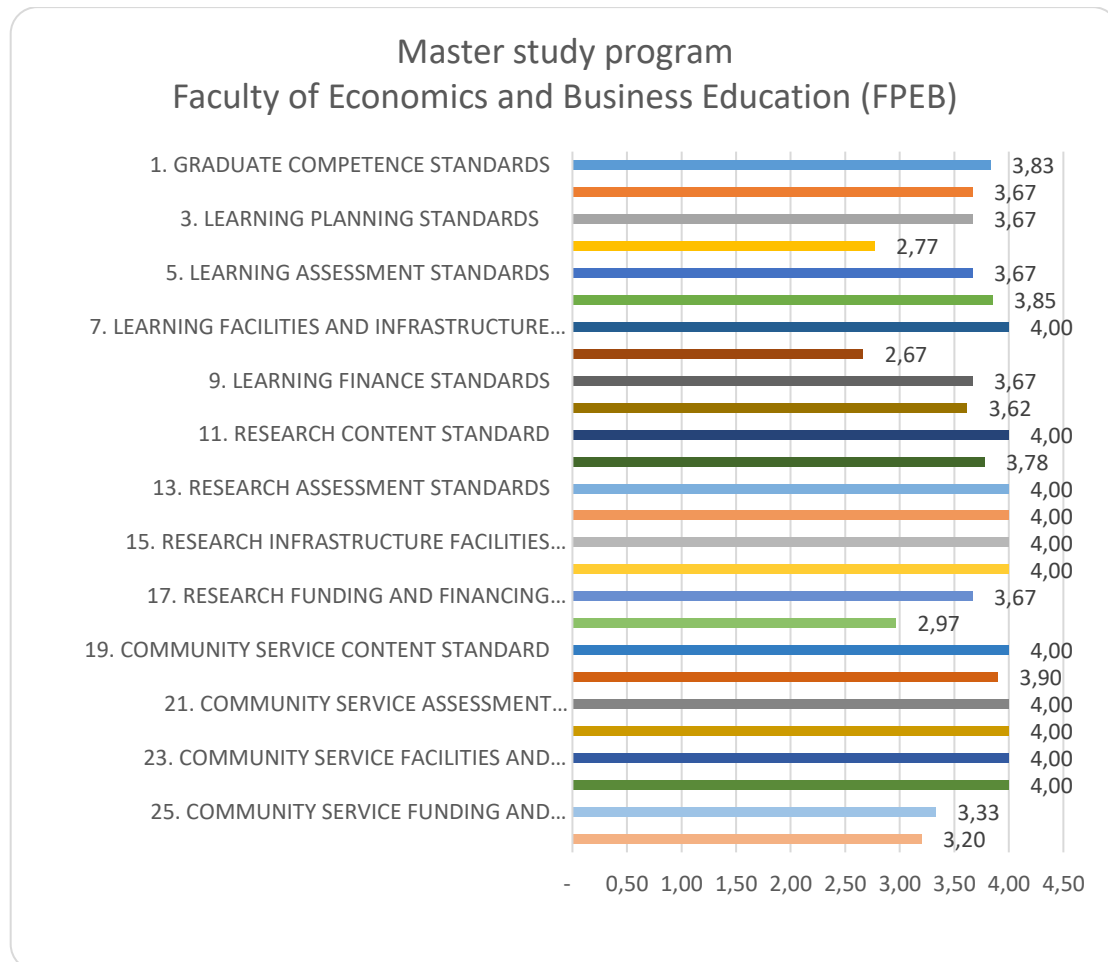
IQA results from the Master program in the Faculty of Economics and Business Education (FPEB) can be seen in the following table. The study program with the highest IQA score was the Management study program with a score of 385.34, followed by the Accounting Science study program with a score of 384.54, and in third place was the Economics Education study program with a score of 353.64.

Table24 . Ranking of the Master program in the Faculty of Economics and Business Education (FPEB)

No	Faculty	Study program	Mark
1	FPEB	MANAGEMENT	385,34
2		ACCOUNTING SCIENCE	384,54

No	Faculty	Study program	Mark
3		ECONOMIC EDUCATION	353,64

The 2022 IQA results for each standard in the Master study program at the Faculty of Economics and Business Education (FPEB) show the following averages:



Picture12 . The average score of the 2022 IQA results for each standard in the Master program at the Faculty of Economics and Business Education (FPEB)

The picture above shows that from the results of the 2022 IQA, the standards that still need to be improved in the Master study program at FPEB are:

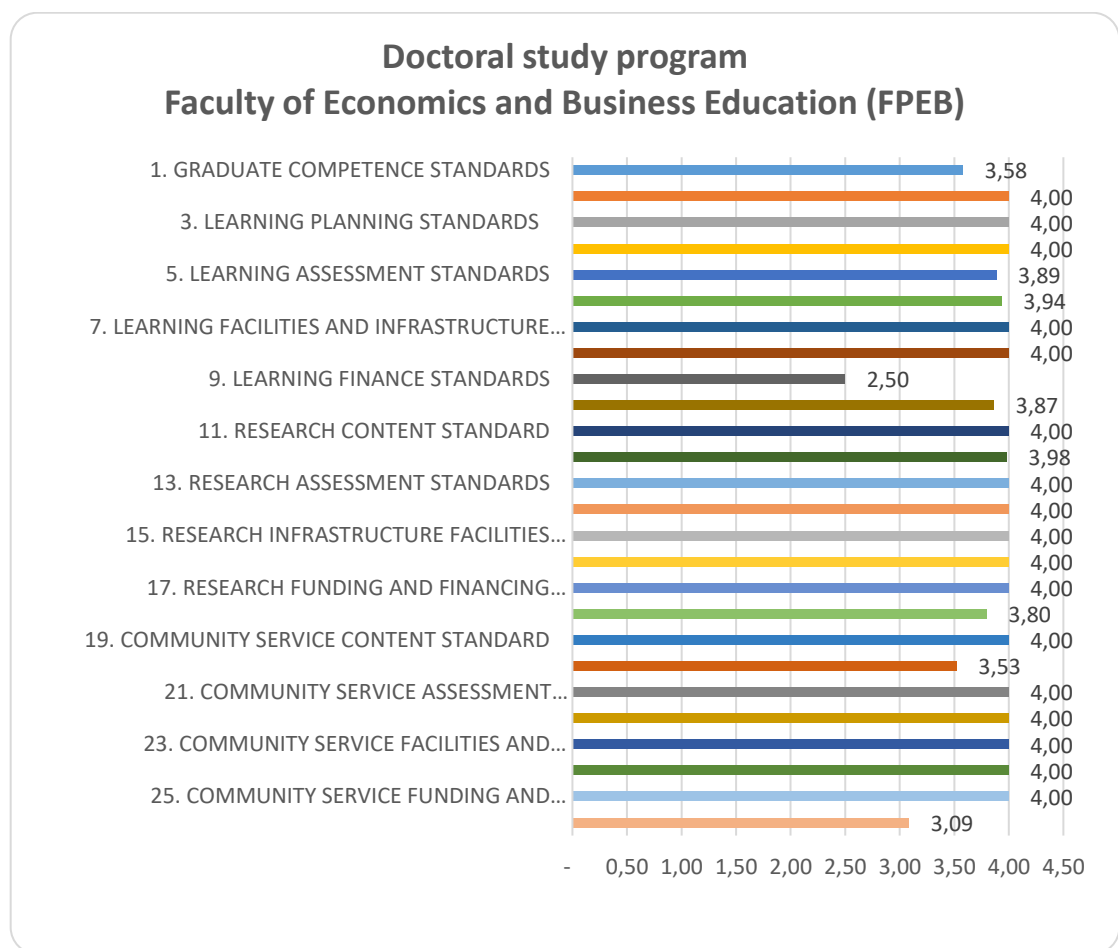
- 1) Learning Management Standards (average value 2.67);
- 2) Learning Process Standards (average value 2.77);
- 3) Community Service Results Standard (average value 2.97);

The results of the IQA from the Doctoral program of the Faculty of Economics and Business Education (FPEB) can be seen in the following table. The study program with the highest IQA score was the Management study program with a score of 391.85, followed by the Economics Education study program with a score of 380.12.

Table25 . Ranking of the Doctoral Program in the Faculty of Economics and Business Education (FPEB)

No	Faculty	Study program	level	Mark
1	FPEB	MANAGEMENT	Doctoral	391,85
2		ECONOMIC EDUCATION	Doctoral	380,12

The 2022 IQA results for each standard in the Doctoral study program at the Faculty of Economics and Business Education (FPEB) show the following averages:



Picture13 . The average score of the 2022 IQA results for each standard in the Doctoral program at the Faculty of Economics and Business Education (FPEB)

The picture above shows that from the results of the 2022 IQA, standards that still need to be improved in the doctoral study program at FPEB are:

- 1) Standard Cost of Learning (average value 2.50);

H. IQA Results Ranking of the Faculty of Social Sciences Education (FPIPS)

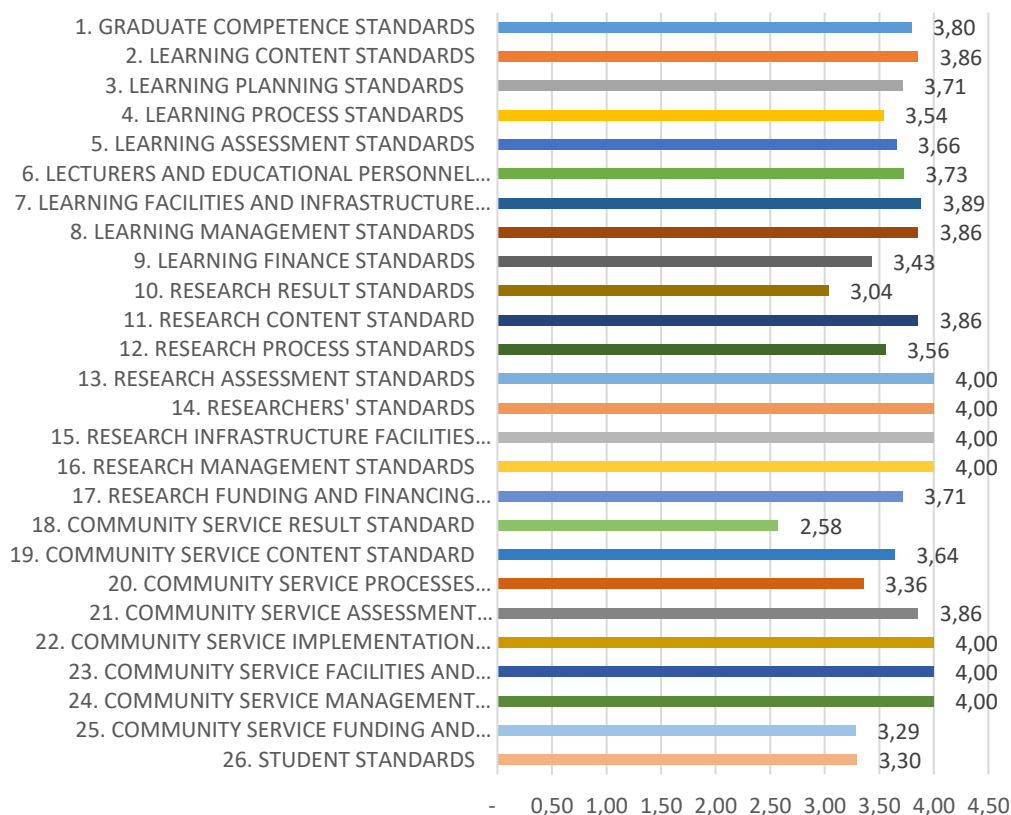
The following table displays the IQA results from the Faculty of Social Science Education (FPIPS) Undergraduate program. The study program with the highest score was the Resort and Leisure Management study program with a score of 381.20, followed by the Social Studies Education study program with a score of 368.48, and in third place was the Islamic Religious Education study program with a score of 367.17.

Table26 . Ranking of S1 study program Faculty of Social Sciences Education (FPIPS)

No	Faculty	Study program	level	Mark
1	FPIPS	RESORT AND LEISURE MANAGEMENT	S1	381,20
2		SOCIAL SCIENCE EDUCATION	S1	368,48
3		ISLIQAC RELIGIOUS EDUCATION SCIENCE	S1	367,17
4		TOURISM MARKETING MANAGEMENT	S1	366,41
5		PKN EDUCATION	S1	360,65
6		SOCIOLOGICAL EDUCATION	S1	357,50
7		GEOGRAPHY EDUCATION	S1	356,74
8		COMMUNICATION STUDIES	S1	345,98
9		HISTORICAL EDUCATION	S1	345,11
10		CATERING INDUSTRY MANAGEMENT	S1	324,67
11		GEOGRAPHIC INFORMATION SCIENCE	S1	320,98
12		MAPPING SURVEY AND GEOGRAPHICAL INFORMATION	D4	311,41
13		TOURISM EDUCATION	S1	300,98

Based on the graph, the 2022 IQA results for each standard criterion in the Undergraduate program at the Faculty of Social Sciences Education (FPIPS) show the following average:

Undergraduate programs
Faculty of Social Sciences Education (FPIPS)



Picture14 . Average score of 2022 IQA results for each standard in Undergraduate programs at the Faculty of Social Sciences Education (FPIPS)

The picture above shows that from the results of the 2022 IQA, standards that still need to be improved in Undergraduate programs at FPIPS are:

- 1) Community Service Results Standard (average value 2.74);
- 2) Student Standards (average value 2.82);

