GUIDELINES IMPLEMENTING PPEPP CYCLE

EXCELLENT
ACREDITATION
UIN Walisongo Semarang

STATE ISLAMIC UNIVERSITY
WALISONGO SEMARANG

2025

Guidelines for Implementing the PPEPP Cycle

STATE ISLAMIC UNIVERSITY

WALISONGO SEMARANG

2025

RECTOR'S DECREE
STATE ISLAMIC UNIVERSITY WALISONGO SEMARANG
NUMBER 091 OF 2025

REGARDING
GUIDELINES FOR THE IMPLEMENTATION OF THE PPEPP CYCLE
STATE ISLAMIC UNIVERSITY WALISONGO SEMARANG
YEAR 2025

Considering :

a. That in order to implement the National Standards for Higher Education consistently and sustainably at the State Islamic University Walisongo Semarang, it is necessary to design an Internal Quality Assurance System;
b. That in order to implement the Internal Quality Assurance System, Guidelines for the Implementation of the PPEPP Cycle are required;
c. That based on the considerations as referred to in letter a and letter b, it is necessary to stipulate a Rector's Decree concerning the Guidelines for the Implementation of the PPEPP Cycle at the State Islamic University Walisongo Semarang for the Year 2025.

Taking into account :

1. Act of the Republic of Indonesia Number 20 of 2003 concerning the National Education System;
2. Act of the Republic of Indonesia Number 12 of 2012 concerning Higher Education;
3. Act of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers;
4. Government Regulation of the Republic of Indonesia Number 4 of 2014 concerning the Provision of Higher Education and the Management of Higher Education Institutions;
5. Regulation of the Minister of Research, Technology, and Higher Education of the Republic of Indonesia Number 55 of 2017 concerning Standards for Teacher Education;
6. Regulation of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia Number 53 of 2023 concerning Quality Assurance in Higher Education;
7. Regulation of the Minister of Religious Affairs of the Republic of Indonesia Number 54 of 2015 concerning the Organisation and Working Procedures of the State Islamic University Walisongo Semarang;
8. Regulation of the Minister of Religious Affairs of the Republic of Indonesia Number 8 of 2022 amending the Regulation of the Minister of Religious Affairs Number 54 of 2015 concerning the Organisation and Working Procedures of the State Islamic University Walisongo

Semarang;

9. Regulation of the Minister of Religious Affairs of the Republic of Indonesia Number 57 of 2015 concerning the Statute of the State Islamic University Walisongo Semarang.

DECIDES

To Stipulate : **THE RECTOR'S DECISION OF THE STATE ISLAMIC UNIVERSITY WALISONGO SEMARANG ON THE GUIDELINES FOR THE IMPLEMENTATION OF THE PPEPP CYCLE OF THE STATE ISLAMIC UNIVERSITY WALISONGO SEMARANG YEAR 2025**

FIRST : The Guidelines for the Implementation of the PPEPP Cycle at the State Islamic University Walisongo Semarang shall be as set out in the appendix, which constitutes an inseparable part of this decision.

SECOND : The Guidelines for the Implementation of the PPEPP Cycle at the State Islamic University Walisongo Semarang are formulated with due consideration to the resolutions of the Academic Senate Meeting of the State Islamic University Walisongo Semarang held on 15 January 2025 and subsequently approved on 7 February 2025.

THIRD : This decision shall come into force as from the date of its stipulation. Should any errors be found in this decision in the future, necessary amendments and corrections shall be made accordingly.

Issued in : Semarang
Dated : 10 February 2025

Rector

Nizar

COMPILATION TEAM

GUIDELINES FOR IMPLEMENTING THE PPEPP CYCLE

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FOREWORD

Praise be to Allah, the Lord of the Worlds, the Guidelines for Implementing the PPEPP Cycle, as an important part of the SPMI UIN Walisongo document, have been well prepared. These Guidelines for Implementing the PPEPP Cycle will serve as a reference and guide for realising the Vision and Mission of UIN Walisongo Semarang while maintaining the standards set by UIN Walisongo.

The PPEPP Cycle Implementation Guidelines contain several broad descriptions of how the SPMI Standards at UIN Walisongo are understood and implemented until the Internal Quality Assurance System (SPMI) is implemented in organising higher education to create a culture of quality within it.

The PPEPP Cycle Implementation Guidelines are expected to serve as a basis, "umbrella" and reference for both internal and external stakeholders in understanding and implementing the SPMI Standards in a comprehensive and holistic manner. The PPEPP Cycle Implementation Guidelines are designed to ensure systemic and structured quality in accordance with the provisions of laws and regulations.

Such is the content and purpose of the Guidelines for the Implementation of the PPEPP Cycle at UIN Walisongo, with the hope that it will guide UIN Walisongo towards its envisioned vision and continue to receive His blessing, amen.

Semarang, January 2025

Rector

Nizar

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CHAPTER I INTRODUCTION

The guidelines for implementing the cycle of Determination, Implementation, Evaluation, Control and Improvement (PPEPP) of the Internal Quality Assurance System (SPMI) at UIN Walisongo Semarang have been compiled as the basis and main reference for the implementation of the Internal Quality Assurance System (SPMI) Standards in all departments and units of UIN Walisongo Semarang. These guidelines are designed to ensure that the implementation of SPMI is consistent, effective, and sustainable, in line with the university's commitment to creating a culture of quality. Each work unit, from the university level to the study programme level, is expected to refer to these guidelines in carrying out their respective functions and responsibilities.

These guidelines cover the implementation of a quality assurance system based on four main standards that form the pillars of higher education, namely Education Standards, Research Standards, Community Service Standards, and Student and Alumni Standards. Each standard that has been developed has output standards, process standards, and input standards. These four standards are formulated to ensure that all academic and non-academic activities are carried out in accordance with the strategic objectives of UIN Walisongo Semarang. Thus, these standards serve as guidelines for achieving the highest quality in various fields. The SPMI standards of UIN Walisongo Semarang that have been compiled refer to the National Higher Education Standards (SNPT) as the basic framework. In addition, these standards are supplemented with additional standards that include Additional Performance Indicators (IKT) to support the achievement of higher quality than the minimum standards. Furthermore, the SPMI Standards also refer to the accreditation criteria set by the National Accreditation Agency for Higher Education (BAN-PT) and the Independent Accreditation Agency (LAM), thereby strengthening the university's competitiveness and accountability at the national and international levels. Through the five stages of establishment, implementation, evaluation, control, and improvement, it is hoped that UIN Walisongo Semarang will be able to implement a comprehensive quality assurance system, build a culture of quality, and achieve its vision as a research-based Islamic university.

