SELF ASESSMENT REPORT MES 2019

MASTER PROGRAM OF ENVIRONMENTAL SCIENCE
SCHOOL OF POSTGRADUATE STUDIES
DIPONEGORO UNIVERSITY

Self Assessment Report

MASTER ENVIRONMENTAL SCIENCE

DIPONEGORO UNIVERSITY

SEMARANG

2019

Self Assessment Report

College : Diponegoro University

Study Program Management Unit : Graduate School

Program Type : Master

Study Program Name : Master of Environmental Science

Address : Jalan Imam Bardjo, SH No. 5 Semarang

Phone number : (024) 8453635

E-mail and Website : mil@live.undip.ac.id and www.mil.undip.ac.id

PT Establishment Decree : Government Regulation Number 7 of 1961

Date of Decree of Establishment of PT : October 15, 1960

Signing Office

SK Establishment of PT : President

PS Opening Decree Number 2) : Decree of the Director General of Higher
Education No. 130/Dikti/Kep/2000

PS Opening Decree Date : May 1, 2000

Signing Office

PS Opening Decree : Directorate General of Higher Education

First Year

Accepting Students : year 2000

Latest Rating

PS . Accreditation : A

SK number BAN-PT : SK: 973/SK/BAN PT/Akred/M/IX/2015

List of Study Programs in the Study Program Management Unit (UPPS)

No.	Program Type	Study Program Name	Study Program Accreditation			Number of students during TS 4)
			Status/ Rank	No. and Date. SK	date Expired	
1	2	3	4	5	6	7
1	Master	Master in Environmental Science	A	SK: 973/SK/BAN PT/Akred/M/IX/2015	09-20-2020	109
2	Master	Master in Epidemiology	A	LAM-PTKes No. 0088/LAM-PTKes/Akr/Mag/II/2019	22-02-2024	67
3	Master	Master in Information Systems	A	1004/SK/BAN-PT/Akred/M/IV/2018	10-04-2023	125
4	Master	Master in Energy	B	4891/SK/BAN-PT/Akred/M/XII/2017	19-12-2022	24
5	Doctoral	Doctor of Environmental Sciences	A	543/SK/BAN-PT/Akred/D/II/2018	20-02-2023	75
	amount					400

TEAM SATISFACTION SURVEY

Name   **:** Dr. eng. Maryono, ST, MT

NIDN   **:** 0011087503

Position   **:**

Charging Date   **:**

Signature   **:**

Name   **:** Dr. Ing. Sudarno, ST, M.Sc.

NIDN   **:** 0031017402

Position   **:**

Charging Date   **:**

Signature   **:**

Name   **:** Mochamad Arief Budihardjo, ST, M.Eng.Sc., Ph.D.

NIDN   **:** 0030097402

Position   **:**

Charging Date   **:**

Signature   **:**

Name   **:** Dr. Jafron Wasiq Hidayat, M.Sc.

NIDN   **:** 0025036407

Position   **:**

Charging Date   **:**

Signature   **:**

FOREWORD

Praise and gratitude we pray to Allah SWT for His grace and guidance so that we can complete the preparation of the satisfaction survey Report of the Masters Environmental Science (MES)

This survey was prepared based on the Guideline from National Accreditation Board for Higher Education (BAN-PT) in 2019. The main objective is to evaluate MES services to stakeholders.

Semarang, Desember 2019

Drafting team

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CHAPTER I INTRODUCTION

The Self-Evaluation Report covers the entire self-evaluation of SPs who are responsible for organizing study programs, referring to Government Regulation Number 4 of 2014 concerning the Implementation of Higher Education and Management of Higher Education, in accordance with the organizational structure and work procedures of each university. This introduction contains a description that contains the basis for the preparation, the development team, and the working mechanism of the LED arrangement.

A. Basis of Preparation

This section contains policies regarding the preparation of self-evaluations in universities, which includes the objectives for the preparation of LEDs. In this section, UPPS should be able to demonstrate the relevance of LEDs to higher education development plans.

In order to continuously improve the quality of PSMIL, SPs has a policy of developing study programs based on a structured and systematic self-evaluation.
The purpose of preparing the Self-Evaluation Report is an effort to collect and process valid data so that conclusions can be drawn to be used as the basis for management actions in PSMIL management activities. In the context of the preparation of PS MIL accreditation, the purpose of preparing the Self Evaluation Report is as a tool to show the quality achievements of SPs and PSMIL. Self-evaluation is also used as a tool to monitor the performance and targets of SPs and PS MIL that have been achieved in order to maintain their sustainability and as a basis for preparing development plans.

B. Drafting Team and Responsibilities

In this section, UPPS must be able to show formal evidence of the LED drafting team along with a description of their duties, including the involvement of various units, internal stakeholders (students, leaders, lecturers, and education staff) and external (graduates, users, and partners) in the preparation LEDs.

This self-evaluation report was prepared by the UNDIP PS MIL SPs Accreditation Team which was determined based on the UNDIP Chancellor's Decree number: _____ dated _____. The following is the composition of the PS MIL Accreditation Team:

Director :
Person in charge :
Team Leader : Dr. Eng Maryono, ST, MT
Member : 1. Dr. Ing Sudarno ST, MSc
2. Mochamad Arief Budihardjo, ST, M.Eng.Sc., Ph.D
3. Dr. Jafron Wasiq Hidayat, M.Sc
4.Dr. Fuad Muhammad, S.Si, M.Si
5. Dr. rer.nat. Thomas Triadi Putranto, ST, M.Eng

The task of the Self-Evaluation Team is to compile a self-evaluation report for the Diponegoro University Environmental Science Masters Study Program (PS MIL UNDIP) which consists of preparation, planning, organizational arrangement, data collection,

implementation of preparation, discussion and dissemination of the results of the self-evaluation to the academic community and stakeholders.

Self-evaluation is prepared with the involvement of various units through measuring the satisfaction of students, lecturers, education staff, graduates, users and partners on the performance of SPs.

C. Working Mechanism of LED Arrangement

This section must contain mechanisms for collecting data and information, data verification and validation, checking data consistency, data analysis, identifying root causes and establishing a development strategy that refers to the UPPS development plan, accompanied by a clear team work schedule.

The implementation of the preparation of the PS MIL Self-Evaluation Report begins with the formation of a team for preparing the Self-Evaluation Report. In order for the LEDs to be completed on time, the development team created a team work schedule and workload sharing.

The process of data collection and data analysis is carried out repeatedly until all data needs are met. Each component contained in the LED is described and described by describing the strengths, weaknesses, opportunities and threats. The LEDs that have been completed are socialized and finalized before being submitted to the National Accreditation Board for Higher Education (BAN-PT).

CHAPTER II. SELF EVALUATION REPORT

A. External Condition

This section describes the external conditions of the study program consisting of the macro-environment and micro-environment at the local, national, and international levels. The macro environment includes aspects of politics, economy, policy, social, culture, development of science and technology. The microenvironment includes aspects of competitors, graduate users, sources of prospective students, sources of prospective lecturers, sources of education personnel, e-learning, distance education, Open Course Ware, needs of the business/industry world and society, partners, and alliances. UPPS needs to analyze aspects in the macro-environment and micro-environment that are relevant and can affect the existence and development of UPPS and accredited study programs.

B. Profile of Study Program Management Unit

This section contains a description of the history of the Study Program Management Unit (UPPS), vision, mission, goals, strategies and values, organizational structure, students and graduates, human resources (lecturers and education staff), finance, facilities and infrastructure, quality assurance system internal, as well as the performance of UPPS which is presented in a succinct manner and points out the most important matters. Aspects that must be included are described as follows:

1. History of Study Program Management Unit

In this section, UPPS must be able to briefly and clearly explain the history of the establishment and development of UPPS and accredited study programs.

Graduate Schools (SPs) of Diponegoro University were established based on the Decree of the Minister of Education and Culture No. 67486/A2.1.2/C/1994 on November 7, 1994. SPs have the task of coordinating and managing postgraduate education activities at Diponegoro University and are responsible for quality development academics who are directly responsible to the Chancellor.

At first, SPs managed the entire Masters Study Program at Diponegoro University. However, in line with the policy of Diponegoro University as stated in the Rector's Decree No. 609/SK/UN7/2011 dated November 1, 2011 regarding the administrative and academic management of postgraduate study programs that are monodisciplinary at Diponegoro University, the management of monodisciplinary study programs is in each faculty , while the multidisciplinary study program is under the management of the Graduate School. So that since January 1, 2013 the Graduate School has managed 5 study programs which include Doctoral Program in Environmental Sciences, Masters Program in Environmental Sciences, Masters Program in Epidemiology, Masters Program in Information Systems, and Masters Program in Energy.

In addition, based on the Rector's Decree No. 609/SK/UN7/2011 SPs as managers of multidisciplinary study programs also get a mandate as managers of postgraduate scholarships and postgraduate quality assurance.

2. Vision, Mission, Goals, Strategy, and Values

This section contains a brief description of the vision, mission, objectives, strategies and values applied in UPPS and study programs (scientific vision).

Vision The Postgraduate School of Diponegoro University is in 2020 to become an excellent and international postgraduate school.

Mission Diponegoro University Graduate Schools are:
1. Improving the quality and quantity of Graduate School education so as to produce graduates who have competitive, comparative advantages and contribute to the development of science, technology and the arts.
2. Improving the quality and quantity of research, publications and ownership of Intellectual Property Rights as an effort to develop science, technology and art by prioritizing local culture and resources.
3. Carry out community service as an effort to apply and develop science, technology and art in solving community problems.
4. Conduct periodic evaluations in improving professionalism, capability, accountability and governance as well as independence in the implementation of Postgraduate School education

Based on the vision and mission above, SPs Undip has the following objectives:
1) Produce graduates who have academic and/or professional abilities, interpersonal skills and an entrepreneurial spirit so that they can develop and apply science, technology and art
2) Developing, transforming and disseminating science, technology and/or art through research activities, making scientific/technology/art works and seeking their use to support national development
3) Implementing science and technology research results to improve people's living standards and progress of the nation based on science and technology
4) Organizing governance and independence in the implementation of higher education that is efficient, accountable, transparent, fair and integrated between fields.

With an achievement strategy that is divided into 3 timeframes consisting of:
Year 2008-2013
1. Improvement of ethics and culture towards Good University Governance,
2. Improving the quality of Human Resources,
3. Improving the quality and competence of graduates
4. Provide a unique learning experience by implementing Quality Assurance in the teaching and learning process.
2013-2017 Tahun
1. Providing and modernizing facilities & infrastructure
2. Expanding learning opportunities
3. Improve leadership
4. Strengthen international class management
**Year 2017-2020**
1. Increase education and research funding
2. Pioneering and strengthening the quality of national and international cooperation

3. Increase the number of foreign students

4. Increase the number of reputable international publications

Values

3. Organization and Work Procedure

This section contains information on formal organizational documents and work procedures that are currently in effect, including a brief description of the organizational structure and working procedures of UPPS and study programs, main tasks, and functions (tupoksi).
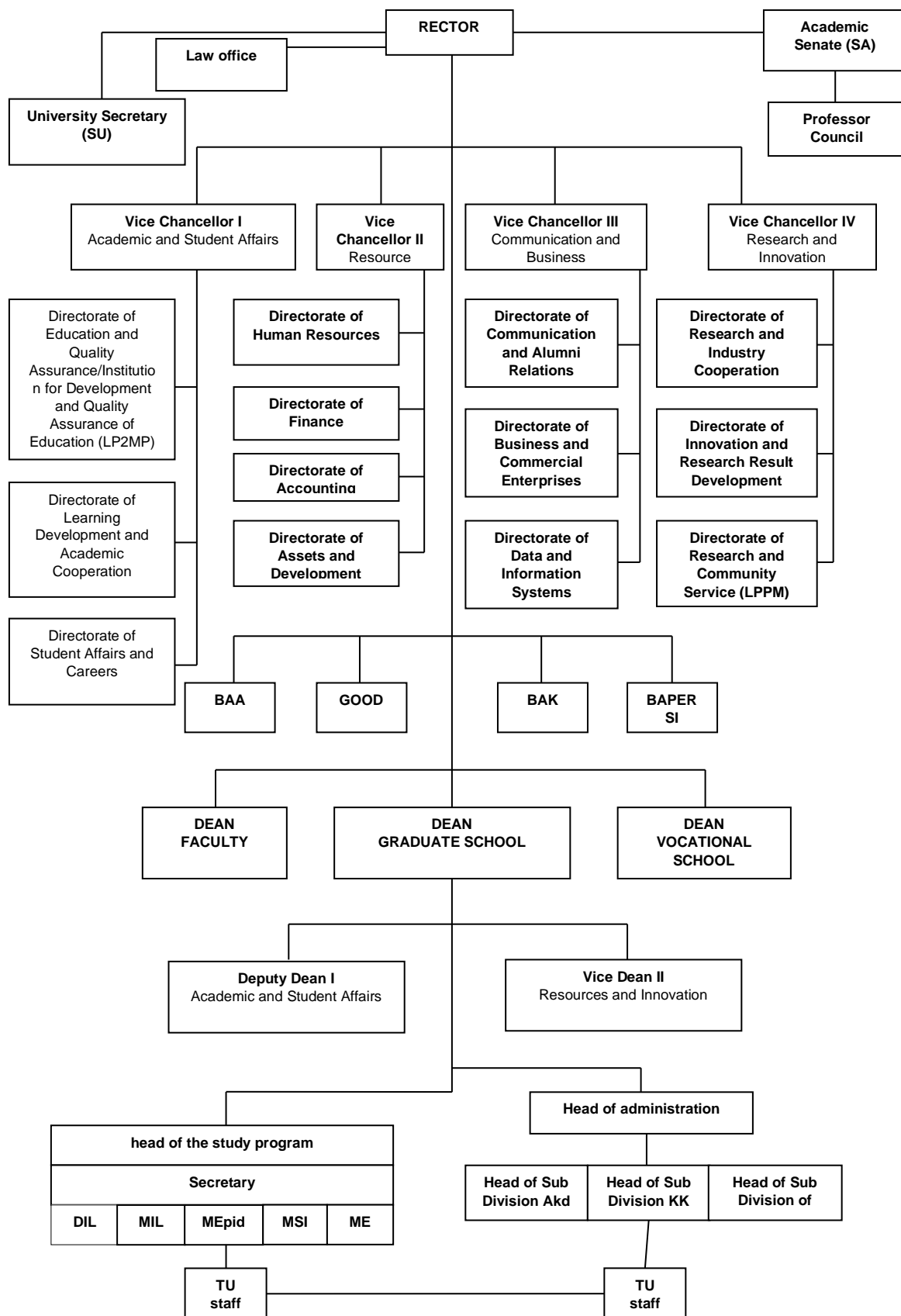
1) Availability of formal documents on organizational structure and working procedures of UPPS along with their main tasks and functions.

The civil service system and organizational structure of UPPS refers to the governance and organizational structure of Diponegoro University which are arranged based on 2 (two) provisions, namely:

1. Diponegoro University Board of Trustees Regulation Number 02 of 2016 based on the provisions of Article 3 paragraph (4) of the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 139 of 2004 concerning Statute Guidelines and Higher Education Organizations; and

2. Regulation of the Chancellor of Diponegoro University No. 4 of 2016 concerning the Organization and Work Procedures (OTK) of Elements under the Rector of the University of Diponegoro which was issued by the Rector of the University of Diponegoro based on the provisions of Article 37 paragraph (4) of Government Regulation of the Republic of Indonesia No. 52 of 2015 concerning the Statute of Diponegoro University. To implement the Government Regulation of the Republic of Indonesia No. 52 of 2015, it is necessary to determine the organizational structure and work procedures of Diponegoro University (OTK).

4. Students and Graduates

This section contains a brief description of the data on the number of students and graduates, including the quality of inputs, the monumental achievements of students and graduates, and the performance of graduates.

5. Lecturers and Education Personnel

This section contains brief information on the number and qualifications of human resources (lecturers and education personnel), adequacy and performance, as well as the monumental achievements achieved.

The Postgraduate Program is an interdisciplinary sciences, so most lecturers in the field of science can be involved as lecturers. There are 120 permanent lecturers who teach according to the subjects presented. Almost all of the teaching staff in this study program work at Undip, so the recruitment process for lecturers does not go through complicated administrative procedures. The initial selection is carried out by the study program by sorting and selecting Undip lecturers who have competencies in line with the field of science and according to needs.

In addition to lecturers, education staff at SPs have adequate qualifications.The education staff at SPs Undip consists of education staff as ASN, Non ASN Permanent Personnel, and Contract Education Personnel. The policy of recruitment and placement of ASN education personnel is fully the authority of the university. Policies and written guidelines for recruitment, selection, placement, and development of non-ASN supporting/supporting personnel at SPs Undip refer to the guidelines issued by the University. The process of selection, placement, coaching, development, and dismissal of non-ASN education personnel is carried out entirely by the University and SPs.