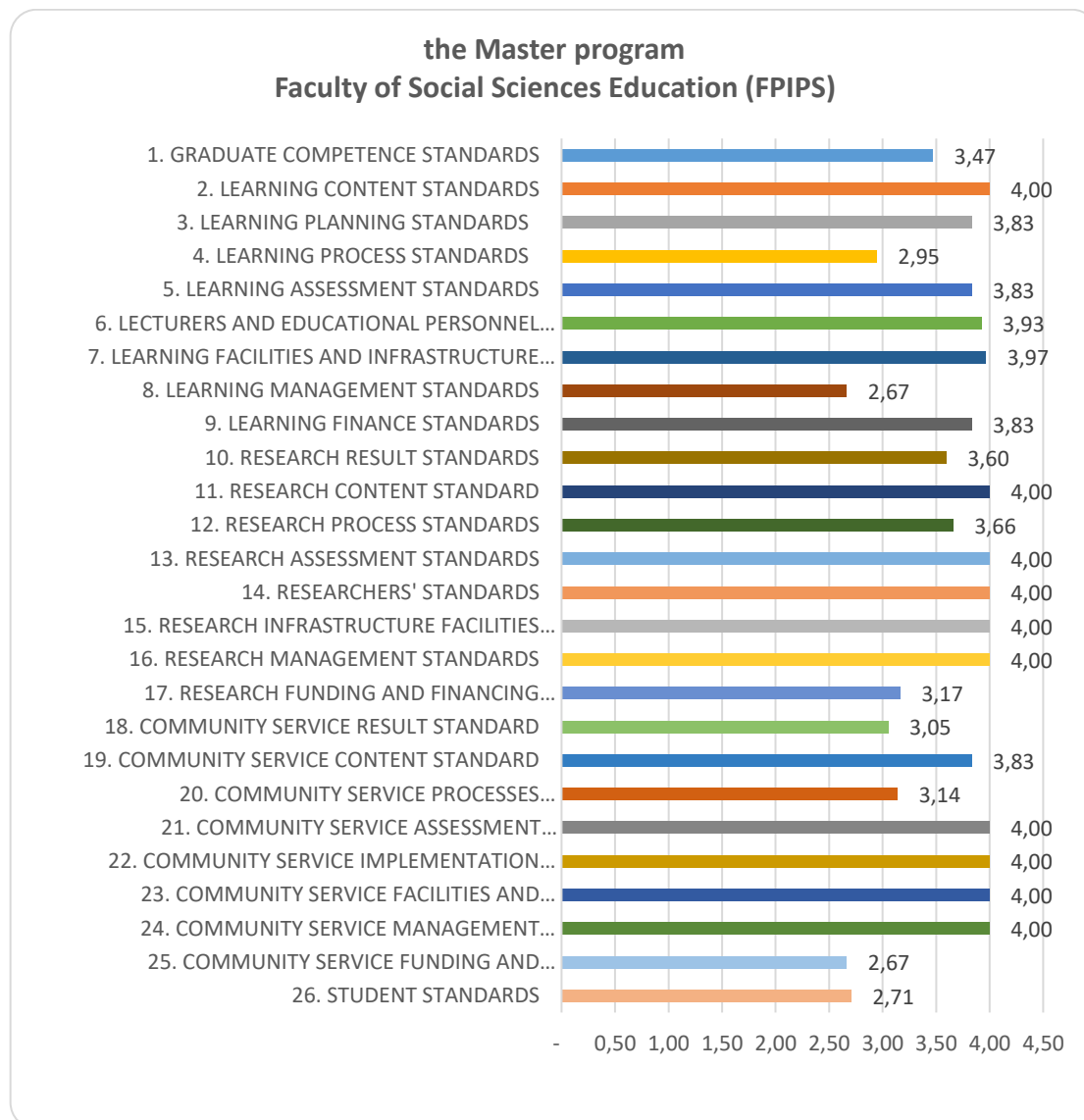
The results of the IQA from the Master program in the Faculty of Social Sciences Education (FPIPS) can be seen in the following table. The study program with the highest IQA score was the Citizenship Education study program with a score of 392.39, followed by the Geography Education study program with a score of 385.68, and in third place was the Social Studies Education study program with a score of 377.84.

Table27 . Ranking of the Master program in the Faculty of Social Sciences Education (FPIPS)

No	Faculty	Study program	level	Mark
1	FPIPS	CIVIC EDUCATION	S2	392,39
2		GEOGRAPHY EDUCATION	S2	385,68
3		SOCIAL SCIENCE EDUCATION	S2	377,84

No	Faculty	Study program	level	Mark
4		SOCIOLOGICAL EDUCATION	S2	372,27
5		HISTORICAL EDUCATION	S2	352,84
6		ISLIQAC RELIGIOUS EDUCATION SCIENCE	S2	350,57

Based on the graph, the 2022 IQA results for each standard criterion in the Master study program at the Faculty of Social Sciences Education (FPIPS) show the following average:



Picture15 . The average score of the 2022 IQA results for each standard in the Master program at the Faculty of Social Sciences Education (FPIPS)

The picture above shows that from the results of the 2022 IQA, the standards that still need to be improved in the Master study program at FPIPS are:

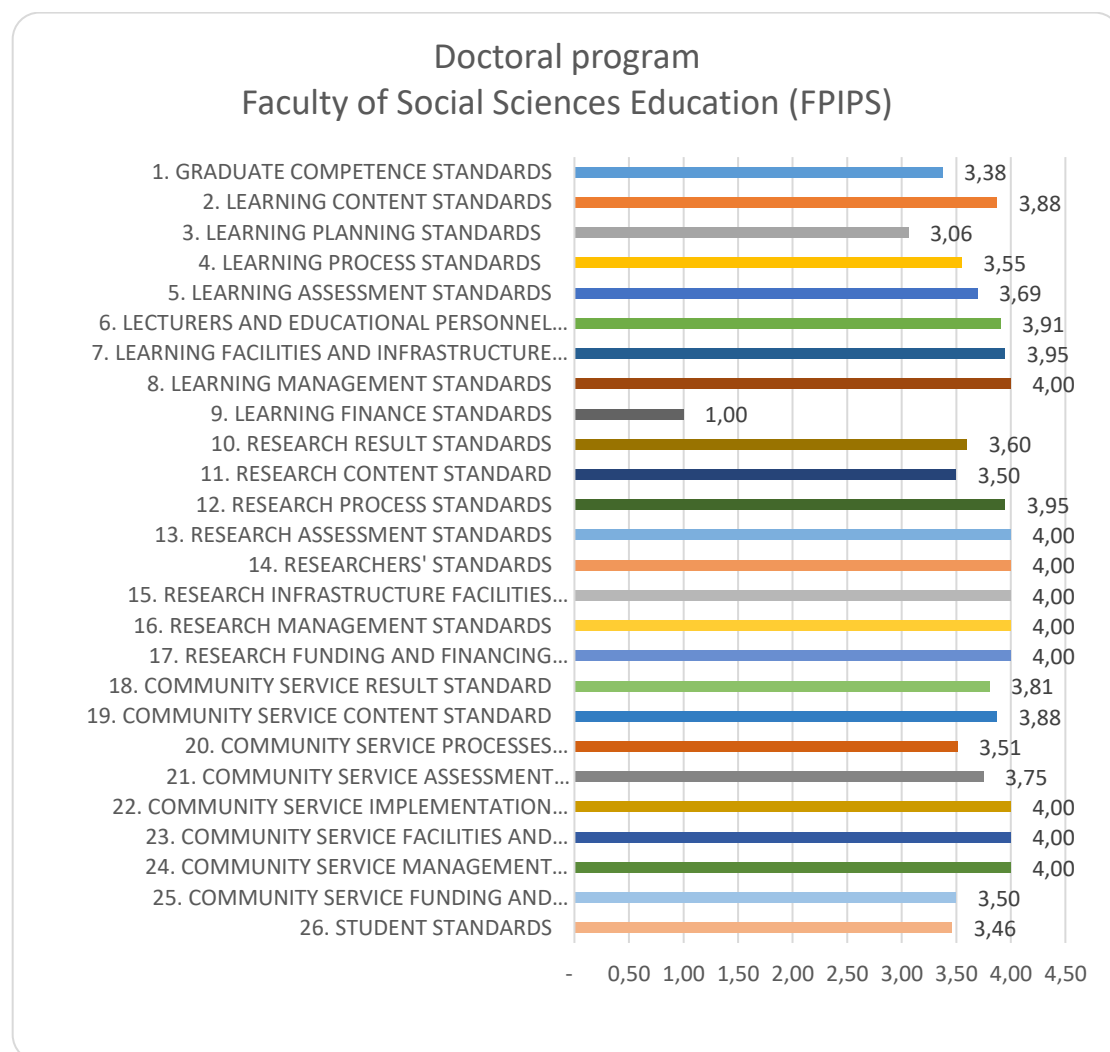
- 1) Learning Financing Standard (average value 2.67);
- 2) Community Service Funding and Financing Standards (average value 2.67);
- 3) Student Standards (average value 2.71);
- 4) Learning Process Standards (average value 2.95);

IQA results from the Doctoral program of the Faculty of Social Sciences Education (FIP) can be seen in the following table. The study program with the highest IQA score was the Social Studies Education study program with a score of 397.28, followed by the Geography Education study program with a score of 381.11, and in third place was the Citizenship Education study program with an acquisition score of 375.31.

Table28 . Ranking of the Doctoral Program in the Faculty of Social Sciences Education (FPIPS)

No	Faculty	Study program	level	Mark
1	FPIPS	SOCIAL SCIENCE EDUCATION	Doctoral	397,28
2		GEOGRAPHY EDUCATION	Doctoral	381,11
3		CIVIC EDUCATION	Doctoral	375,31
4		HISTORICAL EDUCATION	Doctoral	310,49

Based on the graph, the 2022 IQA results for each standard criterion in the Doctoral study program at the Faculty of Social Sciences Education (FPIPS) show the following average:



Picture16 . The average score of the 2022 IQA results for each standard in the Doctoral program at the Faculty of Social Sciences Education (FPIPS)

The picture above shows that from the results of the 2022 IQA, the standards that still need to be improved in the Doctoral study program at FPIPS are:

- 1) Learning Financing Standard (average value 1.00).

I. IQA Results Ranking of the Faculty of Mathematics and Natural Science Education (FPMIPA)

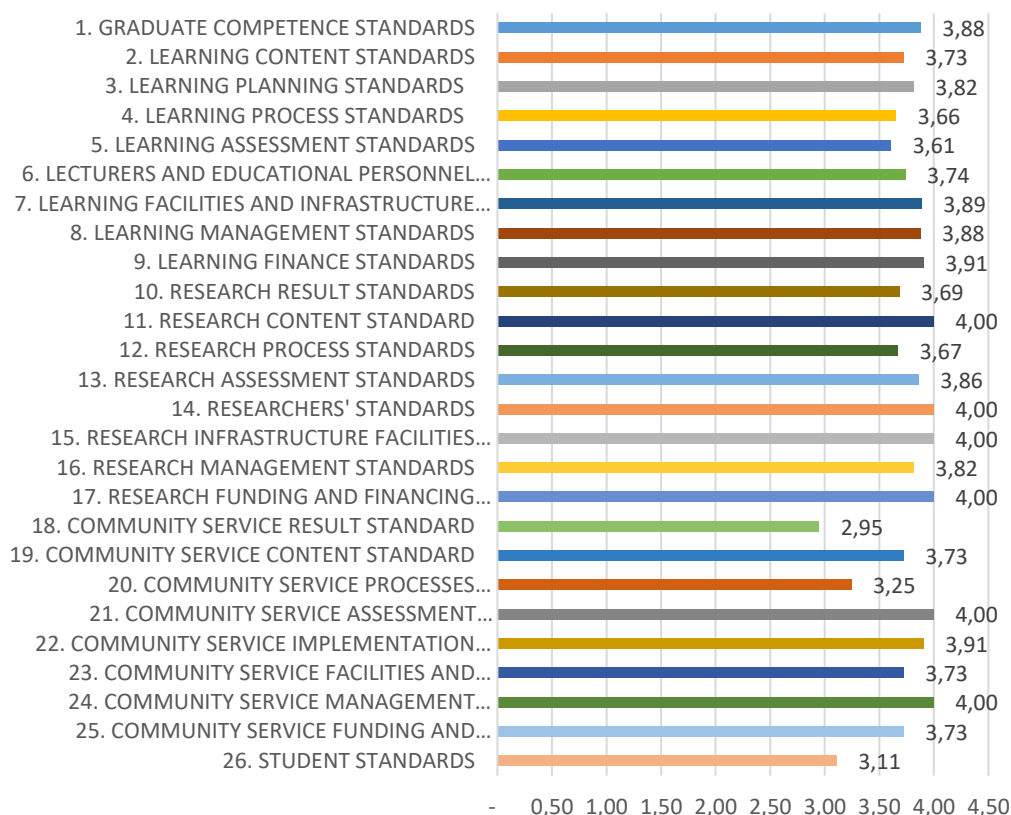
The following table displays the IQA results from the Faculty of Mathematics and Natural Sciences Education S1 study program (FPMIPA). The study program with the highest score was the Physics Education study program with a score of 389.13, followed by the Mathematics Education study program with a score of 387.93, and in third place was the Science/IPSE Education study program with a score of 384.02.