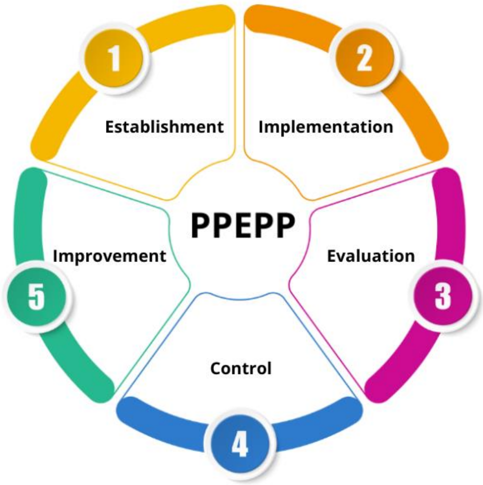
excellent and competitive.

Table 1. SPMI Standards for UIN Walisongo Semarang

No	Standard	Number of Aspects
1	**Education Standard**	**188**
	Output Standards: Graduate Competency Standards	**14** 14
	Process Standards: A. Learning Process Standards 1) Learning Planning Standards 2) Learning Process Implementation Standards 3) Learning Process Assessment Standards B. Assessment Process Standards C. Management Standards	**95** 1 40 2 20 32
	Input Standard: A. Content Standards B. Lecturer and Educational Staff Standards C. Facilities and Infrastructure Standards D. Funding Standards E. Educational Cooperation Standards	**79** 12 28 12 21 6
2	**Research Standards**	**41**
	Output Standards	13
	Process Standards	18
	Input Standards	19
3	**Community Service Standards**	**43**
	Output Standards	9
	Process Standards	25
	Input Standards	9
4	**Student and Alumni Standards**	**61**
	Output Standards: A. Student Output Standards B. Student Learning Outcomes related to Education C. Alumni Output Standards D. Student Learning Outcomes related to Research and Community Service	32 12 7 12 1
	Process Standards	14
	Input Standards	15
	Total	**333**

These guidelines explain how the PPEPP cycle is implemented. The first stage begins with **the establishment**, which involves the preparation and approval of SPMI documents, including the SPMI Policy, SPMI Standards, PPEPP Implementation Guidelines, and SPMI Documentation Procedures. This establishment serves as the basis for coordinated implementation in all work units. Each document which is ratified as a reference in implementing the quality assurance system, ensuring the alignment of the university's vision and mission. The next stage is **implementation**, which emphasises the implementation of the contents of the SPMI document in all work units. Work units, study programmes, and faculties carry out their duties based on established standards. This implementation is well documented in accordance with documentation procedures, thereby supporting transparency and accountability. After implementation, **an evaluation** is carried out to assess the extent to which the implementation of SPMI complies with the established standards. This evaluation is carried out through an Internal Quality Audit (AMI) and an external audit by institutions such as BAN-PT or LAM. The purpose of the evaluation is to identify gaps or shortcomings in implementation, as well as to provide recommendations for improvement. The **control** stage involves corrective actions based on the evaluation results. These actions aim to maintain consistency in the implementation of SPMI and ensure that any identified deficiencies are addressed appropriately. Control also includes periodic monitoring of the implementation of improvements. The final stage is **improvement,** which focuses on innovation to exceed the established standards. This process involves developing new standards, optimising processes, and improving university performance. Improvement is carried out continuously to ensure that the institution continues to develop and is able to compete at the national and international levels.

Figure 1. SPMI PPEPP Cycle



CHAPTER II GUIDELINES FOR ESTABLISHING SPMI STANDARDS

A. Purpose of the SPMI Standard Setting Guidelines

The establishment of SPMI standards is intended as a reference in designing, formulating, and establishing various standards at the University, Faculty, Postgraduate Programme, Study Programme, Institution, and UPT levels. The establishment of SPMI standards is carried out in an effort to continuously and sustainably improve quality at Walisongo State Islamic University Semarang. Each Unit/Institution can establish SPMI standards as outlined in the following documents:

1) SPMI Policy;

   Contains the policies that serve as the foundation for establishing SPMI standards

2) SPMI Standards;

   Benchmarks or guidelines established by higher education institutions to ensure the quality of higher education. SPMI standards are used to ensure that all academic and non-academic activities are carried out in accordance with predetermined quality criteria, in order to realise the vision, mission, and objectives of higher education institutions.

3) Guidelines for Implementing the PPEPP Cycle;

   The guidelines for establishing the PPEPP cycle systematically explain how a higher education institution implements the quality assurance cycle through the stages of Establishment (E), Implementation (I), Evaluation (E), Control (I), and Improvement (I).

4) Procedures for Documenting the Internal Quality Assurance System (SPMI)

   Guidelines containing forms and instruments to facilitate the storage, management, and maintenance of documents related to the Internal Quality Assurance System (SPMI).

The establishment of standards is necessary as a basic reference for the implementation of SPMI in order to realise the Vision of UIN Walisongo. This basic reference includes minimum criteria from various aspects related to the implementation of higher education, including educational services, research, and community service. The establishment of SPMI is also intended as a tool for the realisation of a culture of quality at UIN Walisongo Semarang.

B. Scope of SPMI Standard Establishment

The scope of the guidelines for standard setting covers matters related to standard setting in the ISQS at the university/faculty and units/institutions, as outlined below.

1) SPMI standards include Education Standards, Research Standards, Community Service Standards, and Student and Alumni Standards.
2) SPMI standards include Output Standards, Process Standards, and Input Standards.
3) Education standards include:
   a. **Output Standards:** Graduate Competency Standards
      a) Process Standards:
      b) Standard Process Learning: (1) Standards Learning Planning; (2) Standard Implementation of the Learning Process; and (3) Learning Process Assessment Standards
      c) Assessment Process Standards
      d) Management Standards
   b. **Input Standards:**
      a) Content Standards
      b) Faculty and Educational Staff Standards
      c) Facilities and Infrastructure Standards
      d) Funding Standards
      e) Educational Cooperation Standards
4) Research standards include:
   a. **Output Standards**
   b. **Process Standards**
   c. **Input Standards**
5) Community service standards include:
   a. **Output Standards**
   b. **Process Standards**
   c. **Input Standards**
6) Student and Alumni Standards include:
   a. **Output Standards:**

a) Student Output Standards
b) Student Output Standards related to Education
c) Alumni Output Standards
d) Student Outcomes Standards related to Research and Community Service

b. Process Standards

c. Input Standards

7) SPMI Standards are formulated based on: (1) National Higher Education Standards; (2) The Vision, Mission, and Objectives of Walisongo State Islamic University Semarang; (3) The Statutes of Walisongo State Islamic University Semarang; (4) RIP; (5) Strategic Plan, (6) The vision and mission of the faculty/study programme or unit/institution; (7) The results of a needs analysis that includes the results of service surveys, infrastructure, *tracer studies*, and graduate users; (8) The results of external and internal evaluations; and (9) The accreditation criteria for units/institutions/ faculties/study programmes.

C. Mechanism for Determining SPMI Standards

In general, there is a mechanism that needs to be implemented to establish SPMI standards, which are then outlined in the SPMI Document as follows.