6. Finance, Facilities and Infrastructure Pra

Contains a brief description of the adequacy, feasibility, quality, and accessibility of financial resources, facilities and infrastructure.

SPS already has sufficient and proper finances, facilities and infrastructure to support teaching and learning activities. The facilities owned include TTB A building (6 floors), TTB B building (6 floors), building C and building D, library (TTB B), such as the Training Center Management Agency (BP-TC), Service English Unit (SEU) , Integrated Laboratory, Mosque, Mosque, tennis court, basketball court, Undip polyclinic, Diponegoro National Hospital, Student Activity Center (PKM) and the Secretariat Room of the Postgraduate Student Association (HIMPAS) in Tembalang.

7. Quality Assurance System

Contains a description of the implementation of the Quality Assurance System in accordance with policies, organizations, instruments developed at the tertiary level, as well as monitoring and evaluation, reporting, and follow-up. The description can be explained by the PPEPP cycle carried out by UPPS and study programs, including quality recognition from external audit institutions, accreditation bodies, and certification bodies.

8. Performance of Study Program Management Unit

Contains a description of the most superior outcomes and achievements of UPPS and accredited study programs.

PSMIL graduates are expected to be able to become consultant practitioners, policy makers and educators based on environmental planning, management, and engineering.

C. Criteria

C.1. Vision, Mission, Goals And Strategy

1. Background

The preparation of the vision and mission of Diponegoro University begins with conducting a situation analysis that includes external and internal conditions. External conditions include political, economic, policy, social, cultural aspects, as well as the development of science and technology. While the internal conditions include governance, governance and cooperation, education personnel, finance, facilities and infrastructure.

Diponegoro University is one of the major universities in Indonesia that must be able to carry out the function of higher education. As a logical consequence of this, Diponegoro University developed a vision which is the main goal to be achieved. The formulation of the vision that has been set is used for the preparation of the mission and objectives.
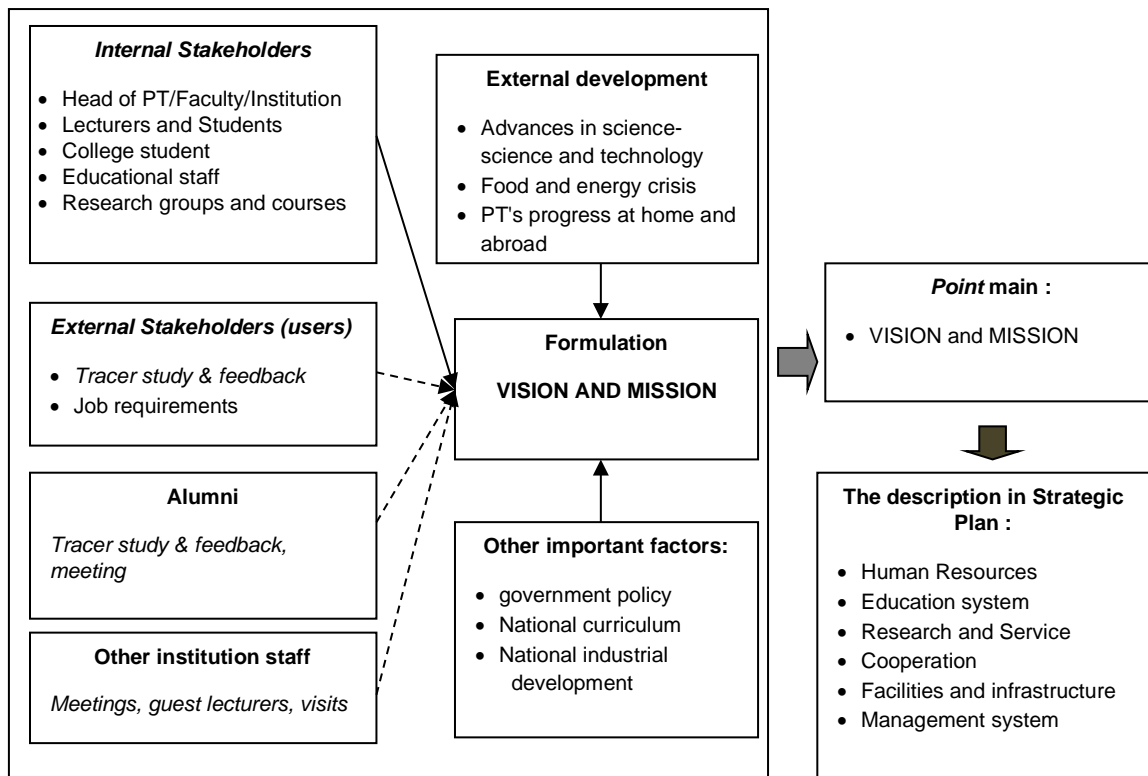
Figure 2. 1 The Mechanism of Formulating the Vision and Mission of Diponegoro University

Diponegoro University's vision and mission:
Diponegoro University Vision:
Diponegoro University in 2020 to be an excellent Research University

Diponegoro University Mission:
1. Organizing education that produces superior and competitive graduates
2. Conducting research that produces publications, intellectual property rights (IPR), textbooks, policies, and technologies that are effective and efficient by prioritizing local culture and resources.
3. Organizing community service that can produce publications, intellectual property rights (IPR), textbooks, policies, and technology that are effective and efficient by prioritizing local culture and resources
4. Develop professionalism, capability, accountability in good university governance and independence in the administration of higher education.

Diponegoro University Objectives:
1. Prepare students to become members of the community who have academic and/or professional abilities and are ready to train so that they can apply and develop science, technology and art.
2. Developing, transforming and disseminating science, technology and/or art through research activities, making scientific/technology/art works and seeking their use to improve people's living standards.

3. Implementing science and technology research results to improve people's living standards and the progress of the nation as well as to develop an entrepreneurial spirit based on science and technology.
4. Implement governance and independence in the implementation of higher education that is efficient, accountable, transparent, fair and integrated between fields.

The vision, mission, goals and strategies of SPs are prepared based on the vision and mission of the University by involving all components, namely SPs managers, study program managers, education staff, lecturers, students, alumni and the community. The following is the mechanism for formulating the SPs vision, mission, goals, and strategies.
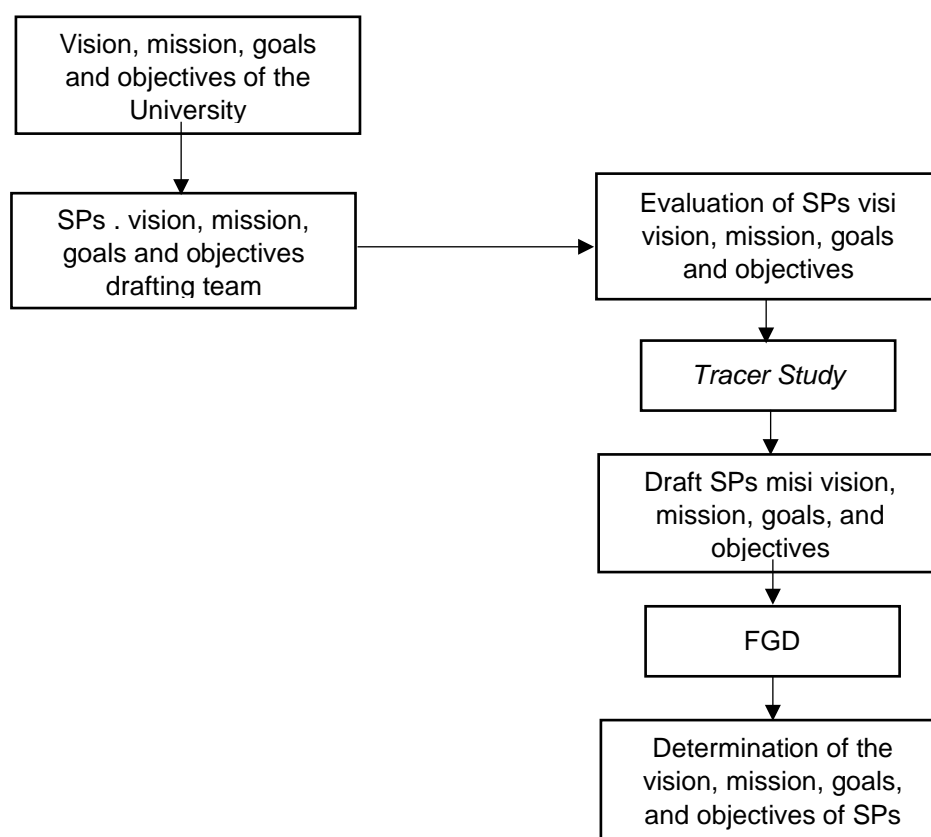

Figure 2. 2 SPs . Vision and Mission Formulation Mechanism

The vision and mission of Diponegoro University is very clear in reflecting the vision and mission of the SPs, the following are the visions of the SPs:

SP's Vision:
Becoming an Excellent Diponegoro University Postgraduate Education in 2020
SP missions:
1. Improving the quality and quantity of Graduate School education so as to produce graduates who have competitive, comparative advantages and contribute to the development of science, technology and the arts.
2. Improving the quality and quantity of research, publications and ownership of Intellectual Property Rights as an effort to develop science, technology and art by prioritizing local culture and resources.

3. Carry out community service as an effort to apply and develop science, technology and art in solving community problems.
4. Conduct periodic evaluations in improving professionalism, capability, accountability and governance as well as independence in the implementation of Postgraduate School education.

Based on the vision and mission above, the objectives of SPs Undip are described as follows:
1. Produce graduates who have academic and/or professional abilities, interpersonal skills and an entrepreneurial spirit so that they can develop and apply science, technology and art
2. Developing, transforming and disseminating science, technology and/or art through research activities, making scientific/technology/art works and seeking their use to support national development
3. Implementing science and technology research results to improve people's living standards and progress of the nation based on science and technology
4. Organizing governance and independence in the implementation of higher education that is efficient, accountable, transparent, fair and integrated between fields

The vision and mission of the study program are prepared based on the vision and mission of the SPs, so as to be able to achieve the vision and mission of Undip. The following is the vision and mission of the Environmental Science Masters Study Program:

PS Vision:
In 2020 the Diponegoro University Environmental Science Masters Study Program is reputable at the national and international level

PS Missions:

1. Organizing quality education to produce competitive graduates
2. Organizing quality research to produce national, international publications, intellectual property rights, and technology packages.
3. Organizing community service in solving problems by applying science and technology through consulting, mentoring, and training services.
4. Organizing good governance to ensure quality, professionalism, capability, and accountability.

Destination
Based on the vision and mission of PS MIL, it is expected to be able to produce graduates with the following qualities:
1. Have an understanding and be able to play a role in the development of the environmental field;
2. Have the ability to improve the role and service of the profession by reasoning and environmental assessment;
3. Have the ability to formulate approaches and strategies in managing various environmental problems;
4. Has the ability to develop his professional performance in a wider spectrum on the basis of his field of expertise.

2. **Policy**

Policies that form the basis for the preparation of VMTS:

a. Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System;
b. Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers;
c. Law of the Republic of Indonesia Number 12 of 2012 concerning Higher Education;
d. Government Regulation of the Republic of Indonesia Number 4 of 2014 concerning the Implementation of Higher Education and Management of Higher Education;
e. Government Regulation of the Republic of Indonesia Number 81 of 2014 concerning the Designation of Diponegoro University as a Legal Entity Higher Education;
f. Government Regulation of the Republic of Indonesia Number 52 of 2015 concerning the Statute of Diponegoro University;
g. Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number 44 of 2015 concerning National Standards for Higher Education;
h. Regulation of the Minister of National Education Number 65 of 2009 concerning the Organization and Work Procedure of Diponegoro University;
i. Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number 13 of 2015 concerning the Strategic Plan of the Ministry of Research, Technology and Higher Education for 2015-2019;
j. Diponegoro University Board of Trustees Regulation Number 2 of 2016 concerning the Organization of Diponegoro University Work Procedures.
k. Diponegoro University Board of Trustees Regulation Number 7 of 2016 concerning General Policies of Diponegoro University 2015-2039.
l. Regulation of the Chancellor of the University of Diponegoro Number 4 of 2016 concerning the Organization and Work Procedure of the Elements Under the Chancellor of the University of Diponegoro.
m. Decree of the Chancellor of Diponegoro University Number 2173/UN7.P/HK/2014 concerning the 2015-2019 Diponegoro University Strategic Plan (Renstra).

Undip's vision, mission, goals and objectives as stated in the Rector's Decree No. 2173/UN7.P/HK/2014 concerning the Strategic Plan (Renstra) of Diponegoro University for 2015-2019 underlies the preparation of the SPs vision, mission, goals and objectives. The vision, mission, goals, objectives, and strategies that have been formulated are the result of a focused discussion (FGD – Focus Group Discussion) involving strategic actors in the Undip SPs environment, including the ranks of SPs managers, study program managers and education staff.

The socialization of the vision and mission is carried out in several ways, namely:
1. Pouring in the Strategic Plan document, the SPs Handbook for students, and the Undip SPs Work Agenda Book;
2. Making posters and banners affixed to each study program, and other strategic places in the Undip SPs environment;
3. *Upload* on the SPs and Diponegoro University websites, so that it can be socialized to alumni and the entire academic community.

4. At routine meeting activities held by SPs Undip

3. **Strategy for achieving vision, mission, and goals**
   SPs has developed a strategy to achieve the vision and mission as well as objectives, based on a systematic analysis with the following stages:
   Year 2008-2013
   1. Improvement of ethics and culture towards Good University Governance,
   2. Improving the quality of Human Resources,
   3. Improving the quality and competence of graduates
   4. Provide a unique learning experience by implementing Quality Assurance in the teaching and learning process.
   2013-2017 Tahun
   1. Providing and modernizing facilities & infrastructure
   2. Expanding learning opportunities
   3. Improve leadership
   4. Strengthen international class management
   Year 2017-2020
   1. Increase education and research funding
   2. Pioneering and strengthening the quality of national and international cooperation
   3. Increase the number of foreign students
   4. Increasing the number of reputable international publications
   The resources allocated to achieve the vision that have been set are lecturers, education staff, students, alumni and graduate users. All these stakeholders support each other in achieving the vision that has been set. In addition, evaluation of the achievement of the vision is also carried out by existing stakeholders. The control mechanism for achieving the vision is carried out by evaluating the strategy carried out whether it is in accordance with the goals that have been set.

4. **Key Performance Indicators**
   SPs have a development plan that contains the main indicators consisting of:
   1. Expanding national or international cooperation
   2. Expanding the network of cooperation with alumni and stakeholders
   3. Expanding industries or institutions that accommodate employees to continue their studies at Undip Postgraduate or at MIL PS
   4. Increased capacity of lecturers in education, learning and student assistance pendamping
   5. Increased implementation of academic quality assurance and student competitiveness and competence
   6. Increased student involvement in scientific activities and honing science and technology-based entrepreneurship
   7. Organizing productive educational programs with innovative learning methods based on research and information technology
   8. Expanding access to lifelong education
   9. Improved quality and access to facilities and infrastructure for education and learning
   10. Increasing the capacity of lecturers in research and making scientific/technology/art works
   11. Increased productivity of multidisciplinary superior research between scientific families

12. Increasing the number of publications in reputable scientific journals, proceedings, patents/IPR and appropriate technology
13. Increasing the capacity of postgraduate students in publishing
14. Increased access to research and publication
15. Increasing the quality and access of facilities and infrastructure for research activities
16. Increased research results applied to society and industry
17. Increased utilization of the results of community service
18. Increasing the capacity of lecturers in carrying out community service activities
19. Increased access of lecturers in carrying out community service activities
20. Increased effectiveness and efficiency of university organization and work procedures organisasi
21. Increasing the effectiveness and efficiency of the bureaucracy in the development of institutions, administration and communication
22. Improvement and development of cooperation governance
23. Increased capacity/competence of education personnel
24. Availability of a rational number of educational personnel
25. Creating a conducive, productive, creative and innovative work atmosphere kerja
26. Increasing the number of units and the value of RGA
27. Availability of security, work and environmental safety facilities and disabled facilities
28. Availability of management support and implementation of tasks and functions

The targets that have been set to achieve strategic goals are:
1. Improving the quality of PSMIL students with minimum GPA requirements of 3.00, TPA 475 and minimum TOEFL 450.
2. Increase the level of PSMIL to become an educational and research institution of international repute through dual/joint degree programs, CTS, as well as joint research and publications with Domestic and Foreign Universities
3. Improving the competitiveness of graduates at national and international levels identified from their first salary and the length of time they got a job
4. Increase the number of staff with functional professorship positions at least 65% (2020)
5. Increasing the role of lecturers and students in publications in accredited national journals, international journals, and patented works/HKI
6. Expand and intensify cooperation networks in the context of internationalization of PSMIL
7. Increase the number of competitive grants and mutual cooperation to ensure the continuity of activities
8. Improving facilities and infrastructure for education, research and service
9. Improve management and information technology-based information systems

5. Additional Performance Indicators
Additional performance indicators of SPs related to PS MIL include:
1. Increasing the number of distributions from students
2. Increasing number of reputable international publication output
3. Increasing the meaning and distribution of foreign students

6. VMTS Achievement Evaluation

The parameters for the success of achieving VMTS are based on the vision of the Undip Graduate School (SPs) which is in line with the vision that Undip wants to achieve as an institution that oversees the postgraduate program. The supporting factor in achieving VMTS SPs is a quality academic field where lecturers with doctoral qualifications and professors are required.