Table29 . Ranking of the Undergraduate program, Faculty of Mathematics and Natural Science Education (FPMIPA)

No	Faculty	Study program	level	Mark
1	FPMIPA	PHYSICAL EDUCATION	S1	389,13
2		MATHEMATICS EDUCATION	S1	387,93
3		Science/IPSE EDUCATION	S1	384,02
4		BIOLOGY	S1	380,11
5		CHEMISTRY	S1	378,59
6		MATHEMATICS	S1	376,85
7		PHYSICS	S1	369,46
8		CHEMICAL EDUCATION	S1	368,15
9		COMPUTER SCIENCE	S1	350,65
10		BIOLOGICAL EDUCATION	S1	342,07
11		COMPUTER SCIENCE EDUCATION	S1	314,35

Based on the graph, the 2022 IQA results for each standard criterion in the Undergraduate program at the Faculty of Mathematics and Natural Sciences Education (FPMIPA) show the following average:

Undergraduate program
Faculty of Mathematics and Natural Sciences Education
(FPMIPA)



Picture17 . The average score of the 2022 IQA results for each standard in the Undergraduate program at the Faculty of Mathematics and Natural Sciences Education (FPMIPA)

The picture above shows that from the results of the 2022 IQA, standards that still need to be improved in Undergraduate programs at FPMIPA are:

- 1) Community Service Results Standard (average value 2.95);

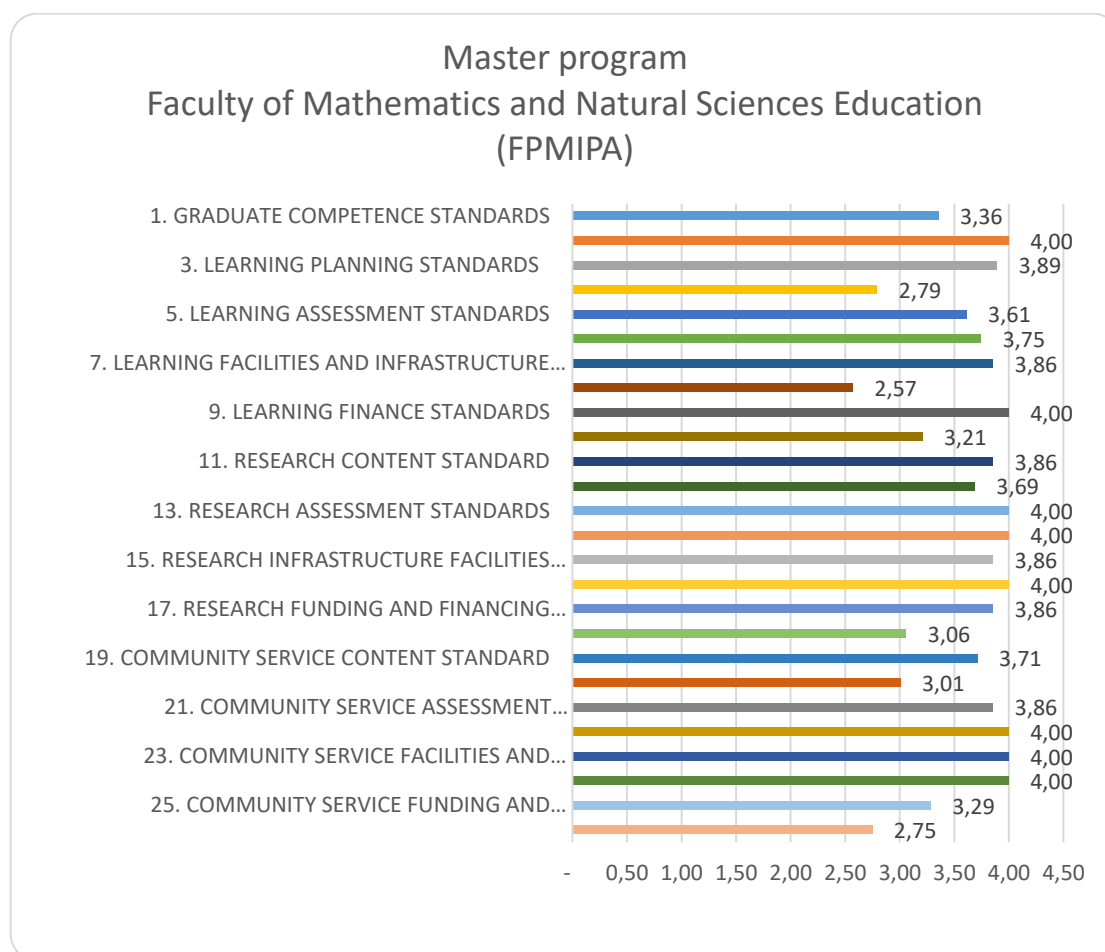
IQA results from the Master program in the Faculty of Mathematics and Natural Sciences Education (FPMIPA) can be seen in the following table. The study program with the highest IQA score was the Science Education study program with a score of 378.75, followed by the Biology Education study program with a score of 375.80, and in third place was the Mathematics Education study program with a score of 367.79.

Table30 . Ranking of the Master program in the Faculty of Mathematics and Natural Science Education (FPMIPA)

No	Faculty	Study program	level	Mark
1	FPMIPA	SCIENCE EDUCATION	S2	378,75
2		BIOLOGICAL EDUCATION	S2	375,80

No	Faculty	Study program	level	Mark
3		MATHEMATICS EDUCATION	S2	367,39
4		CHEMISTRY	S2	366,36
5		PHYSICAL EDUCATION	S2	358,18
6		CHEMICAL EDUCATION	S2	341,02
7		COMPUTER SCIENCE EDUCATION	S2	333,64

Based on the graph, the 2022 IQA results for each standard criterion in the Master study program at the Faculty of Mathematics and Natural Sciences Education (FPMIPA) show the following average:



Picture18 . The average score of the 2022 IQA results for each standard in the Master program at the Faculty of Mathematics and Natural Sciences Education (FPMIPA)

The picture above shows that from the results of the 2022 IQA, the standards that still need to be improved in the Master study program at FPMIPA are:

- 1) Learning Management Standards (average value 2.57);
- 2) Student Standards (grade-average 2.75);
- 3) Learning Planning Standards (average value 2.79);

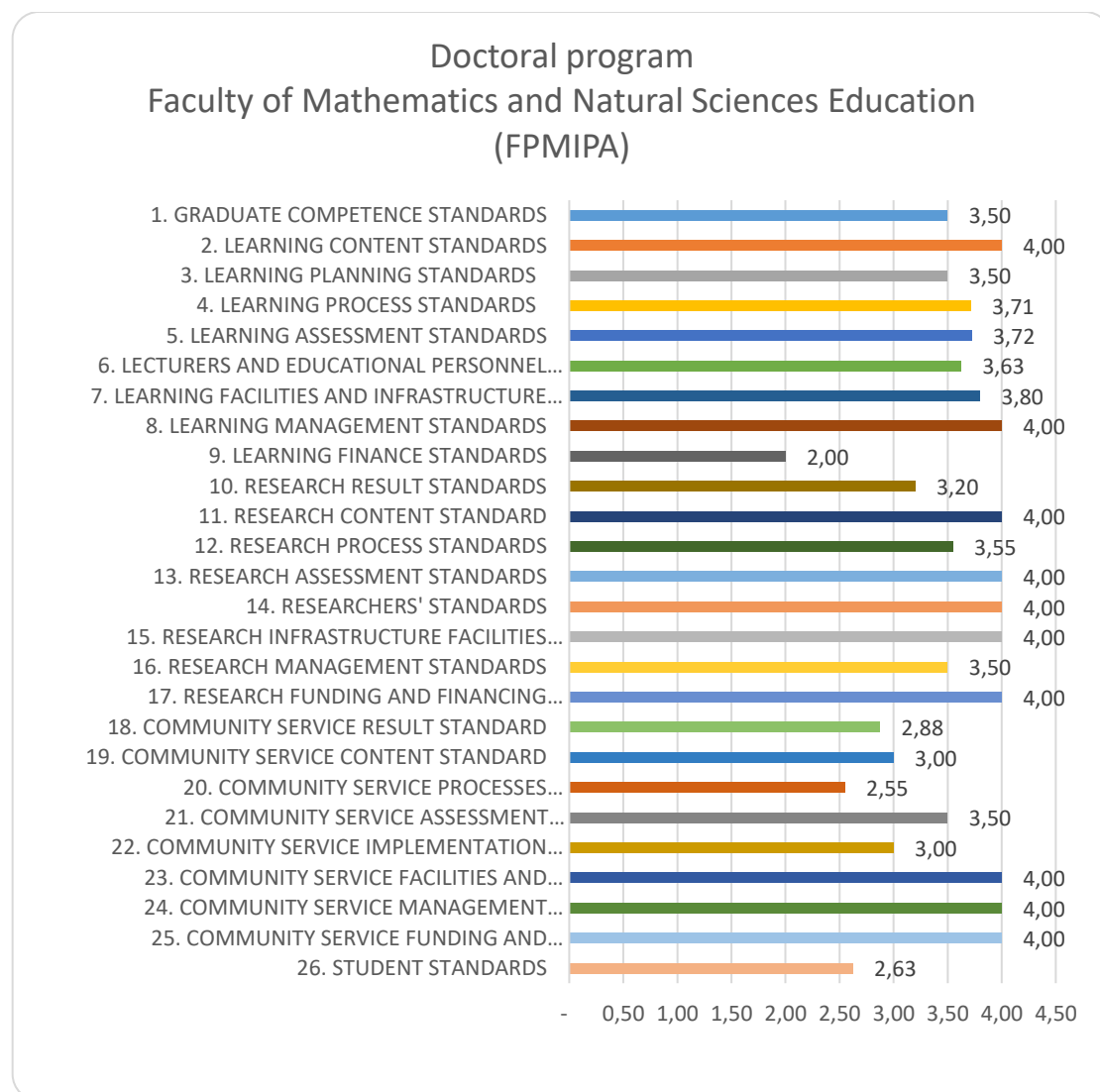
The results of the IQA from the Doctoral program of the Faculty of Mathematics and Natural Sciences Education (FPMIPA) can be seen in the following table. The study program with the

highest IQA score was the Science Education study program with a score of 385.43, followed by the Mathematics Education study program with a score of 320.37.

Table31 . Ranking of the Doctoral Study Program, Faculty of Mathematics and Natural Science Education (FPMIPA)

No	Faculty	Study program	level	Mark
1		SCIENCE EDUCATION	Doctoral	385,43
2		MATHEMATICS EDUCATION	Doctoral	320,37

Based on the graph, the 2022 IQA results for each standard criterion in the Doctoral study program at the Faculty of Mathematics and Natural Sciences Education (FPMIPA) show the following average:



Picture19 . The average score of the 2022 IQA results for each standard in the Doctoral study program at the Faculty of Mathematics and Natural Sciences Education (FPMIPA)

The picture above shows that from the results of the 2022 IQA, the standards that still need to be improved in the Doctoral study program at FPMIPA are:

- 1) Learning Financing Standard (average value 2.00);

- 2) Community Service Process Standard (average value 2.55);
- 3) Student Standards (grade-average 2.63);
- 4) Community Service Results Standard (average value 2.88);

J. IQA Results Ranking of the Faculty of Sports and Health Education (FPOK)

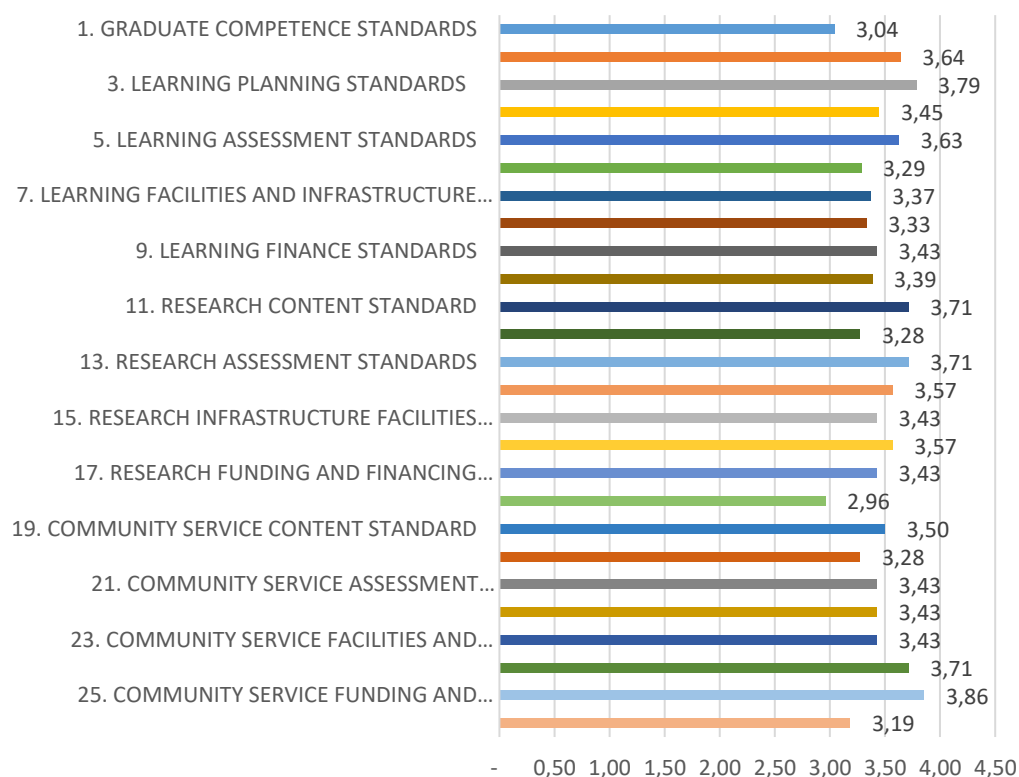
The following table displays the IQA results from the Undergraduate Program of the Faculty of Sports and Health Education. The study program with the highest score was the Sports Science Study Program with a score of 399.78, followed by the Sports Coaching Education study program with a score of 379.57, and in third place was the Physical Health and Recreation Education study program with a score of 363.15.

Table32 . Ranking of the Faculty of Sports and Health Education (FPOK)

No	Faculty	Study program	level	Mark
1	FPOK	SPORTS SCIENCE	S1	399,78
2		SPORTS COACHING EDUCATION	S1	379,57
3		HEALTH PHYSICAL EDUCATION AND RECREATION	S1	363,15
4		NURSING	D3	360,98
5		NUTRITION	S1	328,70
6		SPORTS PHYSICAL COACHING	S1	274,89
7		PGSD PENJAS	S1	269,57

Based on the graph, the 2022 IQA results for each standard criterion at the Faculty of Sports and Health Education (FPOK) show the following averages:

undergraduate programs
Faculty of Sports and Health Education (FPOK)



Picture20 . Average score of IQA 2022 results for each standard in undergraduate programs at the Faculty of Sports and Health Education (FPOK)

The picture above shows that from the results of the 2022 IQA, the standards that still need to be improved in the FPOK Undergraduate program are:

- 1) Community Service Results Standard (average value 2.96);