No	Mechanism	Documentary Evidence
1	The SPMI Document is prepared with the involvement of (1) internal stakeholders, including management, lecturers, teaching staff, and students; and (2) external stakeholders, including alumni, graduate users, and experts.	a. Activity Report b. SPMI Document Draft
2	The drafting team conducted a SWOT analysis of quality standards requirements based on SN-Dikti, Vision and Mission, statutes, RIP, the strategic plan, monitoring and evaluation, and survey results.	Standard Requirements Analysis Document (SWOT Analysis)
3	SPMI is developed based on: (1) National Higher Education Standards; (2) Vision, Mission, and Objectives of the State Islamic University Walisongo Semarang; (3) Statutes of the State Islamic University Walisongo Semarang; (4) RIP; (5) Strategic Plan, (6) Vision and Mission of the Faculty/Programme or Unit/Institution; (7) Results of the Needs Analysis containing the results of service surveys, infrastructure, *tracer studies*, and graduate users; (8) Results of input from , , , , and internal stakeholders; and (9) includes accreditation criteria for units/institutions/faculties/programmes.	Draft SPMI Document

No	Mechanism	Documentary Evidence
4	The draft SPMI document was discussed in a *Focus Group Discussion* (FGD) involving internal stakeholders and external stakeholders to obtain input.	a. FGD Activity Report b. SPMI Document Draft
5	The drafting team refined the draft for subsequent approval by the Senate and ratification by the Rector	Senate Minutes of the approved SPMI Standards
6	Socialising the SPMI document to the academic community through online media via *the* Unit/Institution *website* and *offline*.	SPMI Standards uploaded to *the website* and evidence of dissemination

In addition to considering these mechanisms, there are several aspects that need to be fulfilled in the preparation of SPMI documents.

1) The SPMI document is prepared systematically and hierarchically, starting from the university level, unit/institution, laboratory, faculty, and study programme, and so on, as needed.
2) The SPMI document at the Unit/Institution/Faculty/Study Programme level refers to the applicable SPMI document of the State Islamic University Walisongo Semarang.
3) Each level of the work unit that establishes the SPMI document must conduct a review of the applicable laws and regulations related to the standards being developed.
4) The basis for formulating SPMI documents can be legislation, self-evaluation results, input from *stakeholders*, *benchmarking* results, input from users and alumni, and refer to the accreditation criteria for each Unit/Institution/Faculty/Study Programme.
5) Units/institutions/faculties/study programmes that establish SPMI documents need to conduct periodic evaluations of the documents that have been prepared and established.
6) There is a need for a requirements analysis document in the preparation of SPMI documents.
7) Before being established, SPMI documents must be socialised in *a Focus Group Discussion* (FGD) to obtain feedback so that the SPMI documents can subsequently be used as a reference in the implementation of SPMI.
8) SPMI documents must be approved by the head of the unit and the head of the

higher-level work unit, except at the university and faculty levels.

9) SPMI documents at the university level are approved by the Rector of UIN Walisongo Semarang and receive approval from the University Senate.

10) SPMI documents at the faculty level are approved by the Dean and must be endorsed by the Faculty Senate.

11) The formulation of standards must follow the ABCD principle, namely (1) ***Audience*** specifies who are the actors or parties responsible for managing the standards and the parties assigned to achieve these standards; (2) ***Behaviour*** describes the ideal conditions, actions, or behaviours that can be measured objectively; (3) ***Competence*** explains the targets, objectives, tasks, materials, or objects related to the behaviour that has been formulated; and (4) ***Degree*** determines the period or time for achieving the standards, including deadlines for implementing actions or achieving behaviour in accordance with the standards.

12) The standards set need to consider the uniqueness of the Unit/Institution/Faculty/Study Programme, such as the core values, scientific vision, and competitive advantages that each Unit/Institution wishes to achieve.

13) The established standards must have clear, measurable, and realistic indicators so that their effectiveness can be evaluated periodically.

D. Parties involved in the Establishment of SPMI Standards

1) The LPM has the role and responsibility of developing the University's SPMI Standards
2) The heads of units/institutions/faculties/study programmes have roles and responsibilities in the formulation of SPMI Standards for units/institutions/faculties/study programmes.
3) The appointed drafting team for the development of SPMI Standards.
4) Structural officials whose areas of work are regulated based on their main duties and functions, in accordance with the applicable standards.

E. List of Documents for the Establishment of SPMI Standards

The following are some of the documents that need to be created and used to record and document the process of establishing SPMI Standards:

1) Decision on the SPMI Standard Drafting Team

2) Draft formulation of SPMI Standards
3) Report on the FGD Activities for the Formulation of SPMI Standards
4) SPMI Standard Requirements Analysis Document
5) Minutes of the approval of SPMI Standards by the University/Faculty Senate.
6) SPMI Standard Documents approved by the Rector.

F. List of Equipment

The facilities that must be provided and used to implement the SPMI Standard Setting Manual include: computers/laptops, LCD projectors, printers, paper, and stationery.

CHAPTER II GUIDELINES FOR IMPLEMENTING SPMI STANDARDS

A. Purpose of the SPMI Standard Implementation Guidelines

The SPMI Implementation Guidelines were developed to provide clear, structured, and operational guidance in applying the established SPMI Standards. These guidelines are designed to ensure that all work units within the institution are able to apply the SPMI Standards consistently, continuously, and in line with the vision and mission of UIN Walisongo Semarang. The objectives of these guidelines are as follows:

1) To provide a reference for every element of the institution in implementing SPMI policies, standards, manuals, and procedures.
2) To ensure that academic and non-academic activities are carried out in accordance with the established quality standards.
3) To guarantee that the implementation of SPMI is carried out uniformly across all work units, from the university, faculties, to study programmes.
4) Supporting the implementation of measurable, monitored, and improvable quality standards based on evaluation results.
5) Supporting institutions in meeting applicable higher education accreditation and regulatory requirements, both nationally and internationally.
6) Encouraging the entire academic community to adopt quality values in all their activities, thereby creating a culture of quality within the institution.

With these guidelines, higher education institutions are expected to be able to implement SPMI effectively and efficiently, and make a real contribution to the continuous improvement of higher education quality.

B. Scope of SPMI Standard Implementation

The scope of implementation of the standards covers matters related to the implementation of standards in SPMI at universities/faculties and units/institutions, as described below.

1) SPMI standards include Education Standards, Research Standards, Community Service Standards, and Student and Alumni Standards.
2) SPMI standards contain Output Standards, Process Standards, and Input Standards.