The obstacle in achieving VMTS is the limited facilities and infrastructure, as well as accessibility in international journals that cannot be accessed anywhere.

SWOT descriptions for Undip's vision, mission, goals, objectives, and achievement strategies are as follows:

Table 2. 1 Achievement of Performance Standards

Internal factors :			
No	**Component**	**Strength (S)**	**Weakness (W)**
1.	Vision	The vision is in accordance with the vision of the Postgraduate School and Diponegoro University	The responsibility of the organizational hierarchy to realize the vision is still weak.
2.	Mission	The mission is in accordance with the mission of the Graduate School and Diponegoro University	The responsibility of the organizational hierarchy to carry out the mission is still weak.
3.	Destination	The objectives are in accordance with Undip's goals and the vision, mission, of the Graduate School	The responsibility of the organizational hierarchy to achieve goals is still weak.
4.	Target	The target is in accordance with the vision and mission of the Graduate School and Undip and refers to its objectives	The responsibility of the organizational hierarchy to achieve goals is still weak.
External Factors:			
No	**Component**	**Opportunity (O)**	**Threat (T)**
1.	Vision	Conformity of the vision of the MIL Study Program with national and international issues.	The dynamics of national and international issues take place rapidly.
2.	Mission	The suitability of the MIL Study Program's mission with national and international issues.	The dynamics of national and international issues take place rapidly
3.	Destination	Environmental issues are increasingly becoming a priority in society	• Stakeholder/user demands are getting higher • More and more other universities are also opening similar programs
4.	Target	Environmental issues are increasingly becoming a priority in society	• Stakeholder/user demands are getting higher • More and more other universities are also opening similar programs • The existence of a free market – globalization

7. Conclusion of VMTS Achievement Evaluation and Follow-up

The vision, mission, goals and strategies of SPs have reached the standards that have been set and have been running in accordance with the vision, mission, goals and strategies of Undip. The plan for developing SPs in the next year is SPs and all PSs are internationally accredited and can have an international reputation.

C.2. Governance, Governance, and Cooperation

1. Background

The background of governance, governance and cooperation is that in the management of SPs and study programs, of course, activities are needed that can regulate and control study programs in order to achieve the goals that have been set. The activities carried out are in the governance system, leadership, quality assurance system, and cooperation. It aims to maintain and improve the quality of SPs and study programs as well as to keep UPPS and study programs focused on achieving their vision.

Governance is a system that can make leadership, management and quality assurance systems run effectively within universities/institutions that manage study programs. Matters that are the focus of governance include how policies and strategies are structured in such a way as to enable the election of credible leaders and managers and a system for administering study programs that is credible, transparent, accountable, responsible and applies the principles of justice.

The administration of SPs and study programs must reflect the implementation of good university governance and accommodate all values, norms, structures, roles, functions, and aspirations of SPs stakeholders and study programs.

Governance is a system to maintain the effectiveness of the constituents' roles in policy development, decision making, and implementation of SPs and study programs. Good governance is evident from the five criteria, namely credibility, transparency, accountability, responsibility, and fairness.

Good governance organization and system (good governance) reflects the credibility, transparency, accountability, responsibility and fairness of the management unit of the Master Study Program in managing the study program.

The quality assurance system in governance, governance and cooperation in SPs and study programs is an activity carried out to maintain and improve the quality of SPs and study programs. The activities carried out are by maintaining and improving the quality in the leadership system, management system and cooperation both nationally and internationally.

2. Policy

The governance system that has been developed at Undip is a system that pays attention to the participation of the academic community, transparency in resource management, stakeholder contributions, effective and efficient management and accountability. The Undip SPs Civil Service System is run based on Government Regulation no. 81 of 2014 concerning the Designation of Undip as a Legal Entity State University, Government Regulation no. 52 of 2015 concerning the Statute of Diponegoro University, Undip Rector Regulation Number 4 of 2016 concerning the Organization of the Work Procedures of the Elements under the Chancellor.

The implementation of governance at UPPS and the Undip MIL Study Program is based on the following formal policy documents:

1. The study program policies refer to the Rector's Regulations, namely: Academic Regulations for Education (Regulation of the Chancellor No. 209/PER/UN7/2012) including anti-plagiarism regulations and student regulations. Research and Community Service activities are carried out based on the Research Guidebook and Community Service Guidebook.

2. Campus ethics is also the basis for the implementation of civil service which has been formalized by Diponegoro University, namely: Code of Ethics for Student Affairs and Campus Life, Code of Ethics for Lecturers, Code of Ethics for Employees as outlined in the Rector's letter Number 2075/UN7.7/KP/2012 (adopted Permendikbud RI No. 16/2012).

3. The implementation of policies, regulations and SOPs is carried out in a transparent and documented manner. Thus, it is hoped that all parties can monitor and act clearly, so that the participation of the entire academic community can run well.

4. The principles of accountability and responsibility are carried out in all aspects of the organization as an educational institution, starting from the duties and responsibilities of the Manager, research and service groups (whose group members can change every semester according to interest but refers to the Basic Pattern), as well as education staff. The performance and responsibility of each resource management within the MIL Study Program can be monitored and controlled by the existing management. In the principle of responsibility, the Undip MIL Study Program applies behavioral considerations that are in accordance with the obligations of implementing policies/tasks with social responsibility, and specifically the responsibility for scientific freedom. This refers to the Diponegoro University guidelines contained in Academic Ethics and Campus Life,

5. Higher education program in which there are types of higher education programs, one of which is a master program based on the Decree of the Minister of Education and Culture of the Republic of Indonesia No. 0211/U/1982 concerning Higher Education Programs within the Ministry of Education and Culture

6. Higher education which consists of the principles, functions, objectives and principles of higher education, implementation of higher education, quality assurance, higher education, funding and financing, implementation of higher education by other state institutions, community participation Law No. 12 of 2012 concerning Higher Education
.

7. Decree of the Minister of National Education No. 186 of 2002 concerning the Statute of Diponegoro University which explains the implementation of the Tridharma of Higher Education, one of which is carried out in the postgraduate program. In addition, it also explains the curriculum, assessment of learning outcomes, academic freedom and scientific autonomy, degrees and designations for university graduates, organizational structure, education staff, students and alumni, facilities and infrastructure, financing, evaluation, cooperation, code of ethics, sanctions and awards. and supervision.

8. Regulation of the Minister of National Education of the Republic of Indonesia No. 65 of 2009 concerning the organization and work procedures of Diponegoro University. The regulation describes the position, duties and functions of Diponegoro University, the organizational structure of Diponegoro University, the board of trustees, rectors and assistant rectors, university senates, faculties, postgraduate programs, research and community service institutions, educational development and quality assurance institutions, bureaus, technical implementing unit, university advisory board, supervisory board, internal auditor, work procedures and echelonization.

9. Undip Chancellor Regulation No. 4 of 2016 concerning the Organization of the Work Procedures of the Elements under the Chancellor. This regulation contains the positions, duties and functions of members of the university organization, organizational structure of elements under the rector, explanations of faculties/schools, academic and non-academic supports, business unit management bodies, discussion of Diponegoro National Hospital, development and implementation of strategic tasks. bureaus, administrative departments of faculties, graduate schools and vocational schools, internal supervisory units for non-academic fields, quality control and assurance, functional position groups, work procedures, and echelonization.

10. Regulation of the Minister of National Education of the Republic of Indonesia No. 33 of 2009 concerning Guidelines for Appointing Supervisory Boards at State Universities within the Ministry of National Education which implements financial management of public service agencies. The regulation contains the obligations of the supervisory board, the composition of the supervisory board, the requirements to become the supervisory board, and the term of office of the members of the supervisory board.

11. Regulation of the Minister of National Education of the Republic of Indonesia No. 47 of 2011 concerning Internal Supervisory Units within the Ministry of National Education. The regulation contains an explanation of the duties and functions of the SPI, and the membership of the SPI.

12. Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 88 of 2014 concerning Changes in State Universities to Legal Entity State Universities which explains the requirements for PTN to become a legal entity PTN and the procedure for converting a PTN into a legal entity PTN

13. Minister of Education and Culture Regulation No. 139 of 2014 concerning Statute Guidelines and Higher Education Organizations. The regulation explains the basic references in the preparation of higher education organizations, the material content in the PTN statutes, the material content in the BH PTN statutes, the mechanism for determining the statutes of state universities, the mechanism for determining the statute of legal entities for state universities, university organizations, components of the formation of bureaus/ sections at universities/institutes, and component formation sections at high schools/polytechnics/academics.

14. Government Regulation No. 4 of 2014 concerning the Implementation of Higher Education which explains the responsibilities, duties and authorities of the minister in the administration of higher education, establishment of universities, study programs and higher education programs, degrees, diplomas and professional certifications, and management of higher education.

15. Law of the Republic of Indonesia No. 14 of 2005 concerning teachers and lecturers. The law explains the position, function, objectives of teachers and lecturers, principles of professionalism, qualifications, competence and teacher certification, rights and obligations of teachers and lecturers, mandatory work and official ties for teachers and lecturers, appointment, placement, transfer and dismissal of teachers. and lecturers, guidance and development of teachers and lecturers, awards for teachers and lecturers, protection of teachers and lecturers, professional organizations and codes of ethics, leave of teachers and lecturers, sanctions for teachers and lecturers, qualifications, competencies, certifications and academic positions of lecturers.

16. Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 16 of 2012 concerning the Code of Ethics for Employees within the Ministry of Education

and Culture. The regulation contains various codes of ethics, membership of the code of ethics assembly, duties of the code of ethics assembly, and code of ethics sanctions.

17. Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 33 of 2012 concerning the Appointment and Dismissal of Chancellors/Chairmen/Directors at Universities organized by the Government. The regulation explains the general and specific requirements for being appointed as the chancellor/chairman/director of a university, and the stages for the appointment of a university rector/chairman/director.

18. Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia No. 1 of 2015 concerning the Appointment and Dismissal of Chancellors/Chairmen/Directors at State Universities. The regulation explains the general and specific requirements for being appointed as the chancellor/chairman/director of a university, and the stages for the appointment of a university rector/chairman/director.

19. Diponegoro University Rector Regulation No. 8 of 2019 concerning Procedures for Filling Leadership Positions at the Faculty/School Level at Diponegoro University which explains the elements of leadership, requirements, dismissals, and prohibitions on concurrent positions of faculty/school leaders, organizational structure and procedures for filling leadership positions faculty/school.

20. Regulation of the Minister of National Education of the Republic of Indonesia No. 65 of 2009 concerning the organization and work procedures of Diponegoro University. The regulation describes the position, duties and functions of the University of Diponegoro, the organizational structure of the University of Diponegoro, the board of trustees, the chancellor and assistant rector, the university senate, faculties, graduate programs, research and community service institutions, educational development and quality assurance institutions, bureaus, technical implementing unit, university deliberative board, supervisory board, internal auditor, diponegoro university work procedures, and echelonization.

21. Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 33 of 2014 concerning Amendments to Regulation of the Minister of Education and Culture No. 16 of 2013 concerning the organization and work procedures of education quality assurance institutions

22. Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 50 of 2014 concerning the Higher Education Quality Assurance System

23. Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 87 of 2014 concerning Accreditation of Study Programs and Universities

24. Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia No. 32 of 2016 concerning Accreditation of Study Programs and Universities

25. Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia No. 62 of 2016 concerning the Higher Education Quality Assurance System

26. Government Regulation No. 13 of 2015 concerning National Higher Education Standards

27. Government Regulation No. 4 of 2014 concerning the Implementation of Higher Education

28. Undip Strategic Plan 2015-2019

3. Standard Achievement Strategy

SPs strategies in achieving the standards set by universities related to governance, governance, and collaboration are:

1. Improvement of ethics and culture towards Good University Governance,
2. Improving the quality of Human Resources,
3. Improve leadership
4. Strengthen international class management
5. Pioneering and strengthening the quality of national and international cooperation

The resources allocated to achieve the standards set by universities come from institutions that play a role in governance, governance and cooperation in SPs. The institution consists of Graduate Schools (SPs), study programs, deans, vice deans, heads of study programs, administrative divisions, and education staff. All existing resources cooperate with each other in managing to achieve the standards that have been set. SPs need quality resources to support the implementation of activities contained in SPs and study programs under SPs. The achievement of standards carried out by the study program can be controlled so that it remains in accordance with what has been set. The achievement control mechanism can be carried out by monitoring activities related to the achievement of standards on a regular basis by comparing performance achievements with the standards set by SPs.

4. Key performance indicators
b) Governance System

The civil service system and organizational structure of SPs refer to the governance and organizational structure of Diponegoro University which are arranged based on 2 (two) provisions, namely:

1. Diponegoro University Board of Trustees Regulation Number 02 of 2016 based on the provisions of Article 3 paragraph (4) of the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 139 of 2004 concerning Statute Guidelines and Higher Education Organizations; and
2. Regulation of the Chancellor of Diponegoro University No. 4 of 2016 concerning the Organization and Work Procedures (OTK) of Elements under the Rector of the University of Diponegoro which was issued by the Rector of the University of Diponegoro based on the provisions of Article 37 paragraph (4) of Government Regulation of the Republic of Indonesia No. 52 of 2015 concerning the Statute of Diponegoro University. To implement the Government Regulation of the Republic of Indonesia No. 52 of 2015, it is necessary to determine the organizational structure and work procedures of Diponegoro University (OTK).

The implementation of the existence of a formal document on governance and governance in SPs is indicated by the existence of an organization in SPs that implements governance, governance and cooperation. The following is the organizational structure of the SPs:
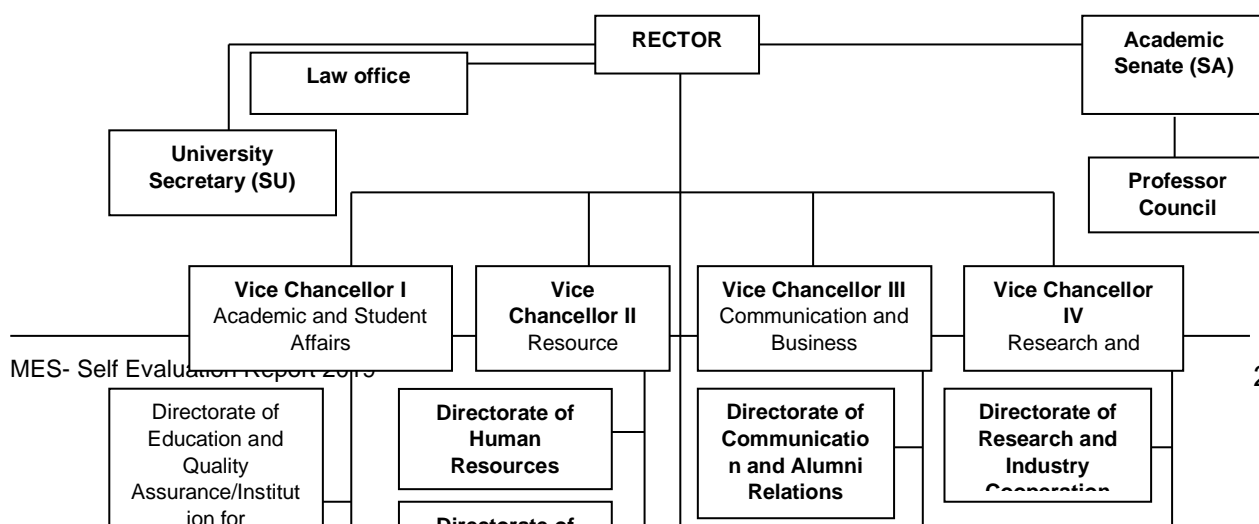
Figure 2. 3 SPs Organisasi Organizational Structure

SPs is an organization that is under the rector and has the same position as the faculty. SPs are led by a Dean assisted by 2 (two) Deputy Deans. The Dean and the Vice Dean cooperate with each other in carrying out their duties. The duties of the Dean are to lead the implementation of education, research, community service, human resource development, fostering lecturers and education staff, students, faculty administration, research development, innovation, collaboration, information and relationships with alumni. The division of responsibilities of the Vice Dean is for the Deputy Dean I who is responsible for academic and student affairs, while the Vice Dean II is responsible for the field of resources and innovation.