K. IQA Results Ranking of the Faculty of Vocational Engineering Education (FPTK)

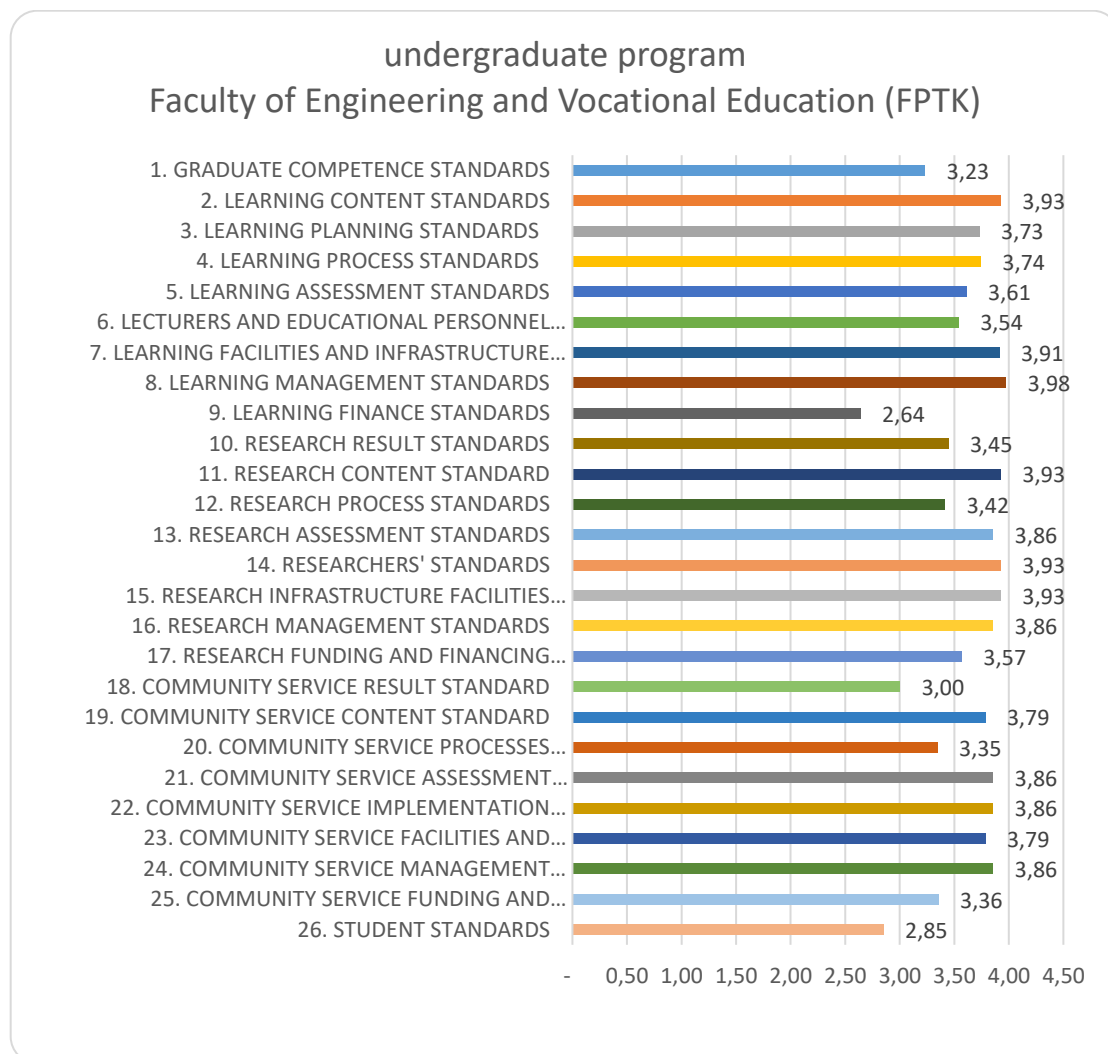
The following table displays the IQA results from the Faculty of Vocational Engineering Education (FPTK) Undergraduate program. The study program with the highest score was the Electrical Engineering Education Study Program with a score of 382.61, followed by the Culinary Education study program with a score of 371.39, and in third place was the Civil Engineering study program with an acquisition score of 369.67.

Table33 . Ranking of the Faculty of Vocational Engineering Education (FPTK) Undergraduate program

No	Faculty	Study program	level	Mark
1	FPTK	ELECTRICAL ENGINEERING EDUCATION	S1	382,61
2		Culinary EDUCATION	S1	372,39
3		CIVIL ENGINEERING	S1	369,67

No	Faculty	Study program	level	Mark
4		ELECTRICAL ENGINEERING	S1	363,91
5		MECHANICAL ENGINEERING EDUCATION	S1	363,15
6		FASHION EDUCATION	S1	360,65
7		ARCHITECTURAL ENGINEERING EDUCATION	S1	358,80
8		AGROINDUSTRIAL ENGINEERING	S1	358,15
9		FIQALY WELFARE EDUCATION	S1	357,83
10		BUILDING ENGINEERING EDUCATION	S1	357,17
11		ARCHITECTURE	S1	355,11
12		INDUSTRIAL AUTOMATION AND ROBOTIC ENGINEERING	S1	335,43
13		AUTOMOTIVE ENGINEERING EDUCATION	S1	328,26
14		LOGISTICS TECHNIQUE	S1	323,04

Based on the graph, the 2022 IQA results for each standard criterion for Undergraduate programs at the Faculty of Vocational Engineering Education (FPTK) show the following averages:



Picture21 . The average score of the 2022 IQA results for each standard in the Undergraduate program at the Faculty of Engineering and Vocational Education (FPTK)

The picture above shows that from the results of the 2022 IQA, standards that still need to be improved in Undergraduate programs at FPTK are:

- 1) Learning Financing Standard (average value 2.64);
- 2) Student Standards (grade-average 2.85);

The IQA results from the Master program in the Faculty of Engineering and Vocational Education (FPTK) can be seen in the following table.

Table34 . Ranking of the Master program in the Faculty of Engineering and Vocational Education (FPTK)

No	Faculty	Study program	level	Mark
1	FPTK	ARCHITECTURE	S2	385,34

The Master study program at the Faculty of Vocational Engineering Education (FPTK) is a new study program, the 2022 IQA results average standard criteria that need to be improved for the Master study program at FPTK, namely:

- 1) Learning Management Standards (average value 2.67);
- 2) Learning Process Standard (average value 2.81);

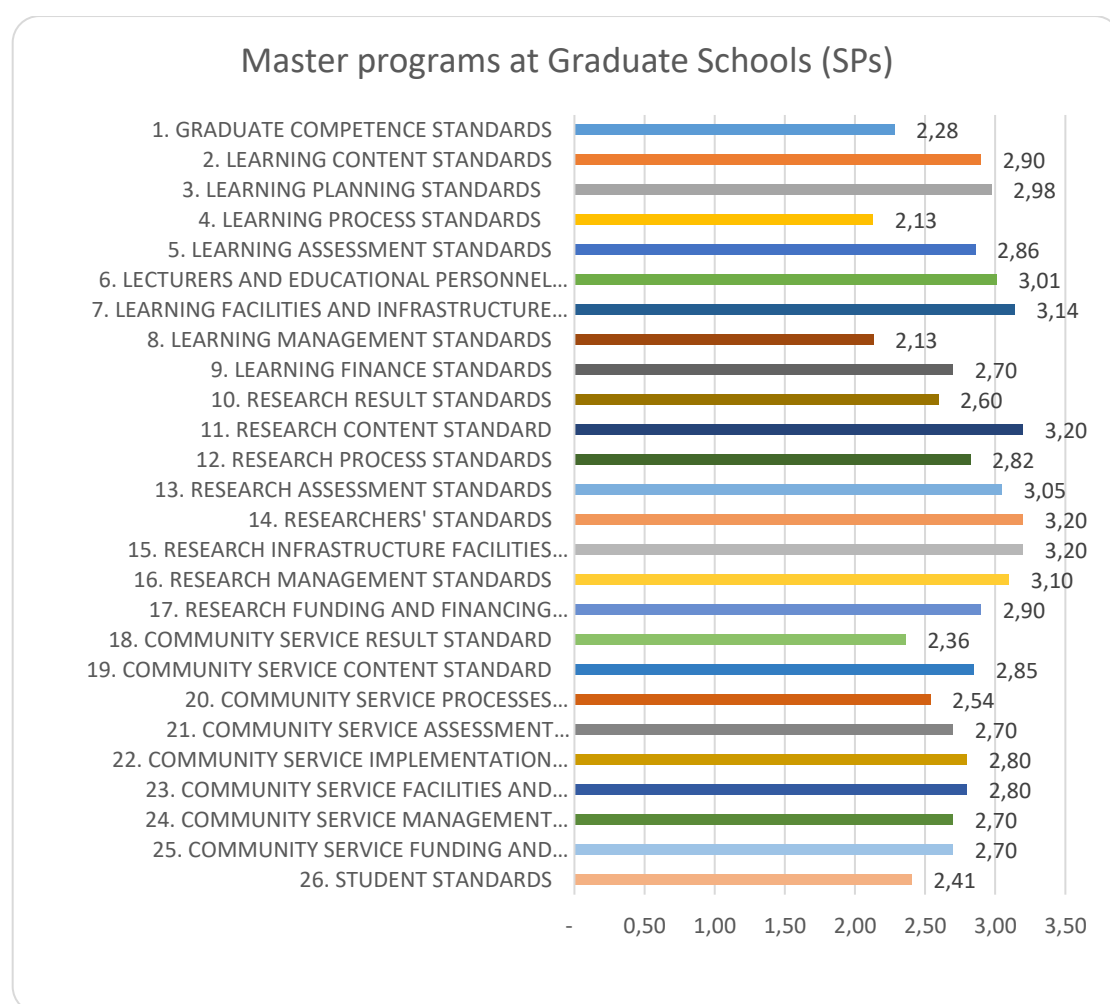
L. Graduate School IQA Outcome Rankings

The following table displays the IQA results from the Postgraduate School (SPs) study program. The study program with the highest score was the Arts Education study program with a score of 394.09, followed by the Linguistics study program with a score of 373.98, and in third place was the Vocational Technology Education study program with a score of 369.89.

Table35 . Postgraduate School Study Program Ranking (SPs)

No	Faculty	Study program	level	Mark
1	SPs	ART EDUCATION	S2	394,09
2		LINGUISTIC	S2	373,98
3		VOCATIONAL TECHNOLOGY EDUCATION	S2	369,89
4		BASIC EDUCATION	S2	369,09
5		EDUCATIONAL PSYCHOLOGY	S2	358,41
6		INDONESIAN LANGUAGE FOR FOREIGN SPEAKERS	S2	355,11
7		GENERAL AND CHARACTER EDUCATION	S2	344,32
8		SPORTS EDUCATION	S2	330,80
9		OFFICE MANAGEMENT	S2	315,34
10		TOURIST	S2	278,07

Based on the graph, the 2022 IQA results for each standard criterion for the Master study program at Postgraduate Schools (SPs) show the following averages:



Picture22 . Average score of 2022 IQA results for each standard in Master programs at Graduate Schools (SPs)

The picture above shows that from the results of the 2022 IQA, standards that still need to be improved in Master study programs at Postgraduate Schools (SPs), namely:

- 1) Learning Management Standards (average value 2.13);
- 2) Learning Process Standard (average value of 2.13);
- 3) Graduate Competency Standards (average value of 2.28);
- 4) Community Service Results Standard (mean-value 2.36);
- 5) Student Standards (grade-average 2.41);

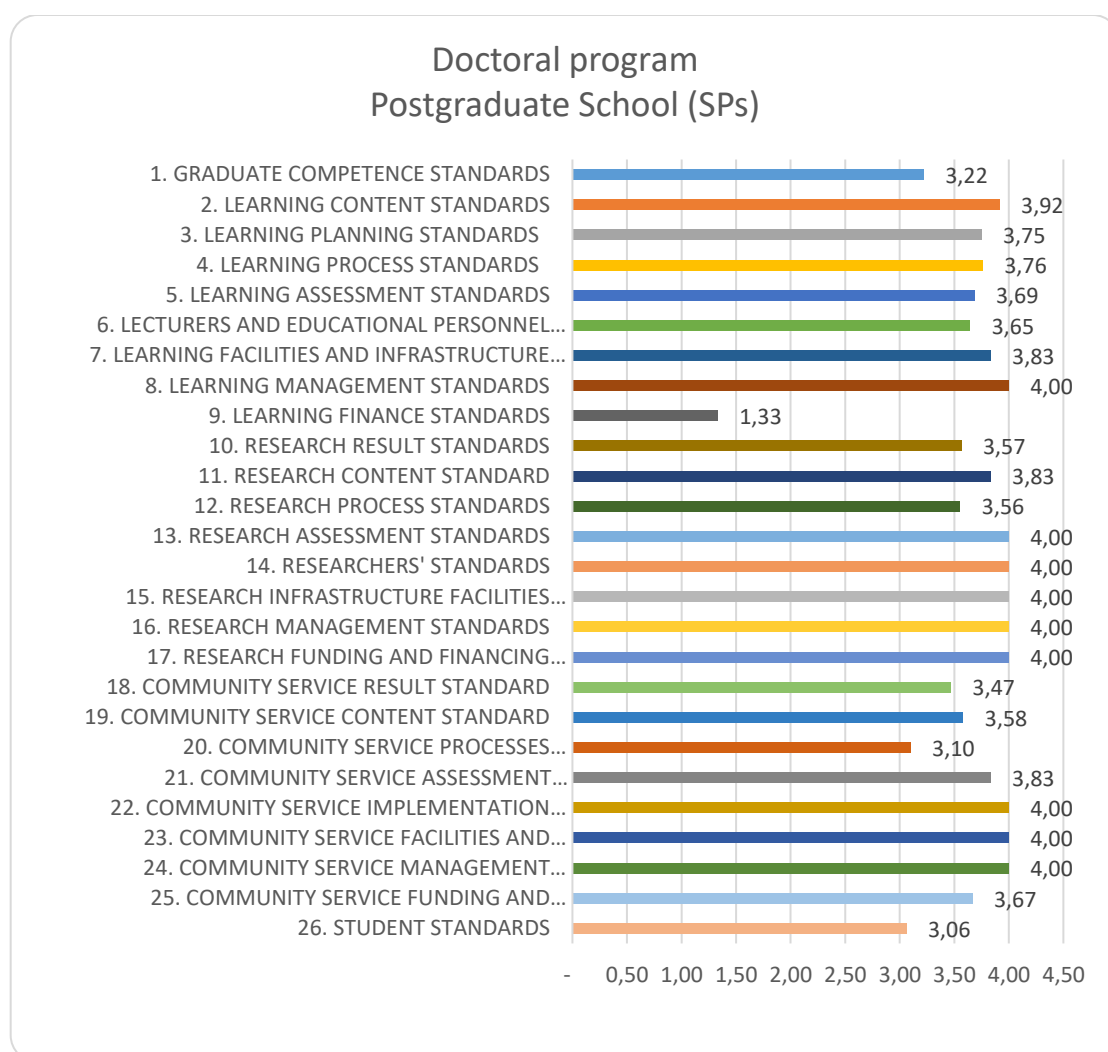
The IQA results from the Postgraduate School (SPs) study program can be seen in the following table. The study program with the highest IQA score was the Vocational Technology Education study program with a score of 395.80, followed by the Basic Education study program with a score of 364.31, and in third place was the Linguistics study program with an acquisition score of 360.62.