3) Education standards include:

   a. Output Standards: Graduate Competency Standards

   b. Process Standards:

      a) Standard Process Learning: (1) Standards Learning Planning; (2) Standard Implementation of the Learning Process; and (3) Learning Process Assessment Standards

      b) Assessment Process Standards

      c) Management Standards

   c. Input Standards:

      a) Content Standards

      b) Faculty and Educational Staff Standards

      c) Facilities and Infrastructure Standards

      d) Funding Standards

      e) Educational Cooperation Standards

4) Research standards include:

   a. Output Standards

   b. Process Standards

   c. Input Standards

5) Community service standards include:

   a. Output Standards

   b. Process Standards

   c. Input Standards

6) Student and Alumni Standards include:

   a. Output Standards:

      a) Student Output Standards

      b) Student Output Standards related to Education

      c) Alumni Output Standards

      d) Student Outcomes Standards related to Research and Community Service

   b. Process Standards

   c. Input Standards

7) SPMI standards are implemented based on SPMI standards that refer to: (1) National Higher Education Standards; (2) Vision, Mission and Objectives of

Walisongo Islamic University

Negeri Walisongo Semarang; (3) Statutes of the State Islamic University Walisongo Semarang; (4) RIP; (5) Strategic Plan; (6) Vision and Mission of the Faculty/Study Programme or Unit/Institution; (7) Results of Needs Analysis containing the results of service surveys, infrastructure, *tracer studies*, and graduate users; (8) Input from external and internal evaluations; and (9) covering accreditation criteria for units/institutions/faculties/programmes.

C. Mechanism for Implementing SPMI Standards

As an effort to implement and fulfil the established SPMI Standards, each Unit/Institution/Faculty/Study Programme must implement the following mechanisms.

1) Technical and/or administrative preparations in accordance with the content of the standard implementation.
2) Socialisation of the contents of the Standards to leaders/officials and interested parties at the university/faculty that will implement the SPMI Standards, including all leaders, lecturers, educational staff and students. Socialisation is carried out periodically and consistently in various ways, including the following:
   a. Presentation in meetings with leaders, lecturers, staff, students, etc.
   b. Through formal activities such as seminars, workshops, and other forms.
3) Preparation of written documents such as: work procedures or SOPs, or similar documents in accordance with the content of the standards.
4) Implementation of activities in accordance with the SPMI PPEPP Implementation Guidelines.
5) Once all required documents are available, the SPMI standards can be implemented.

During the implementation and fulfilment of the established SPMI, each Unit/Institution/Faculty/Study Programme must pay attention to the following matters.

1) Implementation must refer to the standards set out in the SPMI document, covering Education Standards, Research Standards, Community Service Standards, and Student and Alumni Standards.
2) Policies or guidelines need to be developed so that the implementation of

standards can run effectively and sustainably.

3) Ensure that all members of the academic community understand the content and objectives of the SPMI document SPMI documents through effective socialisation. This is important to ensure consistent implementation in all work units.
4) Determine the roles and responsibilities of each party involved in the implementation of SPMI, both at the university, faculty, study programme, and support unit levels.
5) Ensuring the availability of adequate resources, both in terms of manpower, budget, facilities, and technology to support the implementation of the quality system.
6) All activities carried out in the implementation of SPMI, such as the implementation of standards and follow-up improvements, must be well documented to facilitate the evaluation process.
7) Conducting regular monitoring to ensure that implementation is in accordance with established standards and is proceeding as planned.
8) Involving all parties, including students, lecturers, educational staff, and external partners, to support the optimal implementation of SPMI.
9) Implementation must be oriented towards continuous quality improvement, not just meeting minimum standards.
10) The implementation of SPMI is integrated with daily operational processes at the university, so that the quality assurance system becomes part of the work culture.
11) Identify potential risks that could hinder SPMI implementation, such as lack of understanding or resistance to change, and design strategies to overcome them.
12) Each stage of implementation must be evaluated to identify successes, challenges, and opportunities for improvement so that subsequent implementations are more optimal.

By paying attention to these matters, the implementation of the SPMI document can run effectively, measurably, and support the achievement of a culture of quality in the institution on an ongoing basis.

D. Parties involved in the implementation of SPMI standards

1) Structural officials responsible for implementing SPMI in areas of work

regulated by the relevant standards

2) Centres/Units/Sections/Departments explicitly mentioned in the relevant standard statements
3) Academic staff (lecturers and teaching staff) and non-academic staff (administrative staff, drivers and security guards) based on their duties and functions in accordance with the applicable standards.
4) Students and alumni based on their duties and functions in accordance with the applicable standards.

E. List of Documents for the Implementation of SPMI Standards

The following are some of the documents that need to be created and used to support the implementation of SPMI Standards.

1) SOP for the Implementation of SPMI Standards in each Unit/Institution/Faculty/Study Programme
2) Minimum instruments or forms related to documentation procedures as outlined below.

a. Education Standards

(1) Curriculum Development Monitoring and Evaluation Instrument
(2) Semester Learning Plan Form
(3) Instruments for RPS Depth Analysis
(4) RPS Breadth Analysis Instrument
(5) Initial Course Monitoring and Evaluation Instrument
(6) Initial Course Monitoring and Evaluation Instrument
(7) Initial Course Monitoring and Evaluation Instrument
(8) End-of-Course Monitoring and Evaluation Instrument
(9) Test Instrument Form
(10) Student Evaluation of Lecturers Instrument (Edom)
(11) Lecturer Satisfaction Survey Instrument
(12) Student Satisfaction Survey Instrument
(13) Educator Satisfaction Survey Instrument
(14) Student Learning Assessment Characteristics Instrument
(15) Student Learning Process Characteristics Instrument
(16) Final Project/Thesis Approval Form
(17) Final Assignment Submission Form (Non-Thesis)

(18) Comprehensive Examination Score Form

(19) Munaqosah Proceedings Form

(20) Munaqosah Examination Revision Record Form

(21) Munaqosah Examination Assessment Form

(22) Partner Satisfaction Instrument

b. Research Standards

(1) Research Partner Satisfaction Instrument

(2) Reviewer Approval Form (Research)

(3) Research Implementation Statement Form

(4) Research Proposal Assessment Instrument

c. Community Service Standards

(1) Partner Satisfaction Assessment Instrument for Community Service

(2) Reviewer Approval Form (Community Service)

(3) Community Service Implementation Statement Form

(4) Community Service Proposal Assessment Instrument

d. Student and Alumni Standards

(1) Student Services Monitoring and Evaluation Instrument

(2) Tracer Study Instrument (Alumni Satisfaction)

3) Activity reports or documentation of the implementation of SPMI standards carried out by Units/Institutions/Faculties/Programmes.

F. List of Facilities

Facilities that must be provided and used to implement the SPMI Standard Implementation Manual include the following:

1) Facilities related to educational standards.
2) Facilities under research standards.
3) Facilities for community service standards.
4) Facilities for students and alumni.