The study program is under the SPs which is led by the Head of the Study Program. The head of the study program is responsible to the dean. SPs have 4 (four) master study programs and 1 doctoral study program. PSMIL is one of the master study programs at SPs. The PSMIL manager consists of the head of the study program and education staff. The head of the study program is responsible for:

1. Prepare operational plans in the fields of education, research, community service and supporting resources for study programs in accordance with the Strategic Plan and determining the performance of the SPs program
2. Coordinate the implementation of operational plans in the fields of education, research, community service and study program support resources by directing work unit leaders to realize performance determinations in order to realize Undip performance indicators in accordance with the Strategic Plan and determination of SPs program performance
3. Fostering human resources in the fields of education, research, community service and supporting resources for study programs by conducting socialization, periodic meetings, education and training in order to improve HR competencies in accordance with their field of duty
4. Directing the implementation of tasks in the fields of education, research, community service and supporting resources for study programs in accordance with the duties and responsibilities, problems and obstacles, as well as applicable regulations for the accuracy and smoothness of the implementation of work programs according to the duties and functions
5. Carry out education by compiling, managing and implementing operational plans for academic, vocational and professional education according to the family or field of science to develop student abilities
6. Carry out research by compiling, managing and implementing research operational plans according to the family or field of science in the context of developing science and technology
7. Carry out community service by compiling, managing, and implementing operational plans for community service according to clumps or fields of science in order to implement science and technology to increase public knowledge
8. Carry out the management of supporting resources for study programs by compiling, managing, and implementing operational plans for supporting resources to facilitate the implementation of the tridharma
9. Carry out the development of tridharma services and supporting resources by compiling, managing and implementing operational plans for developing tasks and functions so that services are more effective and efficient
10. Evaluating the implementation of operational plans in the fields of education, research, community service and supporting resources for study programs by comparing the plans and realizations that have been implemented as material for reports and future plans
11. Prepare reports on the implementation of tasks in the fields of education, research, community service and supporting resources for study programs with the determination of performance and realization that has been carried out regularly as a form of accountability
12. Carry out other official duties assigned by the Minister of Research, Technology and Higher Education, both orally and in writing

Educational staff who manage PSMIL consist of general administration, financial administration, academic administration, libraries and general assistants. Implementing

financial administration is tasked with assisting in planning the use, disbursement, and distribution of money to lecturers and students for the benefit of teaching and learning activities, research and community service, and compiling financial accountability reports and managing financial cash. Meanwhile, general and academic administration executives are tasked with assisting new student registration, processing student graduation administration, filling out KRS, KHS information, student leave permits, research permits and updating information a. study program on the website. The librarian is in charge of serving the borrowing of books, manage library collections and manage journal publishing administration. While the general assistant is in charge of assisting the entire series of teaching and learning activities, especially those related to the operationalization of supporting facilities for the teaching and learning process.

Activities carried out in SPs are also carried out by the administrative section. The administration of SPs consists of 3 sub-sections, namely the academic and student sub-section, the finance and personnel sub-section, the general sub-section and asset management. The administration has the task of managing administrative law, planning, collecting and updating data, carrying out academic administration, managing personnel, managing students and alumni, managing collaboration, managing finances, and managing assets and logistics. SPs in carrying out their functions apply the principles of good governance (credible, transparent, accountable, responsible, and fair).

a. Credible

Diponegoro University is designated as a Legal Entity State University based on Government Regulation 81 of 2014 concerning the Designation of Diponegoro University as a Legal Entity State University. Diponegoro University received this trust because it was based on the evaluation of the performance and achievements of Diponegoro University both at the national and international levels. Recognition of good performance is also given by the government with the results of the accreditation of the National Accreditation Board for Higher Education (BAN-PT) to PSMIL, namely accreditation A.

SPs conducts many collaborations in the fields of education, research and community service, both with domestic and foreign institutions and universities both domestically and abroad. It also shows the credibility of SPs. PSMIL also carries out teaching and learning activities based on the Procedure Manual that supports the credibility of SPs and PSMIL.

b. Transparency

Transparency in the administration of SPs civil service is indicated by the openness of work results that are reported regularly to the SPs leadership, easy access to information about academic activities either directly, in writing, telephone, online, email or on the website, transparency about financial processes, information about procedures and policies in PSMIL which are published in writing and can be accessed online by PSMIL stakeholders both inside and outside the study program. Then there was the dissemination of various policies, visions, missions, goals, and strategies of Diponegoro University; internal regulations of Diponegoro University; Diponegoro University quality standards; policies for lecturers, students, and tend to the entire SPs academic community as well as education staff in the field of higher education tridharma (education, research and community service). The principle of transparency is also manifested in the internal audit of the academic and non-academic fields by Undip (SPI) and the external audit of the academic and non-

academic fields. Transparency in academic services is always developed by SPs with reference to the ISO 9001: 2008 quality standard, where there is a procedure manual that is used as a guide in service delivery.

c. Accountability

The principle of accountability in SPs is applied by being accountable for all forms of resources that have been managed to policy makers to increase effectiveness and efficiency in the implementation of the Tridharma of Higher Education. The application of this principle can also be seen from the organizational structure and governance of UPPS along with the duties, authorities and functions of each element in the organizational structure of SPs. The principle of accountability is contained in the SPs Government Agency Performance Accountability Report (LAKIP) which is prepared at the end of each fiscal year as a form of accountability for all SPs activities submitted to the Chancellor.

UPPS accountability is also guided by Undip accountability as stated in Government Regulation no. 52 of 2015 Article 75 which discusses Accountability and Supervision. Diponegoro University's public accountability consists of academic accountability and non-academic accountability. Public accountability must be realized at least by providing educational services that meet the National Higher Education Standards; implement higher education governance based on best practice and can be accounted for; prepare financial reports on time and in accordance with applicable accounting standards, as well as being audited by a public accountant; and perform other reporting in a transparent, timely and accountable manner.

d. Responsibility/Responsibility

The form of SPs responsibility is compliance with government regulations and internal regulations of Diponegoro University. The responsibility of SPs to lecturers and education staff refers to Undip regulations to appreciate the performance of lecturers and education staff in the form of Rector Regulation No. 3 of 2015. Guidelines for determining performance, evaluating performance and assessing work performance for lecturer positions, additional assignments, and educational staff in the context of implementing remuneration (Diponegoro University status as PTN-BLU). Diponegoro University applies behavioral considerations in accordance with the obligations of a policy/task with limitations on authority and legal protection, as well as social responsibility and specifically the responsibility for scientific freedom. This is stated in Government Regulation no.

The responsibility of UPPS and the Study Program is also shown by making an accountability report for the activities carried out. The report provided can be in the form of a report on the implementation of activities made after the activities in SPs. In addition, all managers at PSMIL have worked in accordance with their respective main tasks and functions and are guided by the established Standard Operating Procedures (SOP).

e. Justice/Fairness

The application of justice is shown by the existence of equality, including in terms of appreciating the performance of lecturers and staff. In addition, all students also receive fair treatment as indicated by the facilities at UPPS and the same study program for all students. In teaching and learning activities, the principle of fairness is also applied, some examples are carried out, namely providing information and services to stakeholders fairly, giving teaching and learning tasks that are in accordance with the competence of each

lecturer, dividing the burden of teaching and guiding fairly, providing opportunities for self-development in accordance with available opportunities.

There are formal documents and evidence of the functioning of the functional and operational management systems at the UPPS level which include planning, organizing, staffing, leading, and controlling. The functional and operational management system in the civil service system is guided by the existing formal documents, namely:

1. Government Regulation No. 52 of 2015 concerning the Statute of Diponegoro University 2017 Doctoral Program Management Form Page 32
2. MWA Regulation No. 1 of 2016 concerning Guidelines for the Preparation of Diponegoro University SOTK
3. MWA Regulation No. 2 of 2016 concerning the Organization and Work Procedure of Diponegoro University
4. MWA Regulation No. 6 of 2016 concerning the procedure for establishing the internal regulations of Diponegoro University
5. MWA Regulation No. 7 of 2016 and the Appendix on the General Policy of Diponegoro University
6. Rector's Regulation No. 4 of 2016 concerning Organization and Work Procedure of Elements Under the Chancellor of Diponegoro University
7. TIRE - PT
8. ISO 9001 : 2008 Quality Document

The following is a description of the functional and operational management system:

Planning (planning)

UPPS conducts annual planning for academic and non-academic activities based on planning guidelines from the university. The plans are then coordinated and compiled with the plans for each study program to be submitted to the university.

Organizing

The organization of UPPS is carried out in all study programs under the coordination of UPPS by referring to the Governance Manual. Organizing at UPPS is carried out on all academic and non-academic activities.

Staff development (Staffing)

Staff development at UPPS is carried out on lecturers and education staff in each study. The development of lecturer staff is carried out by involving lecturers in training activities, seminars, symposiums and supporting activities in accordance with the required competencies. As for the development education staff, it is done by sending these personnel to attend training.

directing (leading)

UPPS gives direction to study programs to implement the plans set out in the Governance Manual.

Supervision (controlling)

Supervision from UPPS is carried out on all implementation of the activity plan. Supervision is carried out before, during and after implementation. Supervision activities are carried out by comparing the implementation of the plan with the indicators and targets that have been planned.

b) Leadership

UPPS has effective leadership, namely leadership that shows operational leadership, organizational leadership, and public leadership.

The leadership at UPPS is carried out based on the leadership character with operational, organizational and public dimensions. UPPS develops a leadership pattern based on the concept of a leader as a manager as well as a servant. The current leadership pattern adopts a visionary and innovative leadership pattern, supporting the ideas of the academic community and education staff. Therefore, leadership at SPs Undip is carried out on a participatory principle where the leader provides space for study program managers, lecturers, education staff, students, alumni and users to submit criticism, suggestions and input.

UPPS is able to manage academic and administrative activities effectively and efficiently, and is able to manage human resources (lecturers and education staff) well. The description of the leadership pattern in UPPS can be described as follows:

a. Operational Leadership

The operational leadership in UPPS has been running well. The implementation of operational leadership is indicated by the planning, implementation, evaluation and development activities carried out by the UPPS leadership. Every year the UPPS leadership makes a work plan that involves all related study programs. After making a plan, then this work plan is discussed, approved, and implemented by the study program. The accountability of the plan that has been made is to make an accountability report at the end of the year, which is also intended as an evaluation material for the following year. Operational leadership acts as an intermediary for UPPS leaders to oversee the course of study programs, especially internal resources, whether they are in accordance with the vision, the mission and objectives of the implementation of the Graduate School are contained in the strategic plan and operational plan and are realized by accountability for the implementation of the Budget Business Plan (RBA) activities. One form of application for operational leadership of UPPS is conducting a morning briefing which aims to coordinate between the leadership and all staff regarding the division of tasks, obligations and evaluation of the activities carried out.

b. Organizational Leadership

Organizational leadership is leadership that reflects the ability to move the organization and harmonize a conducive working atmosphere to ensure the achievement of the vision, mission, goals and objectives. UPPS has good organizational leadership. Organizational leadership at UPPS is indicated by the ability of UPPS leaders to provide direction and influence the behavior of organizational members in carrying out their duties and obligations. Directions to members of the organization are carried out by holding regular meetings aimed at discussing problems and university developments related to UPPS and study programs. In addition, holding regular meetings will also provide benefits, namely preventing changes in the external environment and the impact of these changes on UPPS activities and study programs.

c. Public Leadership

Public leadership is the leader's ability to collaborate which makes the study program a reference for the community in their scientific field. UPPS leaders also have good public leadership. This is shown by the participation of UPPS Leaders in various organizations/communities, both as administrators and as resource persons. The implementation of UPPS public leadership has resulted in a pattern of development related to collaboration with parties outside the Graduate School.

c) Quality Assurance System

The quality assurance system at Sps Undip is carried out by the Quality Assurance Team. The quality assurance team consists of the dean, vice dean for academics and student affairs and the Graduate School Quality Assurance Team, as well as the Quality Assurance Group in each study program.

Quality assurance carried out in SPs is in accordance with policies, manuals, standards, and other quality assurance documents. The quality standard used as a reference in the SPs quality assurance system is the ISO 9001:2008 quality assurance system.

The routine tasks of TPM SPs are:

a. discuss and follow up on reports from GPM
b. evaluate the study program
c. improve and develop the learning system
d. send the results of the evaluation of the department/section/study program to GPM

Determination of quality standards based on quality points:

1. Study program curriculum
2. Human resources (lecturers, and supporting staff)
3. Students and graduates
4. Learning and evaluation process
5. Infrastructure and facilities
6. Academic atmosphere
7. Source of funds
8. Research and publication
9. Community service
10. Governance (governance)
11. Institutional management
12. Information Systems
13. Domestic and foreign cooperation
14. Academic ethics
15. Improving the quality of study programs

SPs Undip has several policy documents that have been used to carry out quality assurance activities. The documents that have been used so far are as follows:

1. Technical Competency Standard Book Buku
2. Quality Assurance Manual, and
3. Procedure Manual

The determination of SPs quality assurance is carried out by forming a SPs quality assurance team. In addition, it is also supported by a formal document for determining the quality assurance team. The study program quality assurance is determined by forming a study program quality assurance team. In addition, the study program is also guided by formal documents related to quality assurance.

The implementation of quality assurance is carried out through the Dean, Deputy Dean for Academic and Student Affairs, and the Graduate School Quality Assurance Team (TPM SPs). The main task of TPM SPs is to coordinate the implementation, check the completeness of documents and ensure that the activities of managing academic and administrative activities run according to the policies, standards and procedures specified. Based on the report on the results of the implementation of activities, TPM SPs evaluates and discusses it with the Dean, Deputy Dean for Academic and Student Affairs, and provides suggestions for improvement to overcome problems that arise.

In accordance with the Undip Academic Quality Manual, TPM SPs have routine and non-routine tasks. The routine tasks of TPM SPs are:

a. Discuss and follow up on reports from GPM;
b. Evaluating the department/section/study program;
c. Improve and develop learning systems;
d. Sending study program evaluation results to GPM.

While the non-routine tasks of TPM SPs are:

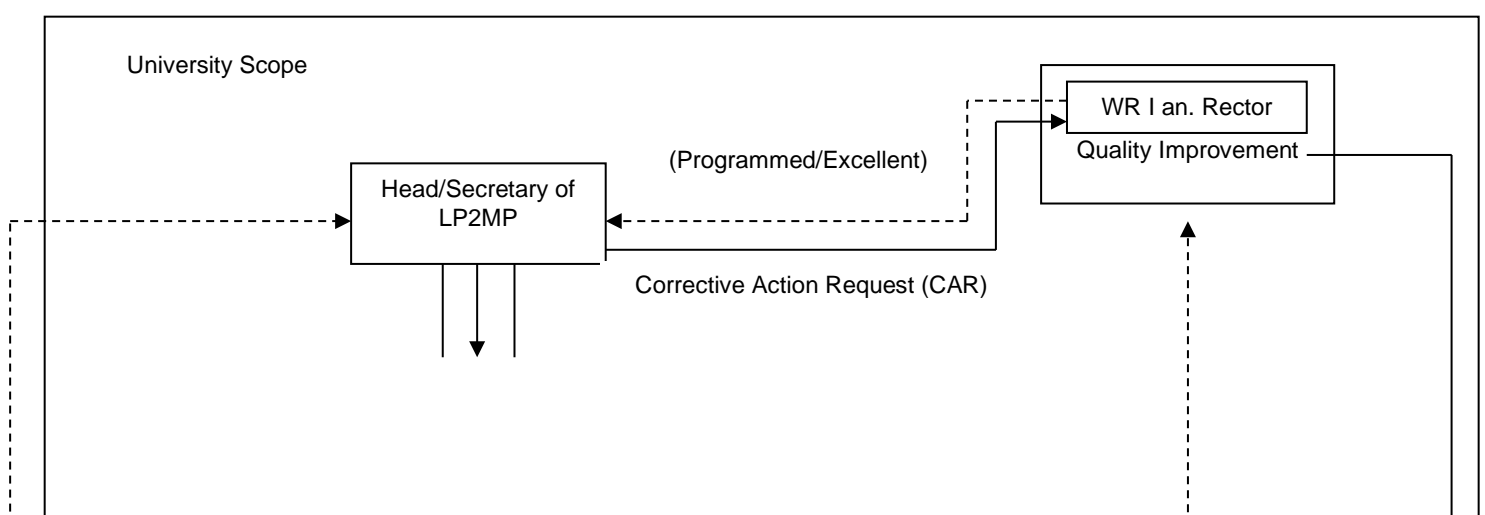a. Translating University Academic Standards into SPs Academic Standards;
b. Elaborating the University Academic Quality Manual into the SPs Academic Quality Manual;
c. Socializing the quality assurance system to all SPs academicians;
d. Provide training and consultation to the SPs academic community regarding the implementation of quality assurance

The implementation of quality assurance at the Study Program level is carried out by GPM. The duties of GPM are:

a. Prepare reports on the results of the evaluation of the learning process
b. Evaluating the semester learning process.

Quality assurance control in SPs is carried out by controlling every activity carried out. Less effective activities will be increased so as to improve the quality of SPs. The continuous improvement carried out aims to maintain the continuity of quality assurance in SPs. The shortcomings that exist in quality assurance in SPs will continue to be improved in order to maintain and improve the quality of SPs. The implementation of quality assurance, through coordination between TPM SPs and GPM, is very important to be carried out in order to improve academic performance as well as an effort to realize the vision and mission of SPs on an ongoing basis (continuous improvement). The working relationship of the quality assurance system at Undip is depicted in Figure 2.4.