Table36 . Postgraduate School Study Program Ranking (SPs)

No	Faculty	Study program	level	Mark
1	SPs	VOCATIONAL TECHNOLOGY EDUCATION	Doctoral	395,80
2		BASIC EDUCATION	Doctoral	364,32

No	Faculty	Study program	level	Mark
3		LINGUISTIC	Doctoral	360,62
4		ART EDUCATION	Doctoral	355,19
5		GENERAL AND CHARACTER EDUCATION	Doctoral	353,83
6		SPORTS EDUCATION	Doctoral	347,04

Based on the graph, the results of the 2022 IQA for each standard criterion of the Doctoral study program in Postgraduate Schools (SPs) show the following averages:



Picture23 . Average score of 2022 IQA results for each standard in the Doctoral program at the Postgraduate School (SPs)

The picture above shows that from the results of the 2022 IQA, standards that still need to be improved in doctoral study programs at Postgraduate Schools (SPs), include:

- 1) Learning Financing Standard (average value 1.33);

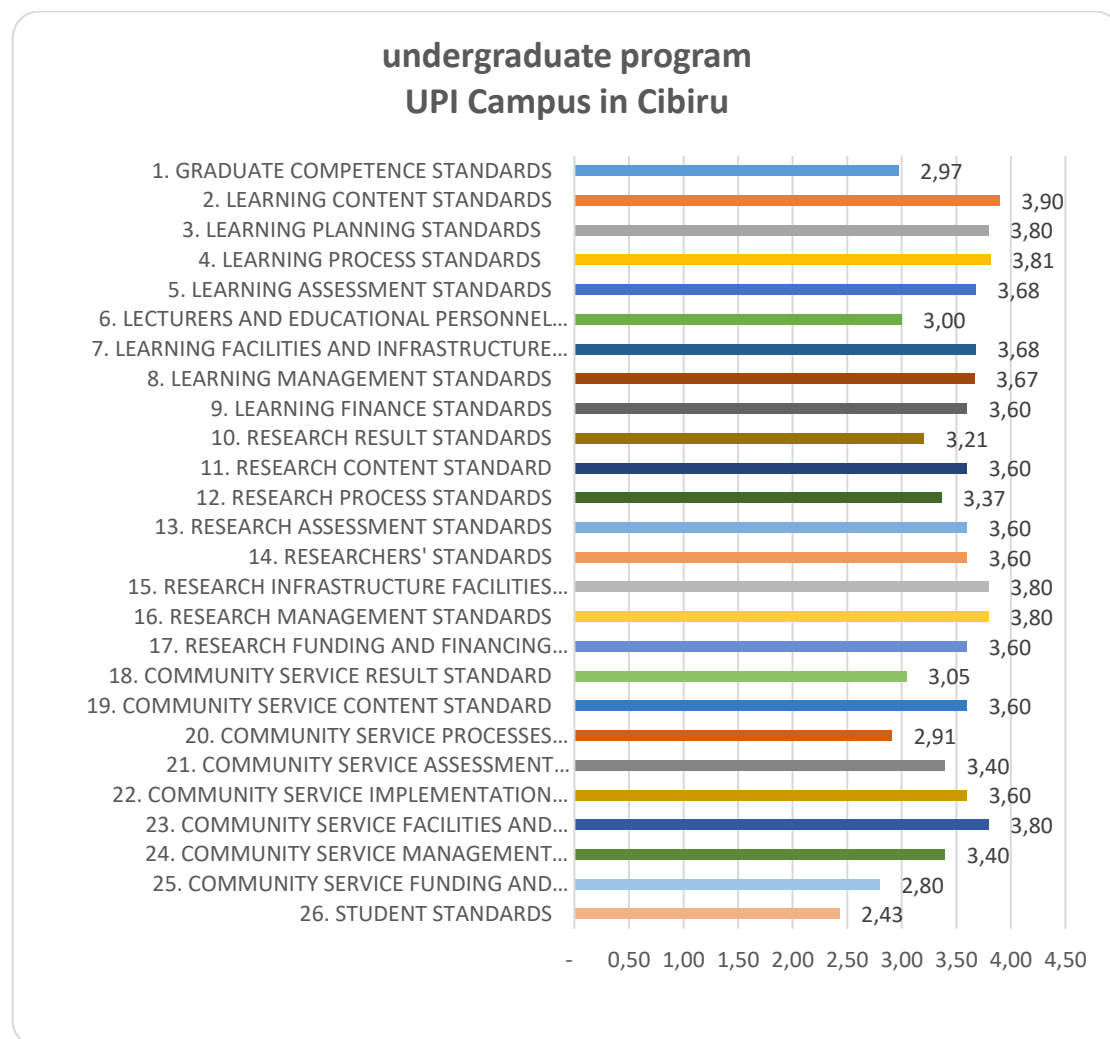
M. UPI Regional Campus Cibiru IQA Results Ranking

The following table displays the IQA results from the UPI Campus S1 study program in Cibiru. The study program with the highest score was the Early Childhood Education Teacher Education study program with a score of 390.22, followed by the Multimedia Education study program with a score of 358.91, and in third place was the Elementary School Teacher Education study program with an acquisition score of 344.67 .

Table37 . Ranking in the UPI Campus undergraduate program in Cibiru

No	Faculty	Study program	level	Mark
1	CIBIRU	PGPAUD	S1	390,22
2		MULTIMEDIA EDUCATION	S1	358,91
3		PGSD	S1	344,67
4		SOFTWARE ENGINEERING	S1	313,48
5		COMPUTER ENGINEERING	S1	306,52

Based on the graph, the 2022 IQA results for each standard criterion in the Undergraduate program at Cibiru Regional Campus show the following average:



Picture24 . The average score of the 2022 IQA results for each standard in the Undergraduate program at the UPI Campus in Cibiru

The picture above shows that from the results of the 2022 IQA, the standards that still need to be improved in the Undergraduate program at Cibiru Regional Campus are:

- 1) Student Standards (grade-average 2.43);
- 2) Community Service Funding and Financing Standard (average value 2.80);
- 3) Community Service Process Standard (average value 2.91);
- 4) Graduate Competency Standards (average value 2.97);

The IQA results from the UPI Campus Master study program in Cibiru with a score of 151.48 for the Elementary School Teacher Education Master study program can be seen in the following table.

Table38 . Ranking in the UPI Campus Master study program in Cibiru

No	Faculty	Study program	level	Mark
1	UPI CAMPUS CIBIRU	PGSD	S2	151,48

N. UPI Regional Campus Purwakarta IQA Results Ranking

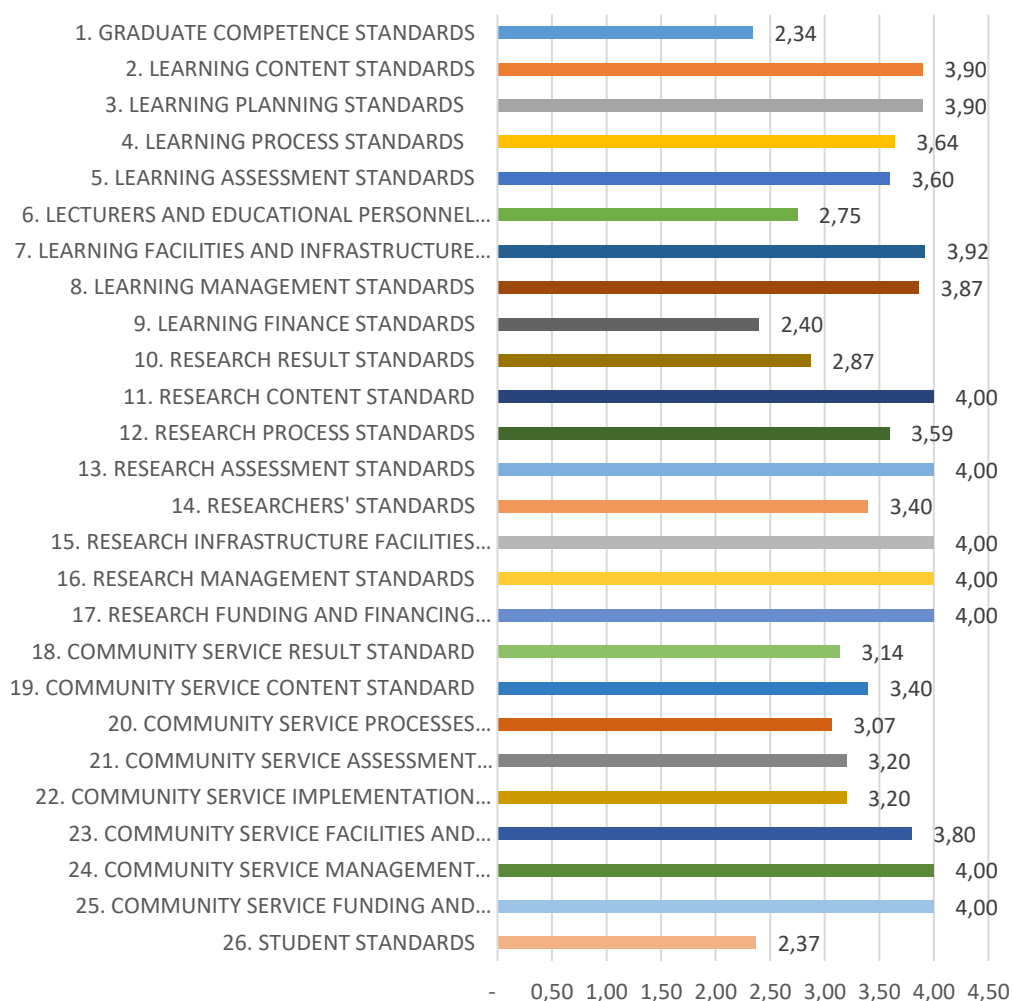
The following table displays the IQA results from the UPI Campus Undergraduate program in Purwakarta. The study program with the highest score was the Elementary School Teacher Education study program with a score of 362.39, followed by the Early Childhood Education Teacher Education study program with an acquisition score of 356.63, and in third place was the Education System and Information Technology study program with an acquisition score 356.09.

Table39 . Ranking in the UPI Campus S1 study program in Purwakarta

No	Faculty	Study program	level	Mark
1	PURWAKARTA	PGSD	S1	362,39
2		PGPAUD	S1	356,63
3		SYSTEM EDUCATION AND INFORMATION TECHNOLOGY	S1	356,09
4		TELECOMMUNICATIONS SYSTEM	S1	294,57
5		MECHRONICS AND ARTIFICIAL INTELLIGENCE	S1	285,54

Based on the graph, the 2022 IQA results for each standard criterion in Purwakarta Regional Campus show the following averages:

Undergraduate programs UPI Campus in Purwakarta



Picture25 .Average score of 2022 IQA results for each standard in undergraduate programs at the UPI Campus in Purwakarta

The picture above shows that from the 2022 IQA results, the standards that still need to be improved at the UPI Campus in Purwakarta are:

- 1) Graduate Competency Standards (average value 2.34);
- 2) Student Standards (grade-average 2.37);
- 3) Learning Financing Standard (average value 2.40);
- 4) Lecturer & Education Personnel Standards (average value 2.75);
- 5) Standard Research Results (average value 2.87);

O UPI Regional Campus Serang IQA Result Rankings

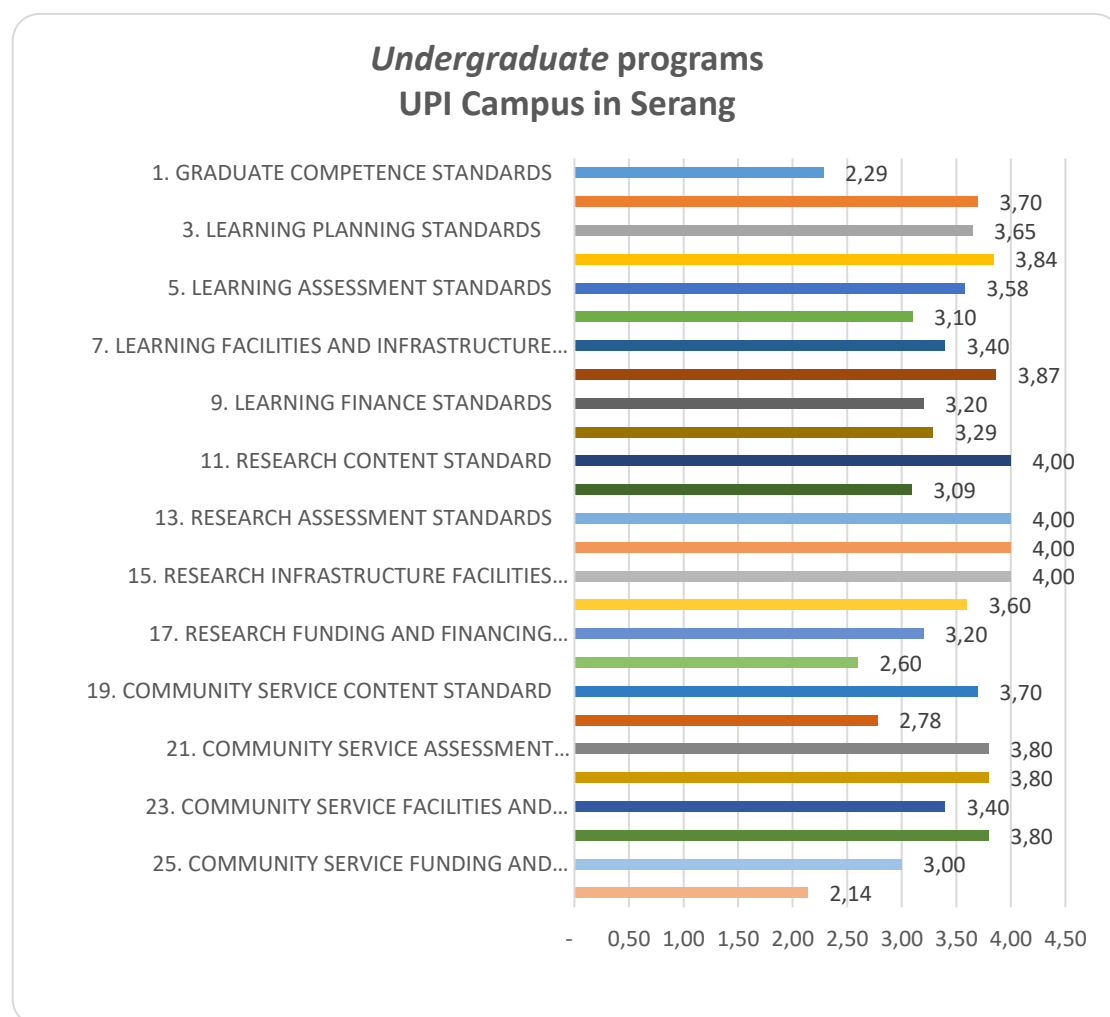
The following table displays the IQA results from the UPI Campus S1 study program in Serang. The study program with the highest score was the Marine Information Systems Study Program

with a score of 349.78, followed by the Elementary School Teacher Education study program with a score of 348.04, and in third place was the Early Childhood Education Teacher Education study program with an acquisition score of 345.33.