CHAPTER III GUIDELINES FOR EVALUATING THE IMPLEMENTATION OF SPMI STANDARDS

A. Purpose of the Guidelines for Evaluating the Implementation of SPMI Standards

The evaluation of the implementation of the Internal Quality Assurance System (SPMI) standards aims to ensure that the implementation of quality standards is carried out in accordance with the established criteria and to maintain the sustainability of quality in higher education institutions. This process includes assessing the conformity between the implementation of standards and the applicable standard documents, as well as identifying opportunities for improvement through structured reviews. Thus, this evaluation is an important instrument in maintaining alignment between the institution's vision and its operational practices.

The evaluation is also designed to involve periodic measurements of various aspects of SPMI implementation, both in academic and non-academic areas. This process is carried out periodically according to a set schedule, namely every semester for academic activities and every year for non-academic activities. In addition, SPMI policy documents must be comprehensively evaluated every four years to ensure their relevance to changes in institutional needs and higher education regulations. This evaluation not only serves as a monitoring mechanism but also as a basis for setting new standards that are more relevant and adaptive.

The implementation of SPMI evaluation at Walisongo State Islamic University Semarang involves various methods and approaches, such as Internal Quality Audit (AMI), external evaluation, Monitoring and Evaluation (Monev), Student Evaluation of Lecturers (EDOM), and surveys. These evaluation activities are carried out in parallel in a cycle of at least once a year, covering all work units within the university. By involving various related parties, this evaluation aims to create a culture of sustainable quality, ensure continuous improvement, and enhance the quality of education, research, and community service.

In addition to ensuring compliance with established standards, the evaluation of SPMI standard implementation also plays a strategic role in building quality awareness across all levels of the academic community. This evaluation focuses not only on results or achievements, but also on the processes involved. collaboration between work units, lecturers, educational staff, and students. With this approach, the evaluation can identify obstacles or challenges that may arise during the implementation of standards, as well as propose innovative and data-driven solutions. This participatory approach encourages all parties to better understand their responsibilities in maintaining and improving the quality of UIN Walisongo Semarang in a sustainable manner.

B. Scope of SPMI Standard Implementation Evaluation

The evaluation of SPMI standard implementation not only refers to the standard implementation process but also applies to standard documents to review quality compliance and continuous improvement. The evaluation is carried out through quality audits as well as monitoring and evaluation to measure quality gaps. The evaluation in one cycle covers the following components.

1) SPMI policies contain written policy documents that form the basis for determining SPMI standards. SPMI policies include official policies from the leadership of UIN Walisongo Semarang regarding the university's commitment to higher education.
2) SPMI standards are documents that contain standards to be applied, measured, and assessed in the implementation of education, research, community service, and matters related to students and alumni.
3) SPMI documentation procedures regulate the process of recording, managing, and storing quality documents to ensure that all SPMI-related data is well documented. This process involves:
   a. Document Creation: Each document must be created in a standard format that includes the document's identity, purpose, content, and the responsible party.
   b. Document Storage: Documents are stored in a centralised location, both physically and digitally, with a management system that facilitates access and ensures security.
   c. Document Updates: Documents need to be updated regularly to reflect changes in policies, standards, or procedures.
   d. Distribution: Relevant documents must be distributed to the relevant parties so that they can be used optimally in the implementation of SPMI.
   e. Maintenance and Archiving: Inactive documents are retained for historical reference, with a structured archiving system.

4) The PPEPP (Establishment, Implementation, Evaluation, Control, and Improvement) Implementation Guidelines explain in detail the steps in the quality cycle to ensure that SPMI implementation runs effectively and sustainably. The main components of these guidelines include:
   a. Establishment: The process of compiling and ratifying quality standards that will serve as a reference in the implementation of SPMI.
   b. Implementation: Implementation of established standards in academic and non-academic activities across all work units.
   c. Evaluation: Review of the implementation of standards through AMI, surveys, and other methods to assess their suitability and effectiveness.
   d. Control: Steps Corrective that taken to addressing non-conformities or issues identified in the evaluation.
   e. Improvement: Planning and implementation of improvements aimed at enhancing the overall quality standards and performance of the institution
5) Internal Quality Audit (AMI) is conducted at least once a year and periodically with the aim of measuring the level of conformity of internal activities. LPM formed an Internal Quality Audit Team (AMI) tasked with conducting internal monitoring and evaluation of each department at Walisongo State Islamic University Semarang (Appendix). The AMI team conducted audits using the AMI Form based on the AMI Guidelines (Appendix). The AMI process begins with a desk evaluation, followed by a site visit, analysis and categorisation of findings, determination of follow-up plans, and reporting of AMI results. The AMI activities are conducted to audit the following aspects.
   a. Academic Audit
   b. Academic Administration Audit.
   c. Non-Administrative Student Affairs Audit.
   d. Personnel Audit.
   e. Institutional Audit.
6) Academic monitoring and evaluation (Monev) is intended, among other things, to Monitoring the implementation of lectures in one semester. Academic monitoring and evaluation activities related to learning are carried out at the beginning and end of the semester by the Quality Assurance Team (GPM) within the Faculty and the Quality Control Team (GKM) within the Study Programme. Each faculty has one Quality Assurance Team (GPM) consisting of a Chair and Secretary, and

each study programme within the faculty has a Quality Control Team (GKM) consisting of a Chair, Secretary, and Members. Overall, UIN Walisongo Semarang has 9 GPMs and 46 GKM, with the following details.

Table 2. Number of GKM within the Faculties of UIN Walisongo

No	Faculty	Number of QCTs
1	Postgraduate	2
2	Dakwah and Communication	5
3	Sharia and Law	6
4	Tarbiyah and Teaching Sciences	8
5	Islamic Studies and Humanities	6
6	Islamic Economics and Business	5
7	Social Sciences and Politics	2
8	Psychology and Health	2
9	Science and Technology	9

The learning monitoring and evaluation is conducted to evaluate the following aspects. (Appendix)

a. completeness of the RPS components,

b. Attendance of lecturers and students,

c. academic advising,

d. results of the Student Evaluation of Lecturers, and

e. lecture facilities and infrastructure.

Learning monitoring and evaluation activities by GPM and GKM are carried out in three series of activities, including:

a. preparation for monitoring and evaluation conducted in a preparatory meeting for monitoring and evaluation instruments,
b. implementation monitoring and evaluation which can be be accessed from the website https://sijamu.walisongo.ac.id
c. reporting of monitoring and evaluation results in the form of GPM and GKM reports, and

d. presentation of monitoring and evaluation results.

7) In addition to conducting internal quality assurance, UIN Walisongo Semarang conducts external evaluations through external institutions in the following activities.
   a. Accreditation from BAN-PT
   b. Independent Accreditation Agency
   c. Natural Sciences and Formal Sciences Accreditation Agency
   d. Independent Education Accreditation Agency
   e. Independent Accreditation Agency for Economics and Management
   f. Independent Engineering Accreditation Agency
   g. Independent Accreditation Agency for Informatics and Computers
8) Student Evaluation of Lecturers (SEL) is conducted to evaluate teaching activities carried out over the course of one semester. SEL is conducted to assess the following aspects using instruments determined by the LPM.
   a. Professional
   b. Pedagogical
   c. Social
   d. Attitude
   e. Character Values of UIN Walisongo (UoS, Religious Moderation, and *Green Campus*)
9) A survey was conducted to measure and evaluate the satisfaction of students, lecturers, educational staff, alumni, and stakeholders regarding management services, human resource management and development services, facilities (infrastructure and equipment), the implementation of the tri dharma (education, research, and community service), financial management services, and the satisfaction of graduates and business partners.