University Scope

WR I an. Rector

Quality Improvement

(Programmed/Excellent)

Head/Secretary of LP2MP

Corrective Action Request (CAR)
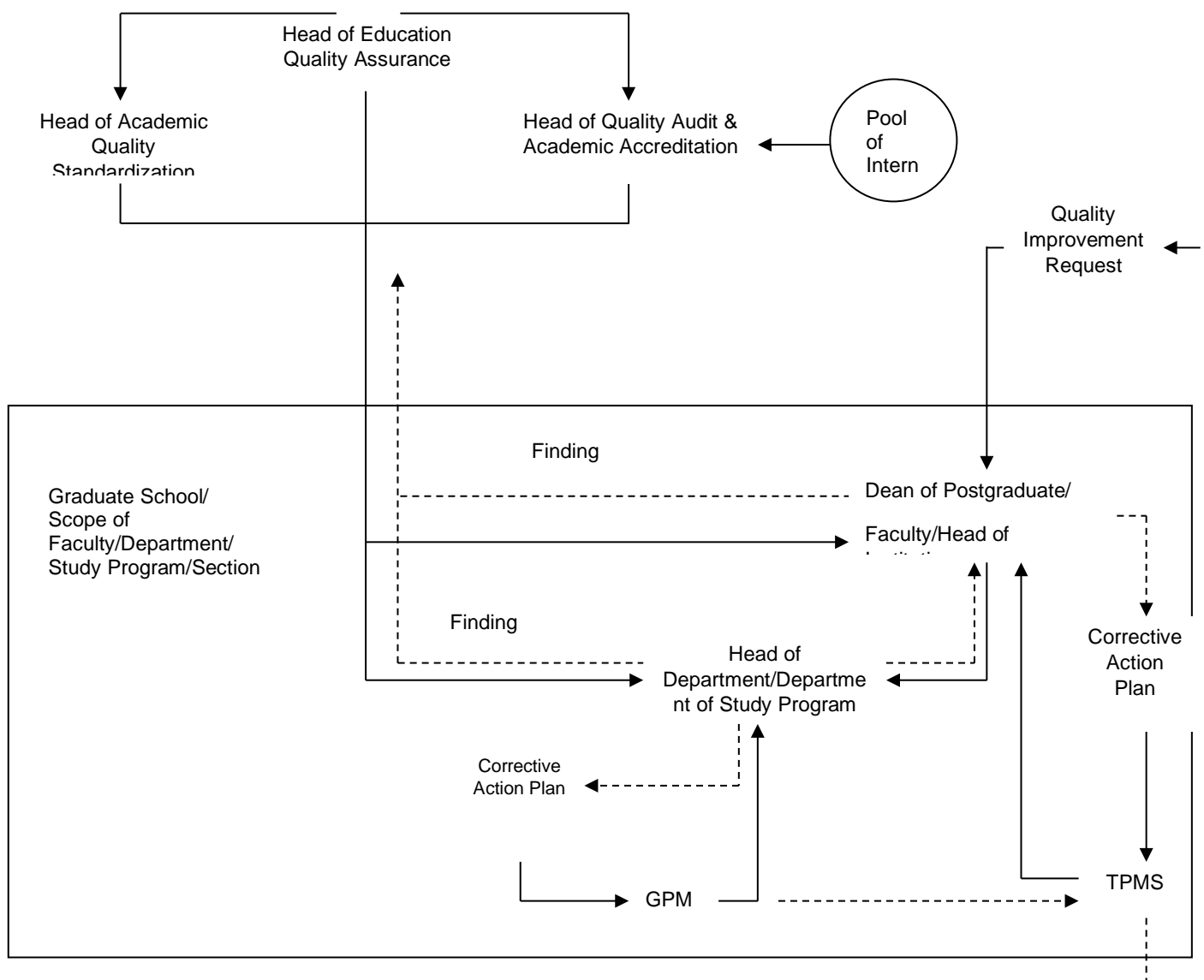
Figure 2. 4 Diponegoro University Quality Assurance System Working Relations

d) Cooperation

SPs cooperation consists of internal and external cooperation. Internal cooperation is a collaboration between the resources contained in the SPs in achieving the established standards. Meanwhile, external cooperation is a collaboration carried out by SPs with parties outside the SPs. SPs have partnerships with partners that have been implemented and continue. Quality, benefits, partner satisfaction are the causes of the SPs cooperation to continue. The following is a list of SPs collaborations with partners in 2017 to 2019:

The collaboration between UPPS and partners consists of local, national and international collaborations. A total of 64 collaborations were carried out, 60 national collaborations and 4 international collaborations. The cooperation can be in the form of cooperation in education, research and community service. There are 43 educational collaborations carried out by SPs, 15 research collaborations, and 6 collaborations in community service. The collaboration carried out by SPs is certainly beneficial for PSMIL, namely to develop the tridharma of higher education in the study program.

5. Additional performance indicators

Additional performance indicators that apply in SPs based on higher education standards set by universities for 2019 are as follows:

1. The existence of governance/planning documents as a higher education provider
2. The application of information and communication technology (ICT) in higher education services is 1
3. Adoption of ICT management audit standards/framework with audit scores above 75%
4. The financial contribution of the collaboration to the institution is 6
5. The number of education personnel who have attended technical/structural/other training is 10 people.
6. The number of education personnel with D3 education is 5 people
7. The number of education staff with S1 education is 13 people
8. The number of education staff with S2 education is 5 people
9. Number of librarians 1
10. Number of staffing analysts 1
11. Number of archivists 1
12. Number of computer settings 1
13. Programs to create a conducive, productive, creative and innovative work atmosphere are 2

6. Performance achievement evaluation

Evaluation of PSMIL's performance achievements in governance, governance and cooperation is presented in the form of a SWOT analysis in table 2.2 below:

Table 2. 2 Achievement of Performance Standards

Internal factors			
No	**Component**	**Strength (S)**	**Weakness (W)**
1	Implementation of governance in accordance with the Diponegoro University SPMI Management Standards	Already have complete institutional elements	Governance has not fully met the UNDIP SPMI Management Standards Pengelolaan
2	Implementation of governance in accordance with ISO 9001	Already have complete institutional elements	The governance system is not yet compliant with ISO 9001
3	Organizing cooperation	Have collaborated with many external parties UPPS	The form of cooperation carried out is not yet widespread
External Factors			
No	**Component**	**Opportunity (O)**	**Threat (T)**
1	Implementation of governance in accordance with the Diponegoro University SPMI Management Standards	Organizational restructuring within Diponegoro University	Higher standards of quality management mutu
2	Implementation of governance in accordance with ISO 9001	UNDIP supports ISO 9001 certification	People prefer institutions that already have ISO 9001 certification, many other educational institutions have ISO 9001 certified

3	Organizing cooperation	UNDIP supports UPPS collaboration with parties outside UNDIP and abroad	More and more institutions are doing international cooperation

Performance achievements are measured by the right method, and the results are analyzed and evaluated. The measures of success to be achieved in the governance of SPs in 2020 are:

1. The realization of an educational organization for the Graduate Program with a governance system according to the UNDIP SPMI Management Standards
2. The realization of an educational organization for the Graduate Program with a governance system according to the ISO 9001 standard

Analysis of performance achievements includes identification of root causes, factors supporting success and inhibiting factors for achieving standards, and a brief description of the follow-up actions to be carried out by SPs.

Now that the ASEAN Economic Community has been implemented, it becomes a challenge for SPs to continue to improve the system of governance, governance and cooperation. In addition, the community also prefers institutions that have ISO 9001 certification and currently many other educational institutions have ISO 9001 certificates. In achieving performance standards from governance, governance and cooperation in SPs, the factors supporting its success are the elements complete institution. In addition, there is also an organizational restructuring within the University of Diponegoro. Diponegoro University also supports ISO 9001 certification. However, there are inhibiting factors in achieving standards, namely the governance contained in UPPS has not fully met the management standards of SPMI UNDIP and ISO 9001.

7. **Quality assurance**

Based on ISO 9001:2008, quality assurance on governance and governance in SPs is more concerned with the effectiveness of the processes implemented in SPs organizations. In carrying out its functions as an SPs organization, all parties in the SPs organization apply the principles of good governance (credible, transparent, accountable, responsible and fair).

Evaluation in the implementation of quality assurance is carried out by the SPs quality assurance team. Evaluation is carried out based on reports on the results of the implementation of activities. The quality assurance team discussed the report with the dean and vice dean for academic and student affairs. Then the dean and the deputy dean provide suggestions for fixing the problems found in SPs.

8. **User satisfaction**

The measurement of the satisfaction of stakeholders which includes students, lecturers, education staff, graduates, users and partners is carried out using a questionnaire. Questionnaires are given to stakeholders on a regular basis. The questionnaire is located on the website of the MIL study program, so that every stakeholder can access it easily. The results of the questionnaire are recorded from the website to be analyzed and published on the study program website.

The following is the measurement result of student satisfaction with management services at SPs and study programs. Aspects that are measured are reliability, responsiveness, assurance, and empathy from managers in providing services to students. In addition, other management services such as administrative services, examinations, and graduations are also available.
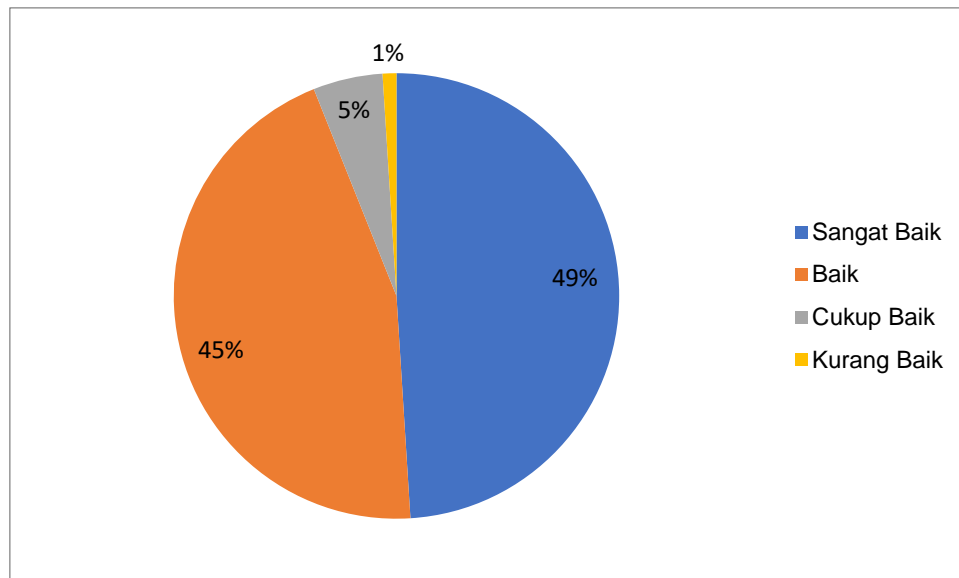

Figure 2. 5 Graph of Student Satisfaction with Management Services

Based on the graph, students who think that student service is very good as much as 49%, good as much as 45%, quite good 5% and not good as much as 1%. Thus, it can be concluded that most students are satisfied with the management services in SPs and study programs.

In addition to students, the measurement of satisfaction with management services is also carried out for education staff. The following is a graph of the satisfaction of education personnel with management services in SPs and MIL study programs.
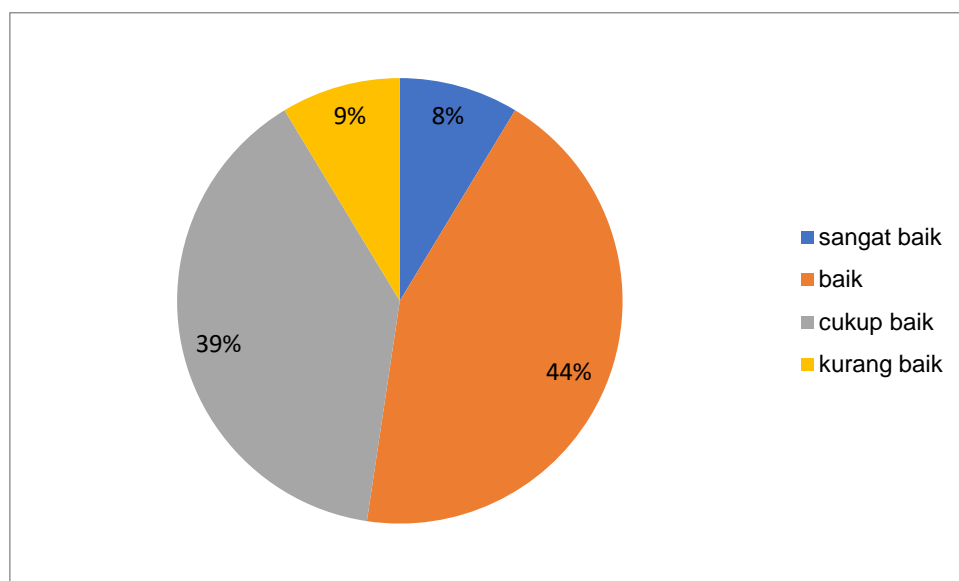
Figure 2. 6 Graph of the Level of Satisfaction of Education Personnel with Management Services

Based on the graph, education personnel who think that management services in SPs and MIL study programs are very good as many as 8%, good 44%, quite good 39% and not good as much as 9%.

Measurement of satisfaction with SPs and PSMIL management services is also carried out for graduates. The measurement of satisfaction was carried out by a survey using a questionnaire found on the PSMIL website. The results of the survey are shown in the following graph.
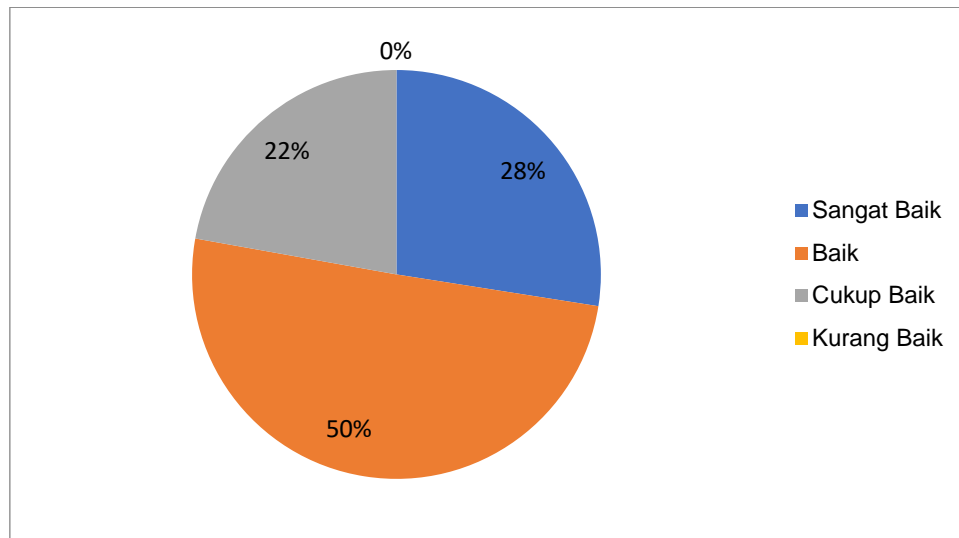
Figure 2. 7 Graph of Graduate Satisfaction with Management Services

Based on the graph, the number of graduates who think that management services at SPs and PSMIL are very good are 28%, good 50% and 22% quite good. So it can be concluded that graduates are satisfied with the management services at SPs and PSMIL.

A survey of the level of satisfaction with management services was also conducted for graduate users. The survey was conducted using a questionnaire given to graduate users through the PSMIL website, so that graduate users can fill out easily. Based on the results obtained, there were 100 graduate users who filled out the questionnaire. The results of the satisfaction level survey are presented in the following graphic form.
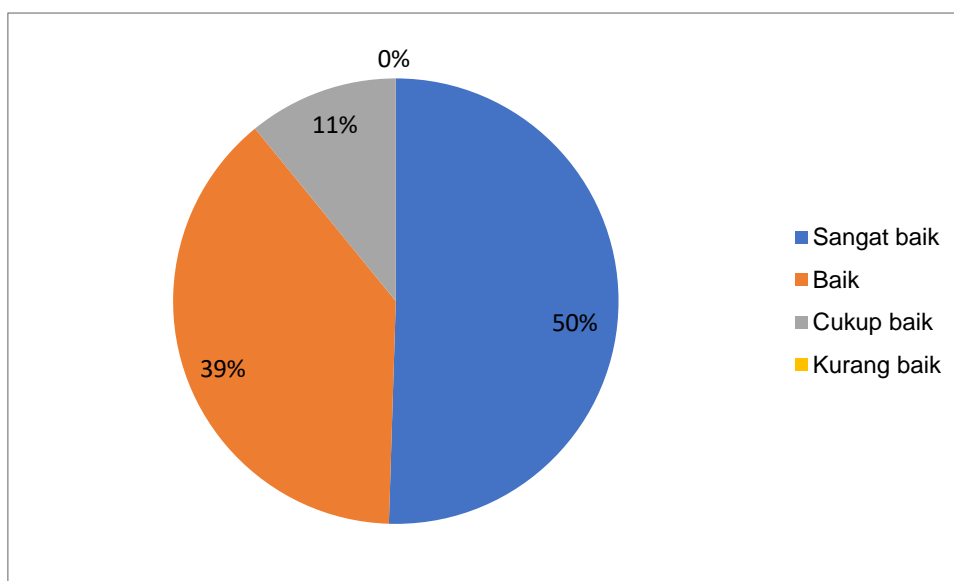
Figure 2. 8 Graph of Graduate User Satisfaction with Management Services

Based on the graph, 50% of graduate users think that the management services at SPs and PSMIL are very good, while 39% think it is good and the remaining 11% think it is quite good.