Table40 . Ranking in the UPI Campus S1 study program in Serang

No	Faculty	Study program	level	Mark
1	ATTACK	MARINE INFORMATION SYSTEM	S1	349,78
2		PGSD	S1	348,04
3		PGPAUD	S1	345,33
4		MARINE AND FISHERIES EDUCATION	S1	319,35
5		MARINE LOGISTICS	S1	305,43

Based on the graph, the 2022 IQA results for each standard criterion in Serang campus show the following averages:



Picture26 . The average score of the 2022 IQA results for each standard in undergraduate programs at the UPI Campus in Serang

The picture above shows that from the 2022 IQA results, the standards that still need to be improved at the UPI Campus in Serang are:

- 1) Student Standards (average value 2.14);
- 2) Graduate Competency Standards (average value 2.29);
- 3) Community Service Results Standard (average value 2.60);
- 4) Community Service Process Standard (average value 2.78);

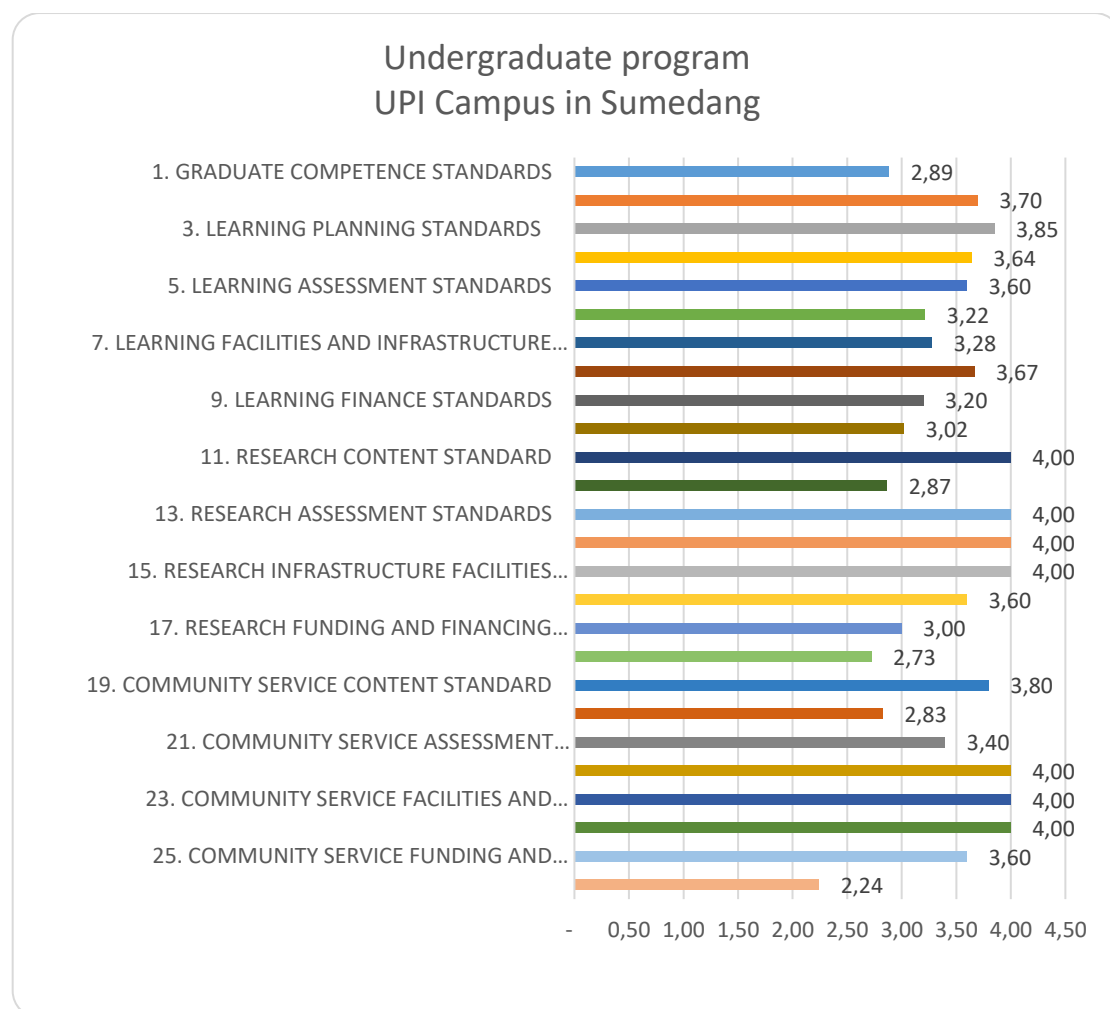
P UPI Regional Campus Sumedang IQA Results Ranking

The following table displays the IQA results from the UPI Campus S1 study program in Sumedang. The study program with the highest score was the Elementary School Teacher Education study program with a score of 368.59, followed by the Nursing study program with an acquisition score of 337.61, and in third place was the Physical Education and Physical Education Study Program with a score of 334.02.

Table41 . Ranking in the UPI Campus S1 study program in Sumedang

No	Faculty	Study program	level	Mark
1	SUMEDANG	PGSD	S1	368,59
2		NURSING	D3	337,61
3		PGSD PENJAS	S1	334,02
4		NURSING	S1	331,30
5		TOURISM INDUSTRY	S1	295,43

Based on the graph, the 2022 IQA results for each standard criterion in the Undergraduate program at Sumedang Regional Campus show the following average:



Picture27 . The average score of the 2022 IQA results for each standard in the undergraduate program at the UPI Campus in Sumedang

The picture above shows that from the results of the 2022 IQA, the standards that still need to be improved in the UPI Campus S1 study program in Sumedang are:

- 1) Student Standards (average value 2.24);
- 2) Community Service Process Standard (average value 2.44);
- 3) Standard research process (average value 2.72);
- 4) Community Service Results Standard (average value 2.73);
- 5) Graduate Competency Standards (average value 2.89);

The IQA results from the UPI Campus Master study program in Serang with a score of 335.57 for the Physical Education Master study program can be seen in the following table.

Table42 . Ranking in the Sumedang Campus UPI Master study program

No	Faculty	Study program	level	Mark
2	UPI SUMEDANG CAMPUS	PHYSICAL EDUCATION	S2	335,57

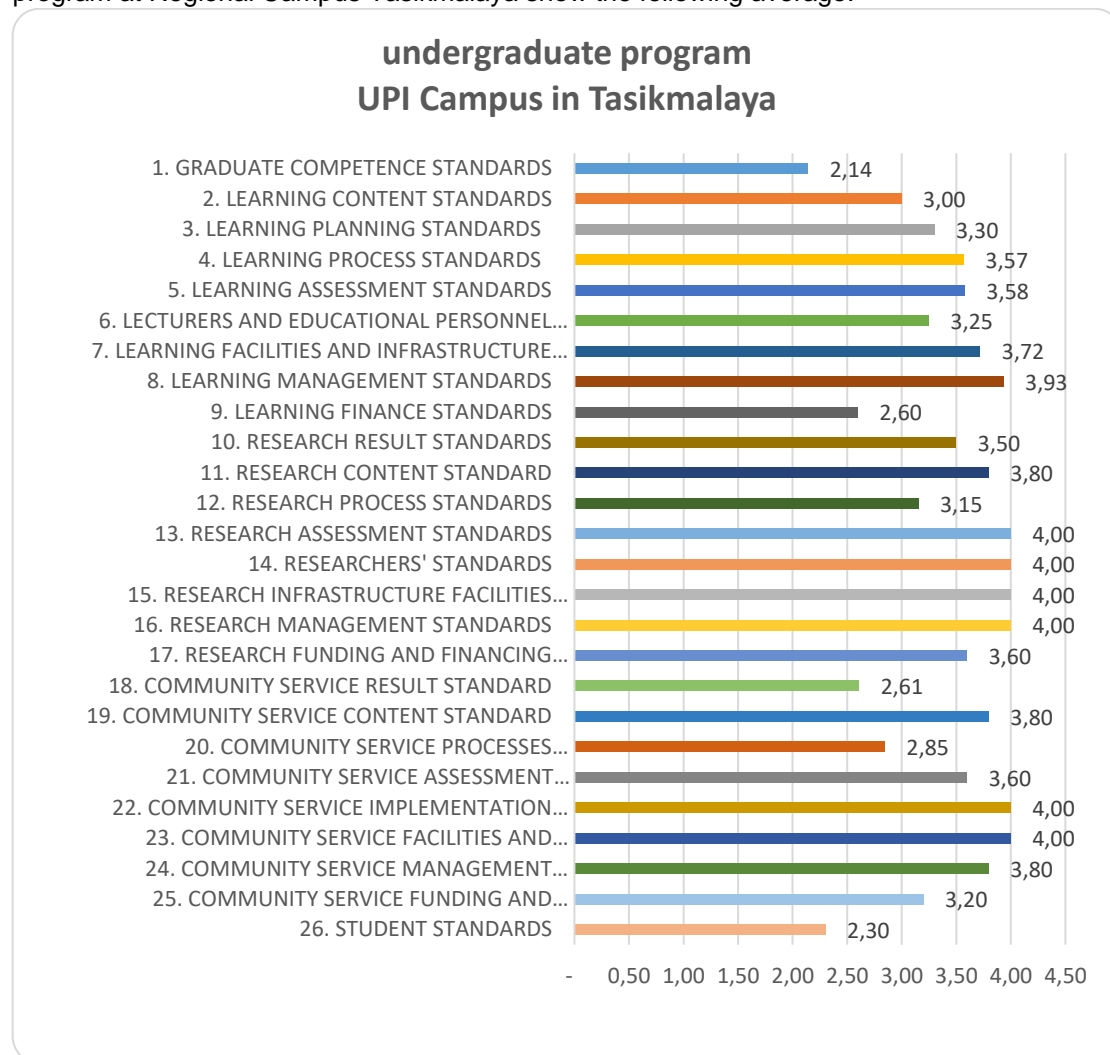
Q UPI Regional Campus Tasikmalaya IQA Results Ranking

The following table displays the IQA results from the UPI Campus S1 study program in Tasikmalaya. The study program with the highest score was the Elementary School Teacher Education Study Program with a score of 360.76, followed by the Digital Business study program with a score of 349.02, and in third place was the Industrial Product Design study program with an acquisition score of 317.93.

Table43 . Ranking in the UPI Campus S1 study program in Tasikmalaya

No	Faculty	Study program	level	Mark
1	TASIKMALAYA	PGSD	S1	360,76
2		DIGITAL BUSINESS	S1	349,02
3		INDUSTRIAL PRODUCT DESIGN	S1	317,93
4		ENTREPRENEURSHIP	S1	317,50
5		PGPAUD	S1	301,85

Based on the graph, the 2022 IQA results for each standard criterion in the Undergraduate program at Regional Campus Tasikmalaya show the following average:



Picture28 . The average score of the 2022 IQA results for each standard in the undergraduate program at the UPI Campus in Tasikmalaya

The picture above shows that from the results of the 2022 IQA, the standards that still need to be improved in the UPI Campus Undergraduate program in Tasikmalaya are:

- 1) Graduate Competency Standards (average value 2.14);
- 2) Student Standards (grade-average 2.30);
- 3) Community Service Process Standard (average value 2.48);
- 4) Community Service Results Standard (average value 2.61);
- 5) Learning Financing Standard (average value 2.60);

The IQA results from the UPI Campus Master study program in Tasikmalaya with a score of 319.20 for the PGSD Master study program can be seen in the following table.

Table44 . Ranking in the UPI Campus Master study program

No	Faculty	Study program	level	Mark
1	UPI TASIKMALAYA CAMPUS	PGSD	S2	319,20

R. IQA Award Rankings 2022

As a form of appreciation for the achievements achieved by study programs participating in Internal Quality Audit activities, the Quality Assurance Unit annually awards the Study Program with the Best Rating. The criteria for determining the best ranking are seen based on the number of IQA scores obtained and the Auditee's timeliness when submitting the IQA report. Of the 76 Diploma and Undergraduate programs participating in the 2022 IQA activities, three study programs were selected which received the best ranking based on the number of IQA scores obtained and the timeliness of collecting IQA instruments. The first rank was won by the Sports Science study program with an acquisition score of 399.78, the second rank was won by the management study program with an acquisition score of 398.91, and the third rank was achieved by the UPI Campus Early Childhood Education Teacher Education study program in Cibiru, with an acquisition score 390, 22.

Table45 . Best Ranking for Diploma and Undergraduate Programs (S-1)

No	Study program	level	Mark	ranking
1	SPORTS SCIENCE	S1	399,78	1
2	MANAGEMENT	S1	398,91	2
3	PGPAUD CIBIRU CAMPUS	S1	390,22	3

Meanwhile, for the Master and Doctoral levels, the Arts Education study program won the first place with a score of 394.09, the second place was the Citizenship Education study program with a score of 391.39, and the third place was the Management study program with a score of 391. , 85.

Table46 . Best Ranking for Master and Doctoral Programs

No	Study program	level	Mark	ranking
1	ART EDUCATION	S2	394,09	1

No	Study program	level	Mark	ranking
2	CIVIC EDUCATION	S2	392,39	2
3	MANAGEMENT	Doctoral	391,85	3

S. Non-Academic Unit IQA Result Rating

The results of the IQA data recapitulation for non-academic units within Universitas Pendidikan Indonesia in 2022 can be seen in the following table:

Table47 . Best Ranking Unit and Bureau of Universitas Pendidikan Indonesia

No	Work unit	Mark
1	DIRECTORATE OF PLANNING AND ORGANIZATION	400,00
2	DIRECTORATE OF INFORMATION SYSTEMS AND TECHNOLOGY	392,86
3	DIRECTORATE OF STUDENT AFFAIRS	390,00
4	FACILITIES AND INFRASTRUCTURE BUREAU	388,89
5	LPPM	347,27
6	HUMAN RESOURCES BUREAU	345,45

From the table, the results of the IQA data recapitulation for non-academic units at Universitas Pendidikan Indonesia show that the Directorate of Planning and Organization was ranked first with a score of 400, and the second rank was won by the Directorate of Technology and Information Systems with a score of 392.86.