C. Mechanism for Evaluating the Implementation of SPMI Standards

In the evaluation mechanism for the implementation of SPMI standards, there are several things that need to be considered.

1) The appointment of evaluation implementers in accordance with the type of evaluation to be conducted. SPMI standard evaluation implementers can be carried out by various related parties, namely:
   a. The implementers of the standards themselves, by conducting self-

evaluations

b. Superiors, for example, for evaluations in the form of supervision.
c. The Internal Audit Team, through Internal Quality Audit (IQA) activities.
d. GPM and GKM related to Academic Monitoring and Evaluation

2) There are two types of evaluation of SPMI standard implementation, namely
   a. Diagnostic and formative evaluation, which is carried out through routine monitoring and self-evaluation, with the aim of identifying obstacles in the implementation of these standards, optimising their implementation, so that the implementation of the standards is in accordance with what has been established.
   b. Summative evaluation, conducted once the implementation of each standard in SPMI has been completed, so that achievements can be measured and improvements made for the next cycle.
3) Internal Quality Audit (AMI) is conducted to ensure that all implementation of SPMI standards at UIN Walisongo Semarang runs according to plan, established procedures, and leads to the achievement of the established standards. The implementation of AMI needs to pay attention to the following aspects.
   a. AMI is conducted under the responsibility of the Quality Assurance Agency of UIN Walisongo Semarang and must be carried out at the university, faculty, study programme, institution, and unit levels.
   b. AMI is conducted at least once a year by the Quality Assurance Agency (LPM).
   c. The scope of the IQA is determined based on SPMI standards and/or the results of previous audits and monitoring and evaluation.
   d. AMI refers to the AMI Instrument that has been established.
   e. Auditors are granted audit authority through coordination with the Quality Assurance Agency, as stated in the Auditor's Decision issued by the Rector.
   f. Auditors conduct monitoring and evaluation of
      the implementation of the contents of the standards in all aspects of the implementation of Education, Research and Community Service on a regular basis in accordance with the predetermined schedule. conducting examinations of the implementation of SPMI standards in each work unit, whether the facts on the ground are in accordance with what is written in the contents of the standards.

g. Auditors record findings if they discover incomplete documents or deviations, negligence, or errors in any educational, research, or community service activities that do not comply with the SPMI standards.
h. Auditors study the results of SPMI standard implementation findings and the completeness of SPMI documents.
i. Auditors take corrective action on each finding related to the implementation of SPMI standards.
j. Auditors take corrective actions for any deviations in the implementation of SPMI standards and any incomplete documents related to the implementation of SPMI standards.
k. The auditor holds a meeting with the audited unit to conclude the causes of the deviations and incompleteness of related documents and provides recommendations for improvement to the auditee.
l. The auditor submits the SPMI Standard evaluation report to the Head of LPM and the Head of the Work Unit.
m. The auditee follows up on the report results and submits a written report to the Rector
n. The LPM compiles the AMI results report for interested parties.

4) Academic Monitoring and Evaluation (Monev) is aimed at monitoring the implementation of lectures in a semester. Academic monev activities related to learning are carried out at the beginning and end of the semester by the Quality Assurance Group (GPM) within the Faculty and the Quality Control Group (GKM) within the Study Programme with the following stages.
   a. The LPM forms a Monitoring and Evaluation Team.
   b. The LPM prepares the forms and instruments for Monitoring and Evaluation.
   c. LPM assigns Monitoring Team Monitoring and Evaluation monitors the learning process
      learning
   d. The Monitoring and Evaluation Team reports the findings to the relevant parties.
5) Recording or documenting all findings of deviations from the established standards, including incomplete documents such as SOPs, forms, and similar materials.
6) Recording/documenting all corrective actions taken based on evaluations.

7) Continuous monitoring of the results of corrective actions or evaluations taken.
8) Reporting the results of standard evaluations to management and work units, accompanied by suggestions or recommendations.

D. Parties involved in the SPMI Standard Implementation Evaluation

From the perspective of those who must carry out the evaluation, it can be described as follows:

1) The implementers of the standards themselves, by conducting self-evaluations
2) Supervisors, for example, for evaluations in the form of oversight.
3) The evaluation must be conducted by *the Audience* of each implementation of SPMI UIN Walisongo
4) The Internal Audit Team, through Internal Quality Audit (IQA) activities.
5) GPM and GKM related to Academic Monitoring and Evaluation
6) The evaluation is conducted by the Quality Assurance Institute of UIN Walisongo Semarang. This evaluation is referred to as the internal evaluation of UIN Walisongo Semarang, and if it is carried out by all units, it will result in a self-evaluation of the university through the Internal Quality Audit (AMI) process.
7) External evaluation is conducted by BAN-PT and/or independent accreditation agencies, while other evaluations may be conducted by public accountants in the field of finance.

E. List of Documents for the Implementation of SPMI Standards

The following are some of the documents that need to be created and used to support the evaluation of the implementation of SPMI Standards.

1) SOP Evaluation Implementation Standards SPMI at each Unit/Institution/Faculty/Study Programme
2) Internal Quality Audit Instrument of the State Islamic University Walisongo Semarang, which includes monitoring of the following standards,

Table 3. Assessment Items in the AMI Instrument

No	Standard	Number of Items
1	**Education Standard**	**188**
	Output Standard: Graduate Competency Standards	**14** 14

	Process Standards: A. Learning Process Standards 1) Learning Planning Standards 2) Learning Process Implementation Standards 3) Learning Process Assessment Standards B. Assessment Process Standards C. Management Standards	**95** 1 40 2 20 32
	Input Standards: A. Content Standards B. Lecturer and Educational Staff Standards C. Facilities and Infrastructure Standards D. Funding Standards E. Educational Cooperation Standards	**79** 12 28 12 21 6
2	**Research Standards**	**41**
	Output Standards	13
	Process Standards	18
	Input Standards	19
3	**Community Service Standards**	**43**
	Output Standards	9
	Process Standards	25
	Input Standards	9
4	**Student and Alumni Standards**	**61**
	Output Standards: A. Student Output Standards B. Student Learning Outcomes related to Education C. Alumni Output Standards D. Student Learning Outcomes related to Research and Community Service	32 12 7 12 1
	Process Standards	14
	Input Standards	15
	Total	**333**

3) RPS Extensiveness Analysis Instrument
4) Initial Course Monitoring and Evaluation Instrument
5) Initial Course Monitoring and Evaluation Instrument
6) Initial Course Monitoring and Evaluation Instrument
7) Student Evaluation of Lecturers Instrument (Edom)
8) Lecturer Satisfaction Survey Instrument
9) Student Satisfaction Survey Instrument
10) Educator Satisfaction Survey Instrument
11) Monitoring and Evaluation Results Report
12) AMI Results Report

F. List of Facilities

The facilities used to support the evaluation of the implementation of SPMI standards at UIN Walisongo Semarang are as follows.