Measurement of satisfaction is also carried out on partners who work with SPs and PSMIL. Measurement of satisfaction is carried out using a survey found on the PSMIL website. There are 16 partners working with SPs and PSMIL. Based on the results of the survey that has been carried out, the results are as shown in the graph below.
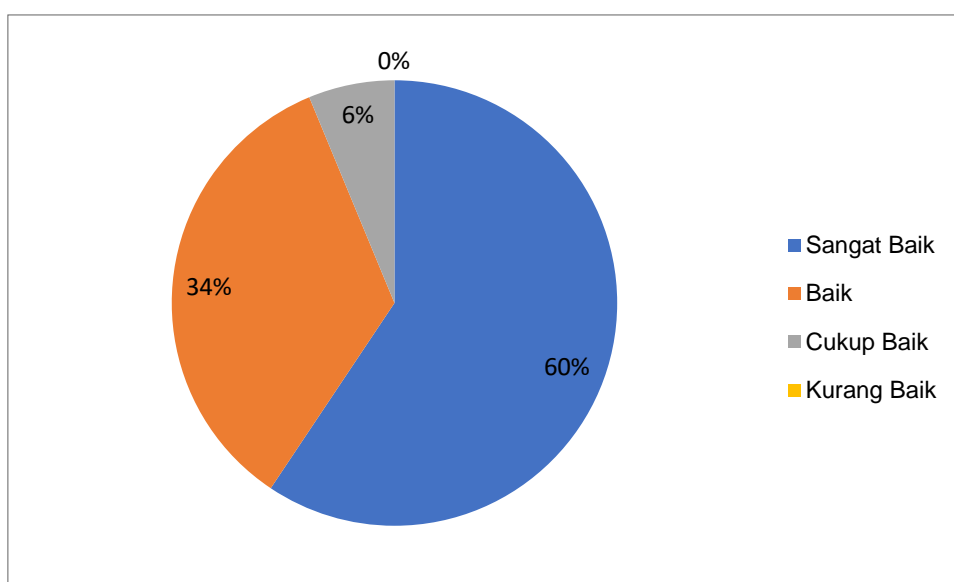
Figure 2. 9 Graph of Partner Satisfaction with Management Services

Based on the graph, partners who think that cooperation management services at SPs and PSMIL are very good are 60%, good 34% and quite good 6%. So it can be concluded that partners are satisfied with the cooperation management services at SPs and PSMIL. SPs and PSMIL continue to improve their cooperation with foreign and domestic parties.

Increased collaboration can be done by increasing the number and types of research and community service so that the collaboration that can be done can also increase.

9. **Conclusion of Evaluation Results and Follow-up**

Monitoring and evaluation of the implementation of the civil service system is carried out by UPPS and is used to determine the direction of the sustainability policy of the civil service system. UPPS and PS MIL always evaluate the civil service system that is being carried out and determine the next steps in the implementation of the civil service system.

Furthermore, a follow-up plan is carried out on the results of the satisfaction measurement in each of the measured aspects. The follow-up plan is to improve management services that are still not good and improve management services that are already good. Improvement of management services is carried out by providing managerial training to management managers in SPs and PSMIL. Managerial training is carried out on all aspects, namely reliability, responsiveness, assurance, empathy and about other services, namely administrative services, examinations and graduations. After that, periodic evaluation of management services is carried out.

C.3. College student

1. **Background**

In line with Undip's mission to produce superior and competitive graduates, the MIL study program requires student standards that are able to accommodate the needs of students, stakeholders from the professions, graduate users and the general public. The student standards consist of policies regarding recruitment methods and student selection systems, standard achievement strategies, key performance indicators, additional performance indicators, evaluation of performance achievements, student quality assurance, user satisfaction and conclusion of evaluation results and follow-up.

2. **Policy**

Based on the 2012 UNDIP Academic Regulation (PERAK) the recruitment of prospective new students is organized in an integrated manner and managed by the Undip Educational Development and Quality Assurance Institute (LP2MP).

Quality documentNew student admissions as referred to above are contained in the following regulations:

1. Regulation of the Minister of National Education of the Republic of Indonesia Number 34 of 2010 concerning the Pattern of New Student Admissions for Undergraduate Programs in Higher Education Organized by the Government.
2. Regulation of the Minister of Research, Technology and Higher Education Number 2 of 2015 concerning New Student Admissions for Undergraduate Programs at State Universities.
3. Regulation of the Minister of Research, Technology and Higher Education Number 45 of 2015concerning amendments to the Regulation of the Minister of Research, Technology and Higher Education Number 2 of 2015 concerning New Student Admissions for Undergraduate Programs at State Universities.

In addition, there is also a university policy regarding student representation and participation in designing, managing and evaluating curriculum and other matters relating to students.

3. Standard Achievement Strategy

The achievement strategy carried out by SPs:
1. The university leadership coordinates with the vice deans for academic and student affairs
2. Faculty leaders regularly coordinate with department heads and study program heads
3. SPs organize trainings to improve the competence of lecturers in teaching.

4. Key Performance Indicators
a) Quality of Student Input

The recruitment method and selection system for PS MIL student admissions are as follows:

Undip PSMIL accepts students from Strata 1 programs in various fields of science. For prospective students who are interested, are required to register and fill out an online registration form directly to the Undip website at http://um.undip.ac.id/umpasca2014, as well as following the selection stages held by the Diponegoro University Admission Center.

Selection Stage, includes:
a. Academic Potential Test (TPA), to find out the talents and abilities of prospective new students in the scientific and academic fields.
b. The English test is intended to determine the ability of prospective new students to speak English.
c. Interview test, to determine the readiness of prospective students in attending lectures and readiness in thesis research.

The test results of each candidate are then submitted by the admission office at LP2MP to the Undip Postgraduate Program, which then closes them with the study program to determine the names that can be accepted/rejected. Prospective students can be accepted if they meet the graduation criteria for prospective students. The list of names of prospective students who pass the selection is reported to the Undip Chancellor to be determined as prospective students who are accepted as master students in the Undip MIL Study Program.Registration information and test results are announced via the website www.psil.undip.ac.id, by letter, telephone, or email to each prospective student.

The requirements to become an Undip PSMIL student refer to the New Student Admission Guidelines for the MIL Study Program, namely:
1. Holder of a Bachelor's Degree in Exact Sciences and Social Sciences.
2. Having sufficient academic ability with a GPA 3.00, TPA results 475, TOEFL results 450 and is considered capable of pursuing master's education.
3. Received a recommendation from two undergraduate lecturers, as far as possible the Academic Supervisor of S1 Prospective Students. If it is not possible a recommendation can be given by another authorized person (direct supervisor at the agency concerned).
4. In good health with proof of health certificate from a doctor.
5. Exempted from the main task at the institution (for those with learning tasks).
6. Pay the registration fee.

New Student Admission Decisions are made based on the principles of equity, academic ability, inclusiveness, academic achievement, sports, arts and religion. The equity principle guarantees equal opportunities for prospective new students to be accepted as Diponegoro University students. Academic achievement means that academic ability is one of the main factors to determine new students. Sports, arts, and religion are non-academic

achievements as other factors that are considered in determining new student admissions. Mastery of sports, arts, and religion is proven through tests conducted by the Selection Team.

The New Student Admissions Decision Making System involves the Chancellor, LP2MP, and the Dean of Diponegoro University. Before the PMB data is discussed at the university level, SPs select the test results for prospective new students by involving study programs. The results of the SPs decisions are submitted to the Chancellor through LP2MP as material for the PMB determination meeting. Furthermore, the decision-making for new student admissions is made based on a leadership meeting chaired by the Chancellor assisted by the Head of LP2MP as the unit that carries out the recruitment of prospective new students. The results of the meeting to determine the acceptance of new students were ratified through the Rector's Decree concerning New Student Admissions at Diponegoro University with the attachments of the names of participants who were declared to have passed the Written Examination selection.

The number of registrants in the MIL study program in 2015 was 51 people, then increased in 2016 to 60 people. In 2017 the number of registrants decreased to 53 people and in 2018 it increased to 52 people. Meanwhile, in 2019 the number of registrants was 58 people. Based on these data, it can be seen that the number of registrants has increased from 2017 to 2019.

The number of new students accepted in 2015 was 42 people. This number increased in 2016 to 55 people. Then it fell in 2017 to 22 people and increased again in 2018 to 36 people. Meanwhile, in 2019 the number of new students accepted was 34 people. The ratio of the number of registrants to the number of new students based on the table is 1: 0.7. The following is a graph of the ratio of the number of applicants to the number of students in the MIL study program from 2016 to 2019.
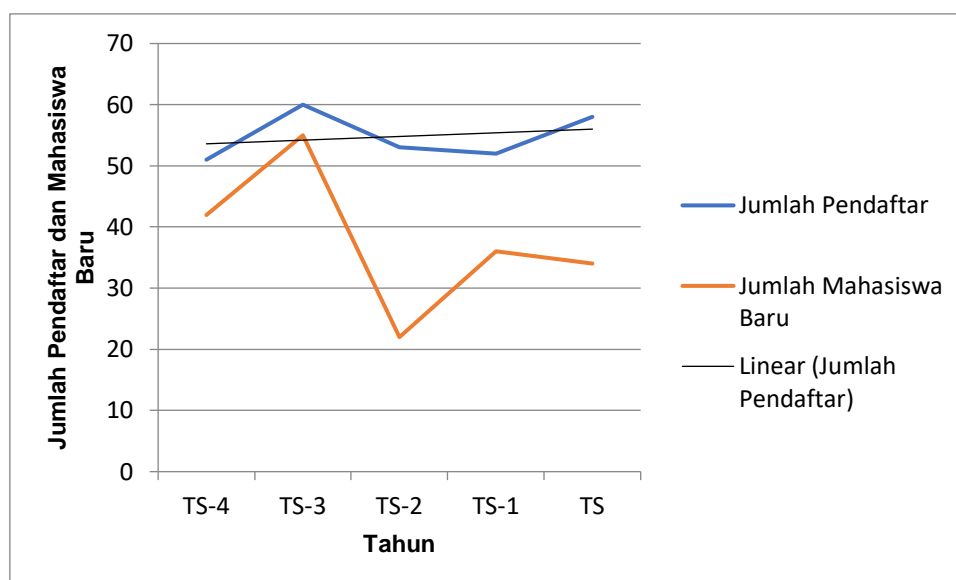
Figure 2. 10 Graph of the Ratio of the Number of Registrants to the Number of New Students

Based on Figure 2.10, it can be seen that the number of new students has increased from 2017 to 2019. The number shown in the table shows a trend of increasing the number of new students by 10%. The following is a graph of the number of new students from 2015 to 2019.
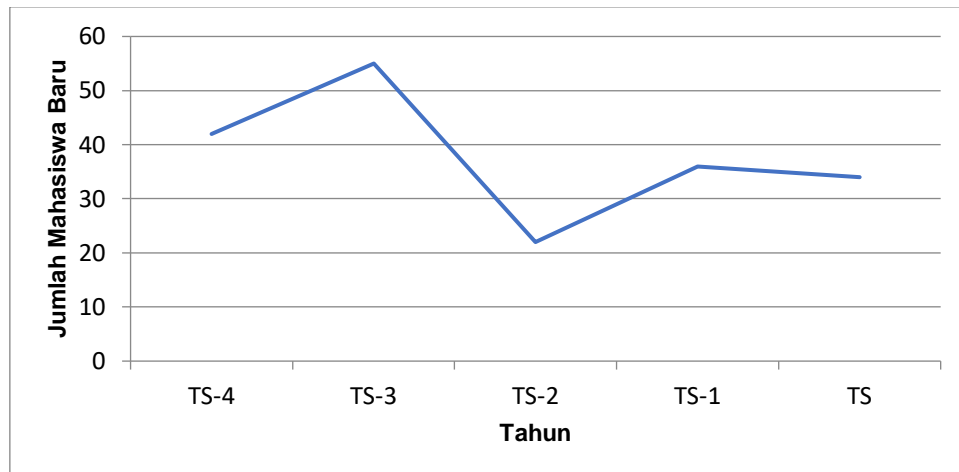
Figure 2. 11 New Student Number Chart

b) Study Program Attraction

SPs have international appeal, as evidenced by the presence of foreign students who choose to continue their studies at SPs. PSMIL is one of the postgraduate programs where every year there are foreign students from the Middle East region, one of which is Libya. There are 5 foreign students registered at MIL, consisting of 3 full-time foreign students and 2 part-time foreign students. The number of foreign students continues to be increased by increasing cooperation with foreign universities. This collaboration can attract the attention of foreign students to continue their education in the MIL study program.

SPs make efforts to increase the interest of prospective students by holding promotional activities. This promotional activity was carried out together with Undip and the DIL study program. The form of promotion carried out is conducting educational exhibitions, distributing posters and brochures regarding new student admissions to various universities and government agencies, both central and regional. In addition, promotion is also carried out by placing banners, press releases and advertorials in the mass media.

Another effort made by SPs in increasing the interest of prospective students is to carry out academic and non-academic activities that can attract public attention, such as community service, seminars and public lectures.

The following is a graph of the number of applicants in the MIL study program in the last 3 years.
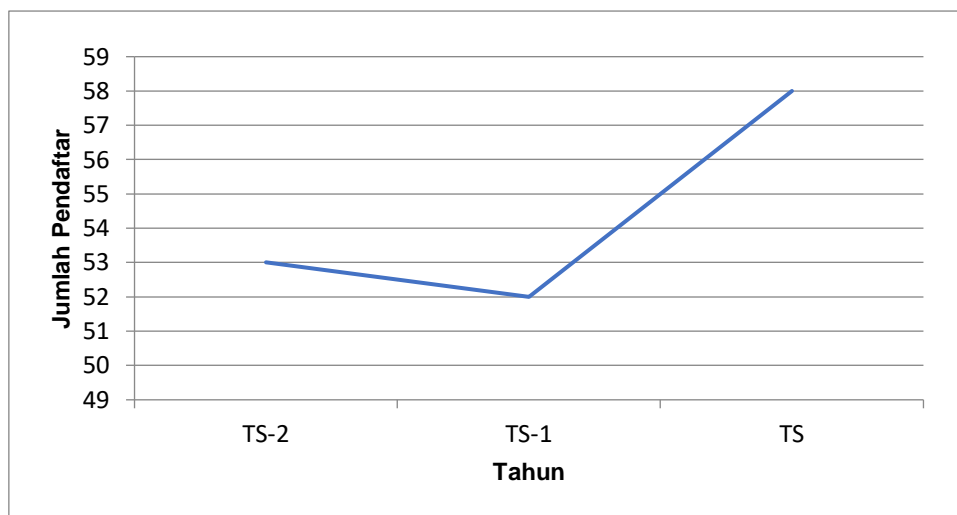
Figure 2. 12 Number of Registrants Grafik

Figure 2.12 shows that from 2017 (TS-2) to 2019 (TS) the number of registrants in PSMIL has decreased and increased.