CHAPTER III CONCLUSIONS AND RECOMMENDATIONS

Quality assurance needs to be based on true and accurate data and information as well as careful, comprehensive, and up-to-date analysis. To obtain this data and information, tertiary institutions need to always evaluate compliance with established standards, which include aspects of input, process, *output*, and *outcome*. By taking this into account, UPI places internal quality audits as one of the stages in the effort to carry out quality assurance.

Referring to the 2022 IQA results, the performance achievements of study programs at Universitas Pendidikan Indonesia showed quite encouraging results, with a large number of IQA indicators having an average score above 3.8. For Diploma and Undergraduate programs, these indicators include PKM Process indicators (3.85), Availability of Various Forms of Learning (3.86), Variety of Interactions of Lecturers, Students and Learning Resources (3.86), Research Infrastructure (3.88), Fulfillment of Research Requirements (3.89), Management of PKM (3.89), Learning Facilities (3.90), Research Process (3.91), and Adequacy of Lecturers at PDDIKTI (3.94). Meanwhile, for the Master program, the indicators with the highest scores were the indicators of Research Requirements (3.88), Learning Management (3.91), Research Process (3.91), Conformity of RPS and CPL (3.93), Structure Curriculum (3.93) and Learning Facilities (3.93). In the Doctoral program, the indicators with the highest scores were Curriculum Structure indicators (3.95), Learning Facilities (3.95), Research Process (3.95), Researcher Requirements (3.95), Research Infrastructure (3.95)), and PKM Infrastructure (3.95).

However, the 2022 IQA findings also show various indicators that still need to be observed by all academics at Universitas Pendidikan Indonesia. It requires commitment from various parties to design programs that can help improve indicators with unsatisfactory scores. The findings of indicators with low scores are, 1) Number of Foreign Students, 2) National and International Community Service Grants, 3) Community Service Outcomes or HKI Publications, 4) Student Scientific Publications, 5) Research Funds Overseas, 6) Graduation On time for the Doctoral Program, 7) Doctoral Program Study Success, 8) Ratio of Number of Applicants to Number of Graduated Students, 9) Number of Students Participating in MBKM, and 10) Student Achievement in both Academic and Non-academic fields at International, National, Local levels .

From the findings of this IQA it is hoped that it can be followed up in an appropriate, proportional and sustainable manner. The results of the IQA are also expected to be one of the input materials and the basis for planning and establishing short-term programs in the next period, especially those set forth in the 2023 Annual Work Plan and Budget (RKAT) both at the university level and other organizational units. In addition, the trend of IQA results data in recent years can also be used as a basis for planning and establishing medium- and long-term programs for universities and their organizational units.

Apart from that, the implementation of IQA also needs to be evaluated and made continuous improvements and adjustments. Improvements and adjustments can be made to various aspects, both in audit indicators, audit instruments, and audit procedures. These improvements are aimed at ensuring good quality, sustainable and in accordance with the latest demands and external conditions.

ATTACHMENT

LIST OF INSTRUMENT COLLECTION RECAPITULATIONS FROM THE STUDY PROGRAM

Table48 . Timely Recapitulation of Instrument Delivery from D-III and S1 Study Programs (23 September 2022)

NO	Timestamp	NAME OF STUDY PROGRAM/WORK UNIT	PROGRAM	UPPS/WORKING UNIT
1.	8/23/2022 22:03:53	D-III Nursing	Diploma III	UPI Sumedang Regional Campus
2.	9/19/2022 14:57:29	Building Engineering Education	Undergraduate	FPTK
3.	9/21/2022 3:25:01	PGSD	Undergraduate	UPI Serang Regional Campus
4.	9/22/2022 0:05:17	Sports Science	Undergraduate	FPOK
5.	9/22/2022 21:12:23	German Language Education	Undergraduate	FPBS
6.	9/23/2022 6:04:03	Marine Information System	Undergraduate	UPI Serang Regional Campus
7.	9/23/2022 8:08:04	Physical education	Undergraduate	FPMIPA
8.	9/23/2022 8:33:37	Tourism Education	Undergraduate	FPIPS
9.	9/23/2022 9:33:50	Science Education (IPSE)	Undergraduate	FPMIPA
10.	9/23/2022 9:35:35	History Education	Undergraduate	FPIPS
11.	9/23/2022 9:44:25	Mathematics	Undergraduate	FPMIPA
12.	9/23/2022 11:11:33	Entrepreneurship	Undergraduate	UPI Tasikmalaya Regional Campus
13.	9/23/2022 11:20:00	Fine Arts Education	Undergraduate	FPSD
14.	9/23/2022 13:15:15	Visual communication design	Undergraduate	FPSD
15.	9/23/2022 13:35:41	PGPAUD	Undergraduate	UPI Purwakarta Regional Campus
16.	9/23/2022 14:11:34	Film and Television	Undergraduate	FPSD

NO	Timestamp	NAME OF STUDY PROGRAM/WORK UNIT	PROGRAM	UPPS/WORKING UNIT
17.	9/23/2022 14:20:37	Computer Science Education	Undergraduate	FPMIPA
18.	9/23/2022 14:54:12	PGPAUD	Undergraduate	UPI Serang Regional Campus
19.	9/23/2022 14:56:01	Music	Undergraduate	FPSD
20.	9/23/2022 15:06:15	Music Education	Undergraduate	FPSD
21.	9/23/2022 15:11:05	Mathematics education	Undergraduate	FPMIPA
22.	9/23/2022 15:13:09	PGSD	Undergraduate	FIP
23.	9/23/2022 15:27:39	PGPAUD	Undergraduate	FIP
24.	9/23/2022 15:38:43	Guidance and counseling	Undergraduate	FIP
25.	9/23/2022 15:48:19	primary teacher education	Undergraduate	UPI Purwakarta Regional Campus
26.	9/23/2022 15:55:10	PGPAUD	Undergraduate	UPI Tasikmalaya Regional Campus
27.	9/23/2022 15:58:15	Psychology	Undergraduate	FIP
28.	9/23/2022 16:37:31	Pancasila and civic education	Undergraduate	FPIPS
29.	9/23/2022 16:37:56	Nursing	Undergraduate	UPI Sumedang Regional Campus
30.	9/23/2022 16:42:18	Digital Business	Undergraduate	UPI Tasikmalaya Regional Campus
31.	9/23/2022 16:51:41	Korean Language Education	Undergraduate	FPBS
32.	9/23/2022 17:04:36	Education administration	Undergraduate	FIP
33.	9/23/2022 17:05:28	Economic Education	Undergraduate	FPEB
34.	9/23/2022 17:34:21	Social Science Education	Undergraduate	FPIPS
35.	9/23/2022 17:53:14	Electrical engineering education	Undergraduate	FPTK
36.	9/23/2022 18:22:44	Indonesian language and literature education	Undergraduate	FPBS
37.	9/23/2022 18:30:20	Resort and Leisure Management	Undergraduate	FPIPS

NO	Timestamp	NAME OF STUDY PROGRAM/WORK UNIT	PROGRAM	UPPS/WORKING UNIT
38.	9/23/2022 18:39:38	Computer Science	Undergraduate	FPMIPA
39.	9/23/2022 18:45:45	Biology Education	Undergraduate	FPMIPA
40.	9/23/2022 18:47:09	Accounting education	Undergraduate	FPEB
41.	9/23/2022 19:07:00	Mapping Survey and Geographical Information	Diplomas - 4	FPIPS
42.	9/23/2022 19:33:32	Geographic Information Science	Undergraduate	FPIPS
43.	9/23/2022 19:54:52	Arabic Language Education	Undergraduate	FPBS
44.	9/23/2022 20:13:00	nutrition	Undergraduate	FPOK
45.	9/23/2022 20:45:42	English language education	Undergraduate	FPBS
46.	9/23/2022 20:46:24	PGSD Sumedang Campus	Undergraduate	UPI Sumedang Regional Campus
47.	9/23/2022 20:53:36	Mechatronics And Artificial Intelligence	Undergraduate	UPI Purwakarta Regional Campus
48.	9/23/2022 20:54:51	Fashion Education	Undergraduate	FPTK
49.	9/23/2022 21:05:57	Health Physical Education and Recreation	Undergraduate	FPOK
50.	9/23/2022 21:27:47	Dance Arts Education	Undergraduate	FPSD
51.	9/23/2022 21:33:20	Computer Engineering	Undergraduate	UPI Cibiru Regional Campus
52.	9/23/2022 21:49:10	Software engineering	Undergraduate	UPI Cibiru Regional Campus
53.	9/23/2022 21:53:49	Library and Information Science	Undergraduate	FIP
54.	9/23/2022 21:56:47	PGSD Physical Education	Undergraduate	FPOK
55.	9/23/2022 21:58:28	Marine Logistics	Undergraduate	UPI Serang Regional Campus
56.	9/23/2022 22:03:34	Industrial Product Design	Undergraduate	UPI Tasikmalaya Regional Campus
57.	9/23/2022 22:09:13	PGSD Physical Education	Undergraduate	UPI Sumedang Regional Campus
58.	9/23/2022 22:09:16	Management	Undergraduate	FPEB

NO	Timestamp	NAME OF STUDY PROGRAM/WORK UNIT	PROGRAM	UPPS/WORKING UNIT
59.	9/23/2022 22:22:14	Telecommunications System	Undergraduate	UPI Purwakarta Regional Campus
60.	9/23/2022 22:22:49	Accountancy	Undergraduate	FPEB
61.	9/23/2022 22:25:04	Marine and Fisheries Education	Undergraduate	UPI Serang Regional Campus
62.	9/23/2022 22:33:03	Business Education	Undergraduate	FPEB
63.	9/23/2022 22:45:22	Logistics Engineering	Undergraduate	FPTK
64.	9/23/2022 23:05:33	primary teacher education	Undergraduate	UPI Tasikmalaya Regional Campus
65.	9/23/2022 23:21:34	Special Education	Undergraduate	FIP
66.	9/23/2022 23:29:13	Education technology	Undergraduate	FIP
67.	9/23/2022 23:31:37	System Education and Information Technology	Undergraduate	UPI Purwakarta Regional Campus
68.	9/23/2022 23:33:51	Physics	Undergraduate	FPMIPA
69.	9/23/2022 23:35:34	Multimedia Education	Undergraduate	UPI Cibiru Regional Campus
70.	9/23/2022 23:44:37	Chemistry Education	Undergraduate	FPMIPA
71.	9/23/2022 23:48:58	Sports Coaching Education	Undergraduate	FPOK
72.	9/23/2022 23:49:00	Culinary Education	Undergraduate	FPTK
73.	9/23/2022 23:54:32	PGPAUD	Undergraduate	UPI Cibiru Regional Campus
74.	9/23/2022 23:54:37	Chemistry	Undergraduate	FPMIPA
75.	9/23/2022 23:55:28	Family Welfare Education	Undergraduate	FPTK
76.	9/23/2022 23:59:48	Islamic Economics and Finance	Undergraduate	FPEB

Table49 . Timely Recapitulation of Instrument Delivery from Master and Doctoral Study Programs (23 September 2022)

NO	Timestamp	NAME OF STUDY PROGRAM/WORK UNIT	Program	UPPS/WORKING UNITS
1	9/14/2022 17:14:23	Architecture	Master	FPTK
2	9/19/2022 11:15:46	Indonesian Language Education	Doctor	FPBS
3	9/20/2022 14:24:00	Computer Science Education	Master	FPMIPA
4	9/23/2022 0:05:11	General Education and Character	Master	Graduate Schools (SPs)
5	9/23/2022 7:25:51	Office management	Master	Graduate Schools (SPs)
6	9/23/2022 14:09:03	Guidance and counseling	Master	FIP
7	9/23/2022 14:19:55	Guidance and counseling	Doctor	FIP
8	9/23/2022 15:29:55	Tourist	Master	Graduate Schools (SPs)
9	9/23/2022 15:32:38	BIPA Education	Master	Graduate Schools (SPs)
10	9/23/2022 15:56:12	primary teacher education	Master	UPI Cibiru Regional Campus
11	9/23/2022 16:09:06	Pedagogic	Master	FIP
12	9/23/2022 16:23:52	Civic education	Master	FPIPS
13	9/23/2022 16:27:09	Civic education	Doctor	FPIPS
14	9/23/2022 17:25:21	basic education	Master	Graduate Schools (SPs)
15	9/23/2022 17:26:45	basic education	Doctor	Graduate Schools (SPs)
16	9/23/2022 18:27:27	Art Education	Master	Graduate Schools (SPs)
17	9/23/2022 18:29:11	Art Education	Doctor	Graduate Schools (SPs)
18	9/23/2022 18:45:55	PGSD	Master	UPI Tasikmalaya Regional Campus
19	9/23/2022 19:00:49	Biology Education	Master	FPMIPA
20	9/23/2022 19:50:07	Curriculum Development	Master	FIP
21	9/23/2022 19:55:12	Curriculum Development	Doctor	FIP
22	9/23/2022 19:55:57	Arabic Language Education	Master	FPBS
23	9/23/2022 20:00:59	General Education and Character	Doctor	Graduate Schools (SPs)
24	9/23/2022 20:15:36	Mathematics education	Master	FPMIPA
25	9/23/2022 20:16:37	Mathematics education	Doctor	FPMIPA
26	9/23/2022 21:05:35	Special Education	Doctor	FIP
27	9/23/2022 21:05:42	Special Education	Master	FIP
28	9/23/2022 21:21:00	Sundanese Language and Culture Education	Master	FPBS
29	9/23/2022 21:59:58	Accounting Science	Master	FPEB
30	9/23/2022 22:15:47	Management	Master	FPEB
31	9/23/2022 22:22:02	Economic Education	Master	FPEB

NO	Timestamp	NAME OF STUDY PROGRAM/WORK UNIT	Program	UPPS/WORKING UNITS
32	9/23/2022 22:23:14	Economic Education	Doctor	FPEB
33	9/23/2022 22:55:19	Management	Doctor	FPEB
34	9/23/2022 23:19:34	Educational Psychology	Master	Graduate Schools (SPs)
35	9/23/2022 23:21:58	linguistics	Master	Graduate Schools (SPs)
36	9/23/2022 23:23:38	linguistics	Doctor	Graduate Schools (SPs)
37	9/23/2022 23:55:01	Chemistry	Master	FPMIPA