1) The AMI instrument contained in the UIN Walisongo Semarang information system, namely Si-AMI
2) Information systems supporting the monitoring of standard implementation include Wali-SiAdik, SiJamu, Sipendimas, SIRA, Tracer Study, and others as needed.
3) Forms contained in the SPMI documentation procedures.

CHAPTER IV GUIDELINES FOR SPMI STANDARD CONTROL

A. Purpose of the SPMI Standard Control Guidelines

The SPMI Internal Quality Assurance System standard control guidelines aim to ensure that the implementation of quality standards runs according to the established plan and meets the desired quality targets. The control process is carried out to detect early any non-compliance or deviations in the implementation of standards, both at the university and work unit levels. Through these guidelines, the university has a clear mechanism to ensure that the implementation of education, research, community service, and academic and non-academic services to all members of the academic community are in line with the expected quality.

In addition, standard control aims to identify the root causes of problems that occur in the implementation of standards, so that appropriate corrective measures can be taken. This control not only functions as supervision, but also as a tool to improve processes and strengthen the implementation of a culture of quality within the institution. With this approach, the control guidelines encourage the involvement of all parties, from leaders, lecturers, and educational staff to students, to jointly ensure that SPMI standards are not only formally implemented, but also understood and carried out consistently.

Furthermore, these guidelines are designed to support the sustainability of the quality assurance system by ensuring that every evaluation and control result can be used as a basis for the quality improvement process. By integrating control result data into the PPEPP (Determination, Implementation, Evaluation, Control, and Improvement) cycle, these guidelines assist institutions in designing evidence-based improvement strategies. Thus, the SPMI standard control guidelines contribute directly to the achievement of the vision and mission of the institution as a leading and competitive university at the national and international levels. SPMI Standard Control aims to:

1) Measure the compliance and achievement of standards set in the SPMI standards, so that the extent to which the established SPMI standards have been achieved and fulfilled is known.
2) As a tool in efforts to improve performance enhancement processes implementation and improvement of quality, as well as a tool for the realisation of a quality culture in the implementation of higher education at UIN Walisongo

Semarang in a continuous and sustainable manner.

3) In addition to monitoring and evaluating the compliance of standard implementation, leaders can use the results of monitoring and evaluation to control the established standards. Overall, standard control encompasses three aspects: monitoring and evaluation, improvement efforts, and standard enhancement. The standard control cycle can be observed in Figure 2, which ultimately leads to continuous improvement and enhancement.

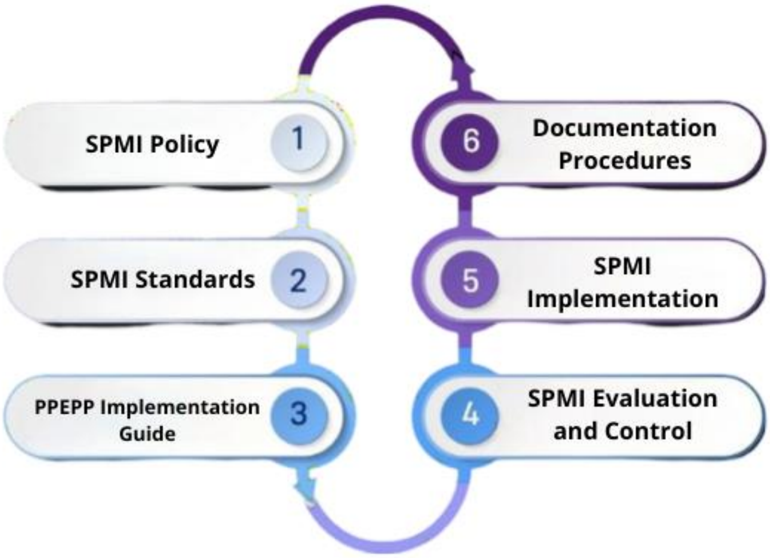


Figure 2. SPMI Standard Control Cycle

B. Scope of SPMI Standard Control

Standard implementation control is a follow-up stage that analyses the obstacles and problems found as the causes of the failure to achieve the SPMI standards set by Walisongo State Islamic University Semarang so that they can be followed up. Standard control is carried out through several activities, namely leadership meetings, management review meetings, and follow-up internal quality audits for improvement and quality enhancement.

1) The leadership meeting of Walisongo State Islamic University Semarang was attended by all leaders, from the Rector, Vice Rector, Deans, Vice Deans, Heads of Institutions, Heads of Study Programmes, Secretaries of Study Programmes, Heads of Bureaus, Heads of Sections, Heads of Units to Heads of Laboratories. The leadership meeting discussed the results of monitoring and evaluation or audit activities along with follow-up plans based on the findings. The follow-up process is continuously monitored and evaluated to ensure that

improvements have been made. In addition, faculty-level leadership meetings are held once a week to formulate follow-up plans based on the monitoring and evaluation of programmes and standard achievements for better programme implementation.

2) The Management Review Meeting (MRM) serves as a means for leaders to evaluate audit findings regarding the achievement of academic and non-academic standards. The MRM is intended to discuss the findings of the AMI and to ensure that the findings can be followed up properly and effectively. The Management Review Meeting actualises the role of Walisongo State Islamic University Semarang as a higher education institution and as a BLU work unit. Therefore, this Management Review Meeting produces analyses for the systematic and sustainable improvement of higher education. The quality of higher education is reflected in the achievement of standards set by higher education institutions. Furthermore, a culture of quality will be created through coherence between higher education standards. The State Islamic University of Walisongo Semarang has conducted Management Review Meetings (MRM) from 2019 to 2023 as an effort to improve the findings of the Internal Quality Audit and performance achievements in the next period (Appendix). Each MRM focuses on analysing the output

   follow-up actions from the previous MRM and performance achievements as outlined in the Key Performance Indicators (KPIs) for each work unit.

3) The follow-up to the Internal Quality Audit (AMI) summarises minor and major findings from the audit and monitoring and evaluation results, as well as recommendations from each work unit. The AMI follow-up is a continuous effort to reduce weaknesses in the implementation of standards at Walisongo State Islamic University Semarang. The findings of the monitoring and evaluation reveal the actual facts/circumstances, as well as the results of the evaluation related to the causes of the deviations and the analysis of the impact of the deviations. Therefore, various conditions or findings from the monitoring and evaluation must be accompanied by recommendations and follow-up improvement plans. The AMI follow-up report is obtained from the recommendations of the monitoring and evaluation results and the AMI.