Table50 . Recapitulation of Instrument Submissions from D-III and Undergraduate Programs that are Late in Submitting IQA Instruments Exceeding the Deadline of 23 September 2022

NO	Timestamp	NAME OF STUDY PROGRAM/WORK UNIT	PROGRAM	UPPS/WORKING UNIT
1.	9/24/2022 0:01:35	PGSD	Undergraduate	UPI Cibiru Regional Campus
2.	9/24/2022 4:46:02	Nursing	Diploma III	FPOK
3.	9/24/2022 7:13:56	Electrical Engineering	Undergraduate	FPTK
4.	9/24/2022 10:05:03	Indonesian Language and Literature	Undergraduate	FPBS
5.	9/24/2022 19:35:13	Japanese Language Education	Undergraduate	FPBS
6.	9/24/2022 21:16:18	Mechanical engineering education	Undergraduate	FPTK
7.	9/26/2022 0:35:02	Catering Industry Management	Undergraduate	FPIPS
8.	9/26/2022 3:06:16	Office Management Education	Undergraduate	FPEB
9.	9/26/2022 7:51:00	Agroindustry Technology Education	Undergraduate	FPTK
10.	9/26/2022 8:07:12	Islamic Religious Education	Undergraduate	FPIPS
11.	9/26/2022 21:39:10	English Language and Literature	Undergraduate	FPBS
12.	9/27/2022 5:10:51	Biology	Undergraduate	FPMIPA
13.	9/27/2022 7:03:51	Geography Education	Undergraduate	FPIPS
14.	9/27/2022 11:16:21	Sports Physical Coaching	Undergraduate	FPOK
15.	9/27/2022 12:56:14	Industrial Automation and Robotics Engineering Education	Undergraduate	FPTK
16.	9/27/2022 13:31:20	Community Education	Undergraduate	FIP
17.	9/28/2022 16:37:03	Sundanese Language Education	Undergraduate	FPBS
18.	9/29/2022 14:51:25	Civil Engineering	Undergraduate	FPTK
19.	9/29/2022 15:40:34	Architectural Engineering Education	Undergraduate	FPTK
20.	9/30/2022 19:36:45	Communication Studies	Undergraduate	FPIPS
21.	10/2/2022 9:12:32	Automotive Engineering Education	Undergraduate	FPTK
22.	10/2/2022 13:30:29	Tourism Marketing Management	Undergraduate	FPIPS
23.	10/2/2022 20:07:55	French Language Education	Undergraduate	FPBS
24.	10/3/2022 13:03:26	Sociology Education	Undergraduate	FPIPS
25.	10/4/2022 8:56:56	Architecture	Undergraduate	FPTK
26.		Tourism industry	Undergraduate	UPI Sumedang Campus

Table51 . Recapitulation of Instrument Submissions from Master and Doctoral Study Programs that are Late in Submitting IQA Instruments Exceeding the Deadline of 23 September 2022

NO	Timestamp	NAME OF STUDY PROGRAM/WORK UNIT	PROGRAM	UPPS/WORKING UNIT
1.	9/24/2022 0:07:51	Education administration	Master	Graduate Schools (SPs)
2.	9/24/2022 0:12:11	Education administration	Doctor	Graduate Schools (SPs)
3.	9/24/2022 1:46:23	Science Education	Master	FPMIPA
4.	9/24/2022 2:40:43	Technology and Vocational Education	Master	Graduate Schools (SPs)
5.	9/24/2022 3:27:25	Science Education	Doctor	FPMIPA
6.	9/24/2022 7:30:21	PAUD	Master	FIP
7.	9/24/2022 8:20:13	Geography Education	Master	FPIPS
8.	9/24/2022 8:21:04	Geography Education	Doctor	FPIPS
9.	9/24/2022 8:29:49	Physical education	Master	FPMIPA
10.	9/24/2022 13:32:35	Technology and Vocational Education	Doctor	Graduate Schools (SPs)
11.	9/25/2022 22:55:29	Sumedang Campus Physical Education	Master	UPI Sumedang Campus
12.	9/26/2022 14:23:16	English language education	Master	FPBS
13.	9/27/2022 14:12:27	Chemistry Education	Master	FPMIPA
14.	9/28/2022 8:44:13	Community Education	Master	FIP
15.	9/28/2022 8:45:17	Community Education	Doctor	FIP
16.	9/28/2022 23:03:07	French Language Education	Master	FPBS
17.	9/29/2022 13:31:31	English language education	Doctor	FPBS
18.	10/1/2022 11:20:25	Social Science Education	Master	FPIPS
19.	10/1/2022 11:21:29	Social Science Education	Doctor	FPIPS
20.	10/3/2022 13:10:14	Sociology Education	Master	FPIPS
21.	10/3/2022 21:00:44	Japanese Language Education	Master	FPBS
22.	10/4/2022 13:53:03	History Education	Doctor	FPIPS
23.	10/4/2022 14:05:53	Sports Education	Doctor	Graduate Schools (SPs)
24.	10/4/2022 14:50:03	Sports Education	Master	Graduate Schools (SPs)
25.	10/4/2022 16:55:30	History Education	Master	FPIPS
26.	10/7/2022 19:00:22	Islamic education	Master	FPIPS
27.	10/22/2022 2:07:58	Education administration	Doctor	FIP

List of Undergraduate (S-1) and Diploma Study Programs that send IQA instruments on time

The IQA results for the 76 study programs of the Undergraduate (S-1) and Diploma Study Programs can be seen as follows:

Table52 . 2022 Quality Audit Assessment Results for Diplomas and Undergraduates (S-1)

NO	STUDY PROGRAM	LEVELS	UPPS/ FACULTY	SCORE
1.	SPORTS SCIENCE	S1	FPOK	399,78
2.	MANAGEMENT	S1	FPEB	398,91
3.	PGPAUD	S1	UPI CAMPUS CIBIRU	390,22
4.	PHYSICAL EDUCATION	S1	FPMIPA	389,13
5.	MATHEMATICS EDUCATION	S1	FPMIPA	387,93
6.	Science Education (IPSE)	S1	FPMIPA	384,02
7.	ART EDUCATION	S1	FPSD	383,37
8.	ELECTRICAL ENGINEERING EDUCATION	S1	FPIPS	382,61
9.	RESORT AND LEISURE MANAGEMENT	S1	FPIPS	381,20
10.	SPECIAL EDUCATION	S1	FIP	380,33
11.	SPORTS COACHING EDUCATION	S1	FPOK	379,57
12.	CHEMISTRY	S1	FPMIPA	378,59
13.	ACCOUNTING EDUCATION	S1	FPEB	378,37
14.	MATHEMATICS	S1	FPMIPA	376,85
15.	Culinary EDUCATION	S1	FPTK	372,39
16.	PGPAUD	S1	FIP	371,96
17.	MUSIC EDUCATION	S1	FPSD	371,41
18.	LIBRARY AND INFORMATION SCIENCE	S1	FIP	371,30
19.	GUIDANCE AND COUNSELING	S1	FIP	370,54
20.	PHYSICS	S1	FPMIPA	369,46
21.	PGSD	S1	UPI SUMEDANG CAMPUS	368,59
22.	SOCIAL SCIENCE EDUCATION	S1	FPIPS	368,48
23.	CHEMICAL EDUCATION	S1	FPMIPA	368,15
24.	EDUCATION TECHNOLOGY	S1	FIP	365,87
25.	ISLIQAC ECONOMICS AND FINANCE	S1	FPEB	365,87
26.	PGSD	S1	FIP	365,00
27.	HEALTH PHYSICAL EDUCATION AND RECREATION	S1	FPOK	363,15
28.	CAMPUS PGSD	S1	UPI PURWAKARTA CAMPUS	362,39
29.	DANCE ART EDUCATION	S1	FPSD	361,30

NO	STUDY PROGRAM	LEVELS	UPPS/ FACULTY	SCORE
30.	PGSD	S1	UPI TASIKMALAYA CAMPUS	360,76
31.	FASHION EDUCATION	S1	FPTK	360,65
32.	PANCASILA AND CIVIC EDUCATION	S1	FPIPS	360,65
33.	MULTIMEDIA EDUCATION	S1	UPI CAMPUS CIBIRU	358,91
34.	FIQALY WELFARE EDUCATION	S1	FPTK	357,83
35.	BUILDING ENGINEERING EDUCATION	S1	FPTK	357,17
36.	PGPAUD	S1	UPI PURWAKARTA CAMPUS	356,63
37.	ARABIC LANGUAGE EDUCATION	S1	FPBS	356,52
38.	INDONESIAN LANGUAGE EDUCATION	S1	FPBS	356,41
39.	SYSTEM EDUCATION AND INFORMATION TECHNOLOGY	S1	UPI PURWAKARTA CAMPUS	356,09
40.	KOREAN LANGUAGE EDUCATION	S1	FPBS	354,78
41.	ECONOMIC EDUCATION	S1	FPEB	353,91
42.	EDUCATION ADMINISTRATION	S1	FIP	352,28
43.	COMPUTER SCIENCE	S1	FPMIPA	350,65
44.	MARINE INFORMATION SYSTEM	S1	UPI CAMPUS SERANG	349,78
45.	DIGITAL BUSINESS	S1	UPI TASIKMALAYA CAMPUS	349,02
46.	PGSD	S1	UPI CAMPUS SERANG	348,04
47.	FILM AND TELEVISION	S1	FPSD	347,83
48.	PGPAUD	S1	UPI CAMPUS SERANG	345,33
49.	HISTORICAL EDUCATION	S1	FPIPS	345,11
50.	BIOLOGICAL EDUCATION	S1	FPMIPA	342,07
51.	GERMAN LANGUAGE EDUCATION	S1	FPBS	339,24
52.	NURSING	D-III	UPI SUMEDANG CAMPUS	337,61
53.	PSYCHOLOGY	S1	FIP	334,13
54.	PGSD PENJAS	S1	UPI SUMEDANG CAMPUS	334,02
55.	ACCOUNTANCY	S1	FPEB	332,07
56.	NURSING	S1	UPI SUMEDANG CAMPUS	331,30
57.	MUSIC	S1	FPSD	330,33
58.	NUTRITION	S1	FPOK	328,70
59.	VISUAL COMMUNICATION DESIGN	S1	FPSD	328,04

NO	STUDY PROGRAM	LEVELS	UPPS/ FACULTY	SCORE
60.	BUSINESS EDUCATION	S1	FPEB	327,39
61.	LOGISTICS TECHNIQUE	S1	FPTK	323,04
62.	GEOGRAPHICAL INFORMATION SCIENCE	S1	FPIPS	320,98
63.	PENDIDIKAN KELAUTAN DAN PERIKANAN	S1	UPI KAMPUS SERANG	319,35
64.	DESAIN PRODUK INDUSTRI	S1	UPI KAMPUS TASIKMALAYA	317,93
65.	PENDIDIKAN BAHASA INGGRIS	S1	FPBS	317,83
66.	KEWIRAUSAHAAN	S1	UPI KAMPUS TASIKMALAYA	317,50
67.	PENDIDIKAN ILMU KOMPUTER	S1	FPMIPA	314,35
68.	REKAYASA PERANGKAT LUNAK	S1	UPI KAMPUS CIBIRU	313,48
69.	SURVEY PEMETAAN DAN INFORMASI GEOGRAFIS	D-4	FPIPS	311,41
70.	TEKNIK KOMPUTER	S1	UPI KAMPUS CIBIRU	306,52
71.	LOGISTIK KELAUTAN	S1	UPI KAMPUS SERANG	305,43
72.	PGPAUD	S1	UPI KAMPUS TASIKMALAYA	301,85
73.	PENDIDIKAN PARIWISATA	S1	FPIPS	300,98
74.	SISTEM TELEKOMUNIKASI	S1	UPI KAMPUS PURWAKARTA	294,57
75.	MEKATRONIKA DAN KECERDASAN BUATAN	S1	UPI KAMPUS PURWAKARTA	285,54
76.	PGSD PENJAS	S1	FPOK	269,57

List of Master (S-2) and Doctoral (S-3) Study Programs that send IQA instruments on time

The IQA results for 25 Undergraduate programs (S-2) and 12 Undergraduate programs (S-2) can be seen as follows:

Table53 . Quality Audit Assessment Results for 2022 for Master and Doctoral Degrees

NO	STUDY PROGRAM	LEVELS	SCORE
1	ART EDUCATION	S2	394,09
2	CIVIC EDUCATION	S2	392,39
3	MANAGEMENT	S3	391,85
4	ARCHITECTURE	S2	385,34
5	MANAGEMENT	S3	385,34
6	ACCOUNTING SCIENCE	S2	384,55
7	ECONOMIC EDUCATION	S3	380,12

NO	STUDY PROGRAM	LEVELS	SCORE
8	SUNDA LANGUAGE AND CULTURE EDUCATION	S2	380,00
9	SPECIAL EDUCATION	S3	375,93
10	BIOLOGICAL EDUCATION	S2	375,80
11	CIVIC EDUCATION	S3	375,31
12	LINGUISTIC	S2	373,98
13	BASIC EDUCATION	S2	369,09
14	MATHEMATICS EDUCATION	S2	367,39
15	COUNSELING GUIDANCE	S3	365,80
16	BASIC EDUCATION	S3	364,32
17	ARABIC LANGUAGE EDUCATION	S2	361,25
18	LINGUISTIC	S3	360,62
19	EDUCATIONAL PSYCHOLOGY	S2	358,41
20	COUNSELING GUIDANCE	S2	357,61
21	ART EDUCATION	S3	355,19
22	INDONESIAN LANGUAGE FOR FOREIGN SPEAKERS	S2	355,11
23	GENERAL AND CHARACTER EDUCATION	S3	353,83
24	ECONOMIC EDUCATION	S2	353,64
25	INDONESIAN LANGUAGE EDUCATION	S3	352,35
26	pedagogic	S2	347,39
27	GENERAL AND CHARACTER EDUCATION	S2	344,32
28	CHEMICAL EDUCATION	S2	341,02
29	SPECIAL EDUCATION	S2	337,61
30	CURRICULUM DEVELOPMENT	S2	337,50
31	COMPUTER SCIENCE EDUCATION	S2	333,64
32	CURRICULUM DEVELOPMENT	S3	325,93
33	MATHEMATICS EDUCATION	S3	320,37
34	PGSD CAMPUS TASIKMALAYA	S2	319,20
35	OFFICE MANAGEMENT	S2	315,34
36	TOURIST	S2	278,07
37	PGSD CAMPUS CIBIRU	S2	151,48