C. SPMI Standard Control Mechanism

1) Identification of control measures in accordance with the conclusions of the SPMI standard evaluation, as shown in the following table:

Table 4. Alternative Control Measures

No	Conclusions from the standard evaluation	Alternative Control Measures
1	Exceeding SPMI standards	Universities/faculties/programmes maintain the exceeding and strive to further improve SPMI standards
2	Achieving SPMI standards	Universities/faculties/programmes maintain the achievement of standards and strive to improve standards SPMI
3	Have not yet achieved SPMI standards	University/faculty/programme take corrective action corrections to implementation so that SPMI standards can be achieved
4	Deviating from SPMI standards.	The university/faculty/study programme takes decisive action to restore the main standards

2) Conducting a Management Review Meeting as a control measure to follow up on findings, suggestions, and recommendations based on the evaluation results of SPMI standard implementation
3) SPMI Standard Control is carried out after the Monitoring and Evaluation process or Internal Quality Audit.
4) Conducting inspections and studying the reasons or causes of deviations from the standard content or if the standard content is not achieved.
5) Taking corrective action against any violations or deviations from the standard content.
6) Conducting continuous monitoring as a result of these corrective actions, to see whether the results of the evaluation of the implementation of education can run in accordance with the content of the standards.
7) Preparing periodic written reports on matters relating to standard control.
8) Submitting SPMI Standard evaluation reports to the LPM Chairperson and then to the authorised officials for follow-up.

D. Parties involved in SPMI Standard Control

In terms of the parties responsible for implementing control, this can be outlined as follows:

1) Control must be carried out by every SPMI UIN Walisongo implementer, namely LPM, LPPM, the Monitoring and Evaluation Team, and the Internal Quality Audit Team.
2) Control must be carried out by structural officials from each standard implementation and as part of their duties, authorities and responsibilities in accordance with the organisational structure at UIN Walisongo Semarang in their respective units.
3) Control is carried out by the institution/unit being evaluated. This control is referred to as UIN Walisongo Semarang's internal control, and if implemented by all units, it will result in self-control of the higher education institution.

E. List of SPMI Standard Control Documents

The documents that must be created and used to record and document the implementation of SPMI Control are:

1) Follow-up report on the results of standard evaluation in SPMI.
2) Report on standard control within SPMI.
3) RT Report

F. List of Facilities

The facilities that must be provided and used to implement the Standard Control Manual in SPMI include: computers/laptops, LCD projectors, printers, paper, stationery, forms and data related to standard control activities.

CHAPTER V GUIDELINES FOR IMPROVING SPMI STANDARDS

A. Purpose of the SPMI Standard Improvement Guidelines

Standard improvement serves as a means of implementing the results of corrections and evaluations of SPMI standard achievements so that they are higher than the standards that have been applied previously. The improvement of SPMI standards carried out by UIN Walisongo Semarang aims to (1) improve quality continuously or at the end of each cycle of the established SPMI standards; and (2) identify the shortcomings and strengths of the standards implemented in all institutions/units/study programmes within UIN Walisongo Semarang. The improvement of SPMI standards is carried out through benchmarking activities with various universities and the creation of an information system. The improvement of SPMI standards aims to:

1) to continuously improve quality or at the end of each cycle of the established SPMI standards.
2) diversify standards and identify the strengths and weaknesses of the standards implemented in all institutions/units/study programmes within the UIN Walisongo Semarang environment.

B. Scope of SPMI Standard Improvement

The improvement of SPMI standards is carried out when a standard that has been established has gone through the evaluation stage in one cycle and has met the standard requirements and needs to be improved. Each standard has a different cycle. Thus, the scope of the improvement of SPMI standards is:

1) SPMI standard improvement is a follow-up to the evaluation of the implementation/fulfilment of the standard content by all levels, starting from the study programme and related units, because the established standard has been fulfilled.
2) SPMI Standard Improvement is carried out after evaluation and control of the implementation of SPMI Standards and is deemed necessary for the achievement of the Vision, Mission and Objectives of UIN Walisongo.
3) The formulation and assessment of SPMI improvement standards, after further review, were determined by the Rector of UIN Walisongo Semarang.

C. Mechanism for Improving SPMI Standards

The improvement of SPMI standards is carried out through the following steps or procedures:

1) Reviewing the standard control results report.
2) Studying the standard control results report as an effort to improve and develop/enhance the quality of each SPMI standard that has been established and implemented periodically.
3) Holding meetings or discussion forums to discuss the monitoring and evaluation reports, as well as the results of internal audits with structural officials related to SPMI standards.
4) Conducting an evaluation of the standard content based on: (a) The results of the implementation of the standard content in the previous period, (b) Developments in the situation and conditions of UIN Walisongo Semarang and related units or academic or non-academic staff who implement the standard content, as well as the demands of the university, faculty, study programmes and stakeholders, and (c) Its relevance to the vision, mission and objectives of UIN Walisongo and its units/faculties.
5) Reviewing to revise the standard content and formulating new standards for quality improvement. If the standards have been met, quality development/improvement is carried out through benchmarking to establish new standards using procedures similar to those in establishing SPMI standards.
6) In general, the stages of SPMI standard development/improvement can be illustrated in the figure below:
   a. Review of Monitoring Report Results; namely: Leaders and Quality Assurance Institutions study and review the results of the monitoring and evaluation team reports and the
   b. Evaluation of Monitoring Report Results; a. The leadership and Quality Assurance Institution hold meetings or discussion forums to discuss the monitoring and evaluation reports and the results of internal audits with the auditees and leaders of units related to SPMI standards; b.
   The leadership and the Quality Assurance Agency carry out an evaluation.
   c. Review and follow-up, with two steps: a. Leaders and Quality Assurance Institutions carry out review actions to revise standards; b. Quality Assurance Institutions formulate new standards for quality improvement through

procedures such as those in standard setting

d. Formulating Improvement Standards. The Quality Assurance Agency formulates new standards for quality improvement. Once the standards have been met, quality development/improvement is carried out through benchmarking for the establishment of new standards through procedures such as those used in standard setting

e. The Quality Assurance Agency formulates new standards for quality improvement and, once the standards have been met, conducts benchmarking to establish new standards

D. Parties involved in SPMI Standard Improvement

The parties responsible for implementing SPMI Standard Improvement are as follows:

1) Leaders and LPM, LP2M, Monitoring and Evaluation Team, Internal Audit Team in accordance with their main duties and functions.
2) Structural officials whose areas of work are regulated by the relevant standards

E. List of SPMI Standard Improvement Documents

1) Documents analysing the components of the standards that need to be improved
2) Documentation of monitoring results for standard improvements

F. List of Facilities

Facilities that must be provided and used to implement the Standard Improvement Manual in SPMI include: computers/laptops, LCDs, projectors, printers.