Meanwhile, the following is a graph of the percentage of foreign students in the MIL study program from 2017 to 2019. As many as 1% of all students in the Undip SPs are foreign students. The number of foreign students in the Undip SPs is 7 students for 2019. This number is an accumulation between full-time foreign students and part-time foreign students in SPs. These foreign students are in the MIL and DIL study programs. In other study programs there are also foreign students but 2 students have graduated in 2018.
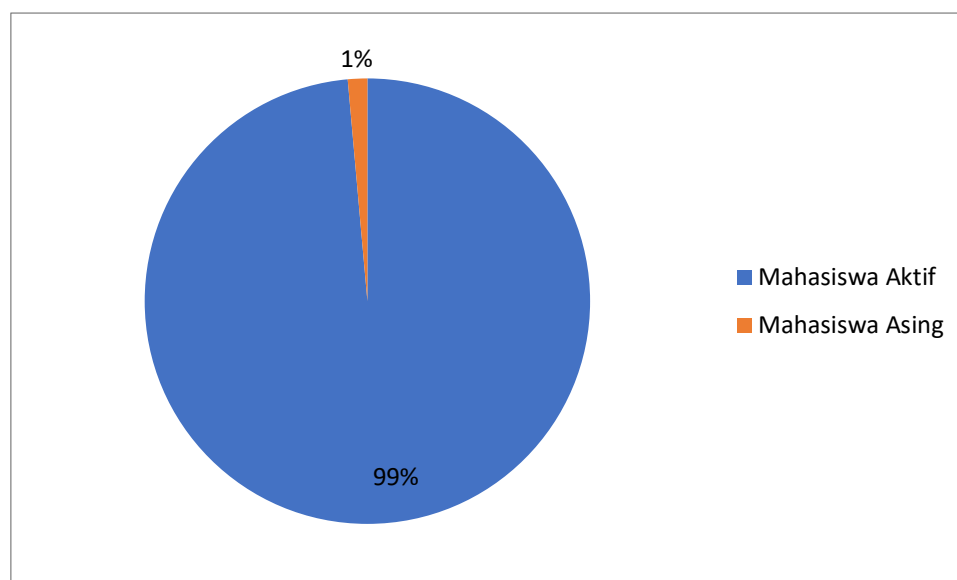
Figure 2. 13 Comparison Graph of Foreign Students with Active Students

c) Student Services

Diponegoro University students are supported by a variety of good student services, consisting of:

1. Reasoning, interests and talents

Undip Career Center is a career preparation and development institution, which works in a professional and modern manner, supported by experts, professionals, practitioners in various fields and academics with the aim of realizing an efficient and effective career management and system.

2. Career and entrepreneurship guidance

   Career and entrepreneurship guidance at Diponegoro University is also carried out by the Undip Career Center (UCC). UCC has services in interest and talent search and entrepreneurship guidance.

3. Welfare (guidance and counselling, scholarship services, and health services)

   In order to ensure the welfare of students, at Undip there are several services for students. At Diponegoro University there is JAPSI (Psychological Services) which is a guidance and counseling service managed by the Undip Faculty of Psychology. As for academic guidance, every student at Undip has a guardian lecturer who guides them in academics. The scholarship services contained in SPs are……

The health services provided by Diponegoro University for Undip students are polyclinics and the Diponegoro National Hospital. All student services are easily accessible. In addition, the quality of student services is also guaranteed.

5. **Additional Performance Indicators**

   Student performance indicators that apply in SPs are based on higher education standards set by universities, namely as follows:

   1. Increased student involvement in scientific activities and honing science and technology-based entrepreneurship
   2. Increased student capacity in publishing
   3. Increasing the number of D3 and S1 students who graduate quickly or on time
   4. Increasing number of D3/S1 students graduating with GPA 3.00
   5. Increasing the number of achievements/students at national level
   6. Increasing the number of achievements/students at international level
   7. Increasing the number of student delegates sent to national activities
   8. Increasing the number of student delegations sent to international activities
   9. Increased number of interpersonal skills training and activities
   10. Increased percentage of students involved in student activities
   11. Increasing the number of student entrepreneurship activities financed by Undip national/internal funding/other parties
   12. Increasing the number of funded student creativity program (PkM) proposals
   13. Increasing the number of students involved in PkM kegiatan activities
   14. Increasing the number of scientific works of undergraduate students published/seminarized
   15. Increasing the amount of student competitive research aid allocation (internal UNDIP)

6. **Performance Achievement Evaluation**

   Work performance analysis is done by making a SWOT against student standards, which consists of internal and external factors. On the internal factors there are strengths (Strengths) and weaknesses (Weakness), while on external factors there are opportunities (Opportunities) and challenges (Threats). The following is a SOWT analysis for student standards in the MIL study program.

Table 2. 3 Achievement of Performance Standards

Internal factors			
No	Component	Strength (S)	Weakness (W)
1	Student recruitment system	• New student recruitment system using TPA, TOEFL and interviews • Involve the leadership in making new student admission decisions • Recruiting new students from abroad	• Lack of competition in new student admissions
2	Student profile	• Students come from various fields of science • Students come from various institutions • The number of fresh graduate students is increasing • There are students from abroad	• Many students are employees
3	Study program attraction	• There are foreign students	• High tuition fees

4	Student service	• There are student services in the form of:
		  - Guidance and counseling
		  - Scholarship service
		  - Health services
			• Lack of information regarding student services provided

External factors			
No	Component	Opportunity (O)	Threat (T)
1	Student recruitment system	• Easy and simple selection process	• There are similar study programs at other universities perguruan
2	Student profile	• There is an enthusiasm of students from abroad who enter MIL • There are various kinds of scholarships at MIL	• High tuition fees • High scholarship requirements • Many scholarship offers from outside the study program •
3	Study program attraction	• The study program opens 2-3 times of registration in 1 academic year	• Other universities have the same study program
4	Student service	• Undip provides student services	• Students choose services outside the study program

Evaluation of performance results against student standards is to improve existing deficiencies by increasing strengths and taking advantage of existing opportunities and facing challenges.

7. Student Quality Assurance

Each study program at SPs has organized learning programs according to the content standards, process standards, and assessment standards that have been set. Availability of monitoring system for progress, academic performance, and student load. Creating a psychological environment that supports the education and research process for students.

The implementation of quality assurance in SPs that has been carried out follows the cycle of determination, implementation, evaluation, control and continuous improvement (PPEPP). Quality assurance is carried out by the quality assurance team in SPs and study programs. Valid evidence contained in the SPs is the existence of an internal quality assurance system (SPMI) document. Quality assurance is carried out based on the document.

Student quality assurance is carried out from the recruitment system for new student candidates. The new student recruitment process is carried out based on the Quality Assurance Manual and the New Student Admission Procedure Manual. Based on the Diponegoro University quality document, the new student recruitment system includes:

1. New student admissions policy/approach
2. New student admission criteria
3. New student admission procedure
4. New student admission instrument
5. Decision making system

Evaluation of student quality assurance is carried out by the Quality Assurance Team (TPM) together with the dean and vice dean for academic and student affairs. Evaluation is carried out on reports on the implementation of student quality assurance activities. After that, TPM together with the dean and vice dean for academic and student affairs discussed solutions to existing problems and provided suggestions for continuous improvement.

8. **User Satisfaction**

   Student services provided at SPs and PSMIL are guidance and counseling, scholarships, reasoning of interests and talents, career and entrepreneurship guidance, and health services. The MIL study program conducted a survey of student satisfaction with student services using a questionnaire given to students. The questionnaire contains questions that can be used to assess student satisfaction with the student services provided. The results obtained from the questionnaire are as many as 50% of respondents think that student services in SPs and MIL study programs are good, 42% are very good, 7% are quite good and 1% are not good. The following is a graph of the percentage level of student satisfaction with student services at SPs and MIL study programs.
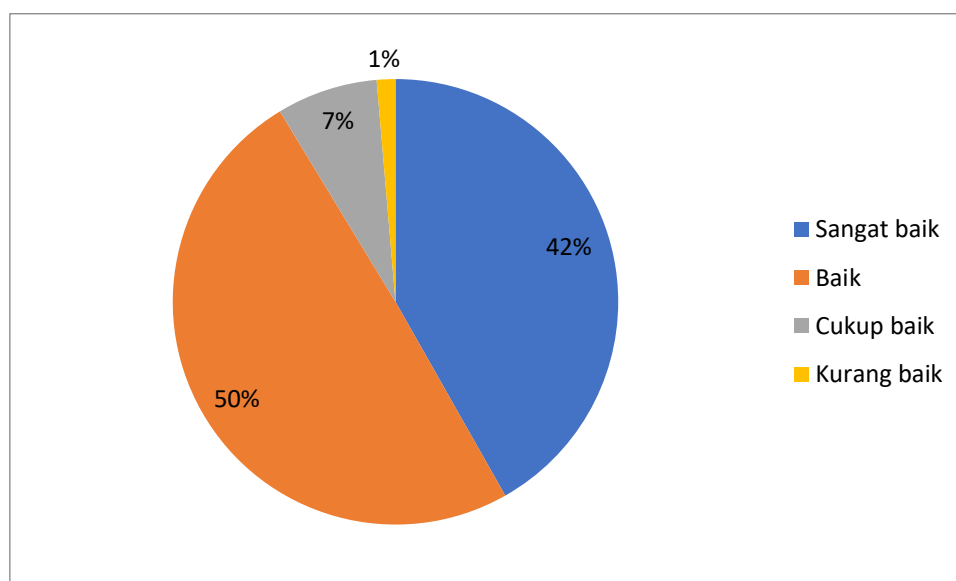
Figure 2. 14 Graph of Student Satisfaction with Student Services

9. Conclusion of Evaluation Results and Follow-up

Monitoring and evaluation activities related to student affairs are used to determine policy directions in student admissions and improving student quality. The form of evaluation related to students at PS MIL is by monitoring the number of PS MIL enthusiasts both at home and abroad.

Based on the results of a survey of student services, there are still students who are not satisfied with the student services. Therefore, improvements were made to the deficiencies in the student services. Service improvements are made to guidance and counseling services, scholarships, reasoning and talent, career and entrepreneurship guidance, and health services. In addition, it also continues to improve the existing student services.

C.4 Human Resources

1. Background

Based on Law number 20 of 2003 concerning the National Education System, Article 38 states that education personnel are tasked with carrying out administration, management, development, supervision, and technical services to support the education process in education units. Meanwhile, educators are professionals who are tasked with planning and implementing the learning process, assessing learning outcomes, conducting guidance and training, as well as conducting research and community service, especially for educators at universities. Furthermore, Law number 14 of 2005 concerning Teachers and Lecturers explicitly uses the term lecturer to refer to the notion of educators at the higher education level. While the main task of the lecturer is to transform, develop and disseminate science, technology and art through education, research and community service. In the context of the input-process-output relationship in the higher education system, lecturers and education staff are human resources whose duties and roles are important in carrying out the processes in the system. In order for lecturers and education staff to carry out their duties properly, better standards for lecturers and education staff are needed.

With these considerations in mind, Diponegoro University sets the standards for lecturers and education staff which will serve as guidelines and benchmarks for university leaders, faculty leaders, department/study program leaders as well as unit or institutional leaders who are responsible for planning, managing and developing human resources. at Diponegoro University.

2. Policy

The guidelines used in HR management are the regulations of the Government of the Republic of Indonesia to the regulations at Diponegoro University.

a. Law Number 12 of 2012 concerning Higher Education
b. Law No. 8/1974 concerning the Basics of Employment as amended by Law No. 43 of 1999.
c. Law Number 14 of 2005 concerning Teachers and Lecturers (State Gazette of the Republic of Indonesia of 2005 Number 157, Supplement to the State Gazette of the Republic of Indonesia Number 4586);

d. Law of the Republic of Indonesia Number 24 of 2011 concerning Social Security Administering Bodies

e. Law of the Republic of Indonesia Number 5 of 2014 concerning State Civil Apparatus

f. Law No. 20 of 2009 concerning Degrees, Merits, and Honors

g. Government Regulation No. 98 of 2000 concerning the Procurement of Civil Servants which was enhanced by amendments to PP11 of 2002 and PP No. 78 of 2013 concerning the second amendment to the procurement of civil servants

h. Government Regulation No. 101 of 2000 concerning Education and Training for Civil Servants.

i. Government Regulation No. 32 of 1979 concerning the Dismissal of Civil Servants as has been amended to the fourth, namely Government Regulation no. 19 of 2013 concerning the Fourth Amendment to PP No. 32 of 1979 concerning the Dismissal of Civil Servants

j. Government Regulation no. 16 of 1994 concerning Functional Positions for Civil Servants, as amended several times, most recently by Government Regulation No. 40 of 2010.

k. Presidential Decree No. 87/1999 on Functional Clusters of Civil Servants, which has been amended to become Presidential Regulation of the Republic of Indonesia No. 97 of 2012 concerning Amendments to Presidential Decree Number 87 of 1999 concerning Clumps of Functional Positions for Civil Servants

l. Government Regulation Number 37 of 2009 concerning Lecturers (State Gazette of the Republic of Indonesia of 2009 Number 76, Supplement to the State Gazette of the Republic of Indonesia Number 5007)

m. Government Regulation Number 17 of 2010 concerning Management and Implementation of Education (State Gazette of the Republic of Indonesia of 2010 Number 23, Supplement to the State Gazette of the Republic of Indonesia Number 5105) as amended by Government Regulation Number 66 of 2010 concerning Amendments to Government Regulation Number 17 of 2010 concerning Management and Implementation of Education (State Gazette of the Republic of Indonesia of 2010 Number 112, Supplement to the State Gazette of the Republic of Indonesia Number 5157).

n. Government Regulation Number 53 of 2010 concerning Civil Servant Discipline.

o. Government Regulation of the Republic of Indonesia Number 21 of 2014 concerning Dismissal of Civil Servants Who Reached the Retirement Age Limit for Functional Officials Regulation of the Minister of Education Number 48 of 2009 concerning Guidelines for Giving Study Tasks to Civil Servants in the Ministry of National Education.

p. Circular of the Minister of PAN and RB No. 04 of 2013 concerning the Granting of Study Assignments and Study Permits

q. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 67 of 2014 concerning Appraisal Officers and Supervisors of Appraisers of Civil Servants' Work Performance within the Ministry of Education and Culture

r. Regulation of the Head of State Administration Agency Number 13 of 2011 concerning General Guidelines for the Implementation of Technical Education and Training.

s. Regulation of the Head of the State Administration Number 14 of 2011 concerning Guidelines for Compilation of Educational and Technical Training Level Patterns proposed by DIPA (RKA-KL) in full.

t. Regulation of the Head of the State Administration Number 15 of 2011 concerning General Guidelines for the Implementation of Education and Functional Training.

u. Diponegoro University Chancellor Regulation Number 07 of 2013 concerning Guidelines for Position Determination and Ranking, Evaluation, Assessment, Ranking Increases and Decreases and Range of Position Scores for Officials and Implementers at Diponegoro University

v. Regulation of the Chancellor of Diponegoro University Number 02 of 2015 concerning Appointment of Diponegoro University Leaders and Faculty Leaders at Diponegoro University

w. Rector of Diponegoro University Regulation Number 03 of 2015 concerning Guidelines for Determining Performance, Performance Evaluation and Assessment of Work Performance for Lecturer Positions, Additional Tasks, and Education Personnel in the Framework of Implementing Remuneration at Diponegoro University

x. Regulation of the Chancellor of Diponegoro University Number 08 of 2015 concerning Guidelines for Determining Performance, Performance Evaluation and Assessment of Work Performance for Lecturer Positions, Additional Tasks, and Education Personnel in the Context of Implementing Remuneration at Diponegoro University

y. Regulation of the Chancellor of Diponegoro University No. 3 of 2016 concerning Administrative Guidelines for the Implementation of Promotional Exams, Adjustment of Diplomas for Permanent Education Personnel at Diponegoro University as amended in Diponegoro University Rector Regulation No. 1 of 2017 changes to the Regulation of the Chancellor of the University of Diponegoro No. 3 years 2016

z. Regulation of the Head of the State Administration Number 14 of 2011 concerning Guidelines for Compilation of Educational and Technical Training Level Patterns proposed by DIPA (RKA-KL) in full.

aa. Regulation of the Head of the State Administration Number 15 of 2011 concerning General Guidelines for the Implementation of Education and Functional Training.

bb. Diponegoro University Chancellor Regulation Number 07 of 2013 concerning Guidelines for Position Determination and Ranking, Evaluation, Assessment, Ranking Increases and Decreases and Range of Position Scores for Officials and Implementers at Diponegoro University

cc. Regulation of the Chancellor of Diponegoro University Number 02 of 2015 concerning Appointment of Diponegoro University Leaders and Faculty Leaders at Diponegoro University

dd. Rector of Diponegoro University Regulation Number 03 of 2015 concerning Guidelines for Determining Performance, Performance Evaluation and Assessment of Work Performance for Lecturer Positions, Additional Tasks, and Education Personnel in the Framework of Implementing Remuneration at Diponegoro University

ee. Regulation of the Chancellor of Diponegoro University Number 08 of 2015 concerning Guidelines for Determining Performance, Performance Evaluation and Assessment of Work Performance for Lecturer Positions, Additional Tasks, and Education Personnel in the Context of Implementing Remuneration at Diponegoro University

ff. Regulation of the Chancellor of Diponegoro University No. 3 of 2016 concerning Administrative Guidelines for the Implementation of Promotional Exams, Adjustment of Diplomas for Permanent Education Personnel at Diponegoro University as amended in Diponegoro University Rector Regulation No. 1 of 2017 changes to the Regulation of the Chancellor of the University of Diponegoro No. 3 years 2016

3. Standard Achievement Strategy

SPs strategies in achieving the standards set by Diponegoro University related to human resources are:

1. Encouraging and opening the widest opportunities for lecturers and education staff to continue their education up to doctoral level through internal and external scholarship programs.
2. Create a blue print for the career development of lecturers and education staff in the long term.
3. Organizing periodic training for lecturers and education staff to increase the required competencies.
4. Facilitate and increase the number of lecturers in writing scientific articles, both nationally accredited and reputable
5. Increasing the number of lecturers involved in national and international research and seminars
6. Increase the number of lecturers who join professional associations both nationally and internationally

4. Key Performance Indicators

a) Lecturer Profile

The number of permanent lecturers at Diponegoro University assigned as supervisors for PS MIL courses is 25 lecturers. All of these lecturers are in accordance with their respective fields of expertise and fulfill the core competencies of PSMIL. The following is a graph of the suitability of PSMIL lecturers (Table 3.a.1 LKPS):
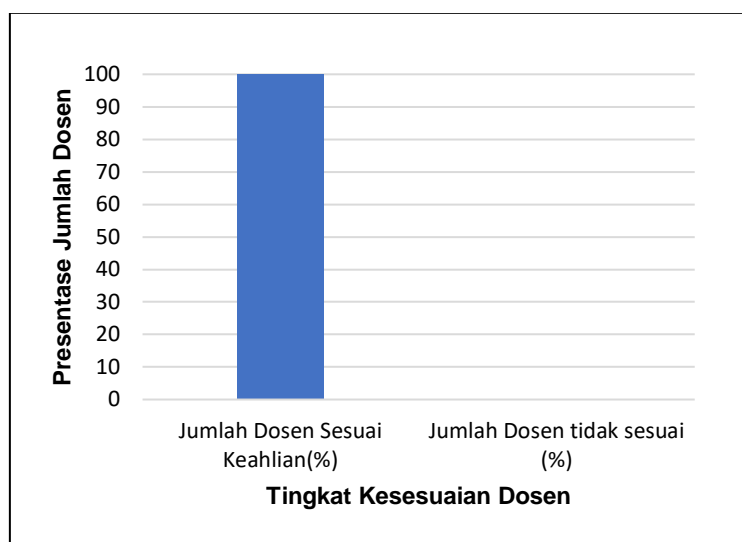
Figure 2. 15 Graph of Compatibility of Lecturer Expertise with Courses at PSMIL

The percentage of DTPS with academic positions as head lector or professor to the number of DTPS is 84%, with 11 professors, 10 head lectors, and 4 lectors. The following is a graph of the percentage of the number of professors, head lectors, and lectors in the MIL study program.
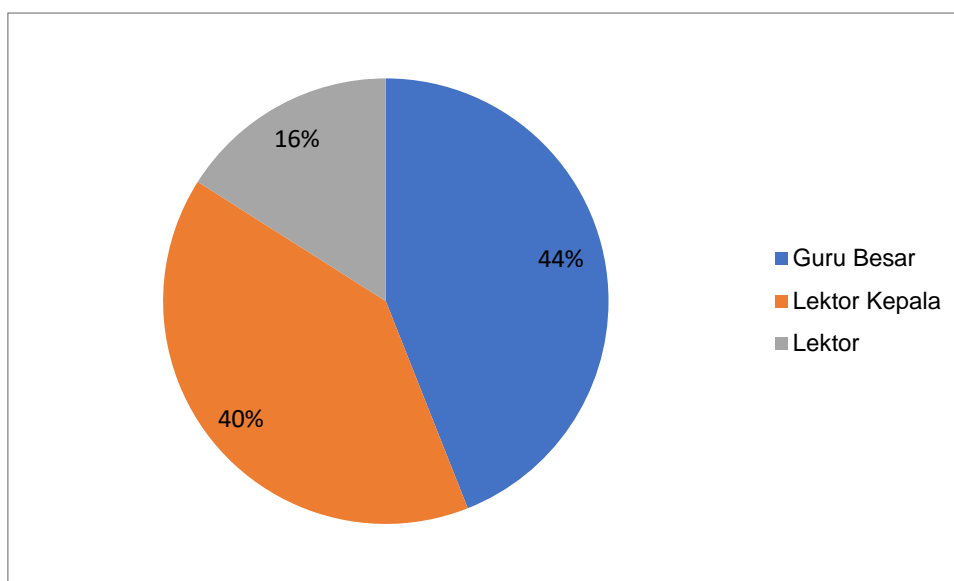
Figure 2. 16 Graph of Comparison of Academic Positions for PSMIL Lecturers

The average number of permanent lecturers of PS MIL as the main supervisor in all study programs at Diponegoro University based on the data obtained is 3.1 and is rounded up to 4 students in one semester, so that lecturers are expected to be more focused in guiding students. This number is still below the maximum number of guidance students allowed by Diponegoro University and BAN PT.

All lecturers who teach PSMIL are permanent lecturers at Diponegoro University. Full Time Teaching Equivalence (EWMP) Permanent Lecturer/Permanent Lecturer of PSMIL in Education activities (learning and mentoring), research, PkM, and additional and/or supporting assignments of 15.29 credits per semester. Regulations regarding the number of EWMP based on BANPT and Diponegoro University range from 12-16 credits, so that the EWMP of permanent lecturers in the MIL study program is still in that range.

b) Lecturer performance

Permanent lecturers in the MIL study program have expertise/achievements/performance that are not only useful for teaching and learning activities. But it can also be useful for other activities such as conferences, training, public discussions, research, community service, international and national seminars, competitions, or becoming a team of experts. The number of recognitions/recognitions for the expertise/achievements/performance of permanent lecturers in the 2017-2019 MIL study program is 164 recognitions from regional, national and international levels. The recognition carried out by each permanent lecturer is in accordance with the field of expertise they have. The following is the number of DTPS recognition/recognition for the last 3 years based on the regional level. At the regional level the number of recognitions is 42, the national level is 94, and the international level is 28.
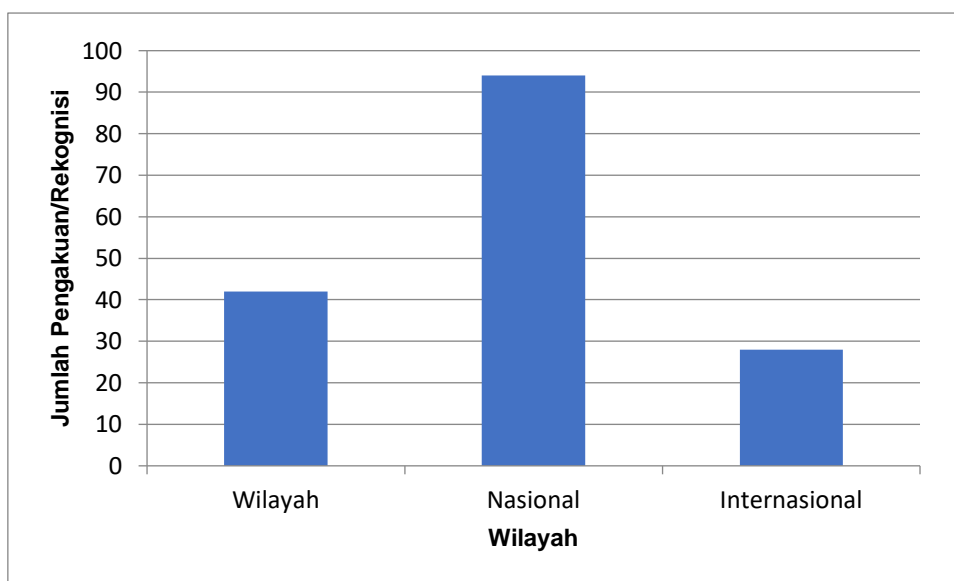
Figure 2. 17 Graph of Comparison of Amount of DTPS Recognition/Recognition by Region

In addition to having recognition/recognition from expertise, DTPS also conducts research every year. The number of studies produced by DTPS MIL over the last 3 years is 103 studies. Based on funding sources, DTPS research is divided into 3, namely costs from universities and independent, costs from domestic institutions (outside universities), and costs from abroad. Most research is produced with funding from domestic institutions (outside universities), which is as many as 66 studies. Then from the financing of universities and independent as many as 29 studies, as well as funding from foreign institutions as many as 8 researches. The following is a graph of the number of studies produced by DTPS during the last 3 years based on funding sources.
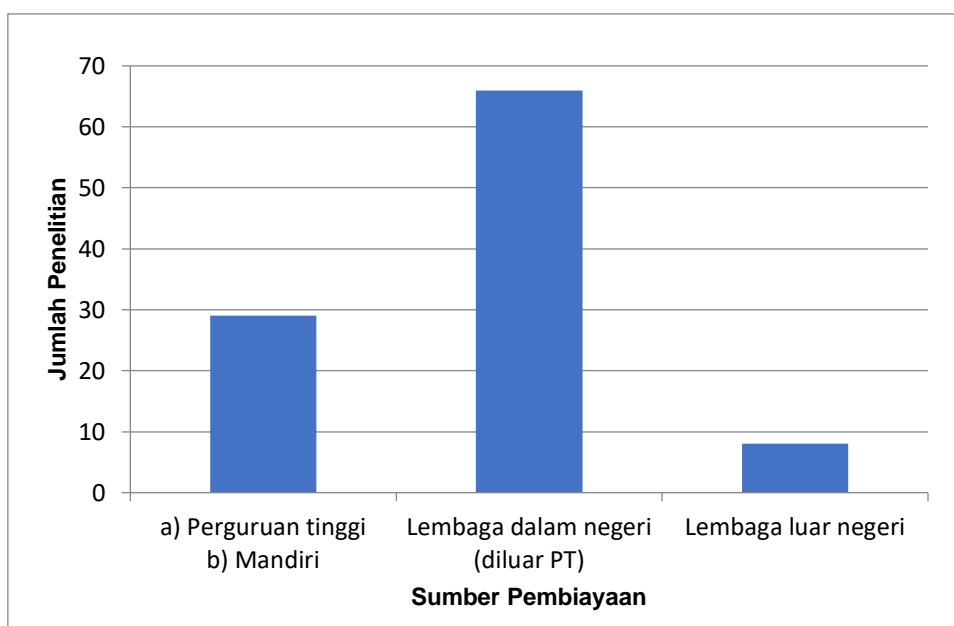
Figure 2. 18 Graph of Number of DTPS Research Based on Funding Sources

The number of studies produced by DTPS decreased from 2017 to 2019. The number of studies in 2017 was 38 studies, in 2018 there were 36 studies and in 2019 there were 29 studies. The average number of studies conducted by DTPS per year for the last three years is 35 studies/year. The following is a graph of the number of DTPS research in 2017-2019.
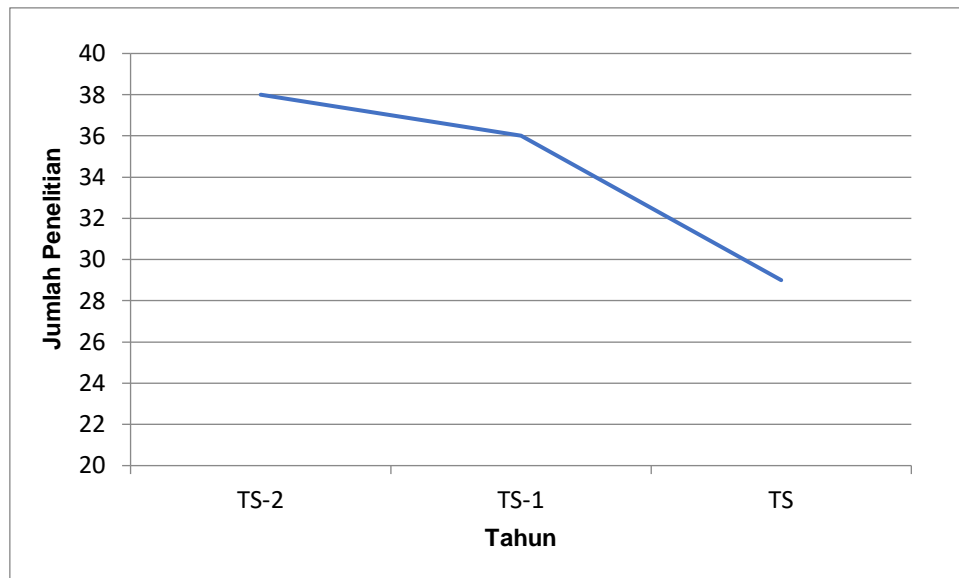
Figure 2. 19 Graph of Number of DTPS Research by Year

DTPS also carries out Community Service (PkM) every year. The number of PkM carried out by DTPS MIL in 2017 to 2019 was 79, consisting of 50 PkM whose financing came from universities and independently, 26 PkM whose financing came from domestic institutions (outside universities), and 3 PkM whose financing came from institutions. overseas.
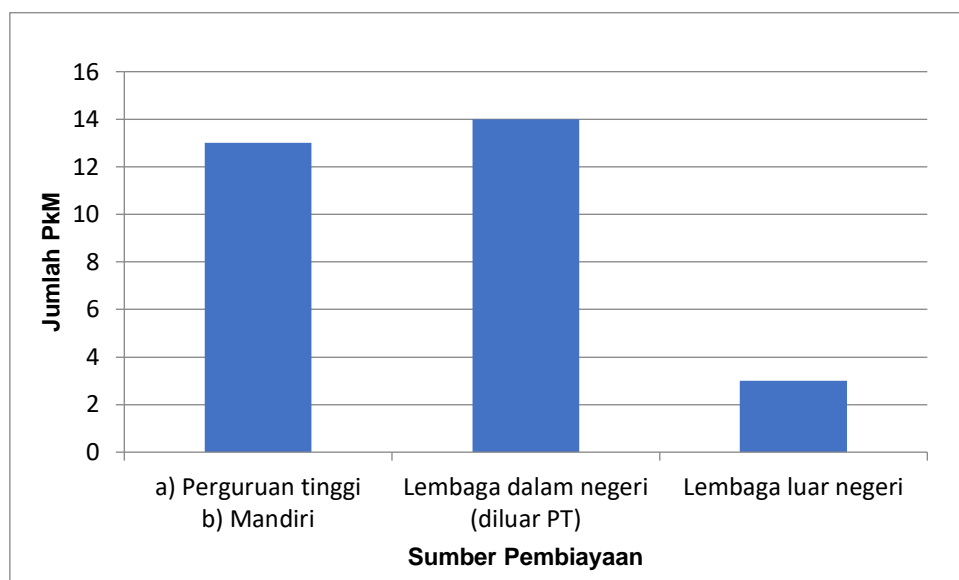
Figure 2. 20 Graph of Number of PkM DTPS by Source of Financing

PkM implemented by DTPS from 2017-2019 increased in 2018 and decreased in 2019. In 2017 the number of PkM implemented was 25 PkM, in 2018 there were 28 PkM, and in 2019 there were 26 PkM. The average number of PkM conducted by DTPS every year for the last 3 years is 27 PkM. The following is a graph of the number of PkM carried out by DTPS in 2017 to 2019.
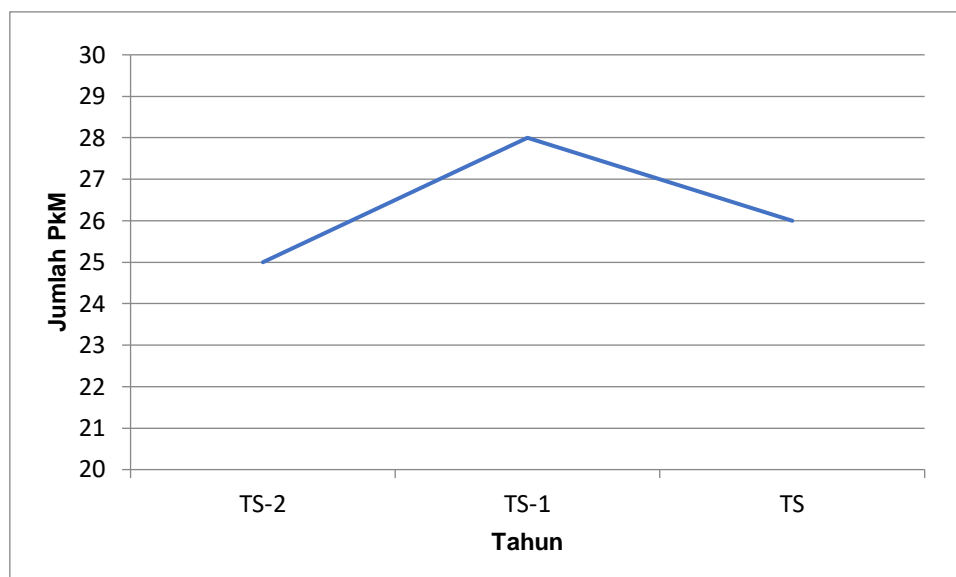

Figure 2. 21 Graph of Number of PkM DTPS by Year

Research and PkM from DTPS MIL are published in the form of journals or writings in the media at regional, national or international levels. In addition, it is also published in seminars, namely regional/local/college seminars, national seminars and international seminars. The number of publications from DTPS MIL in 2017-2019 was 595 publications. The most publications are in the form of accredited national research journals, which are 180 publications. The following is a graph of the number of DTPS publications by type of publication.
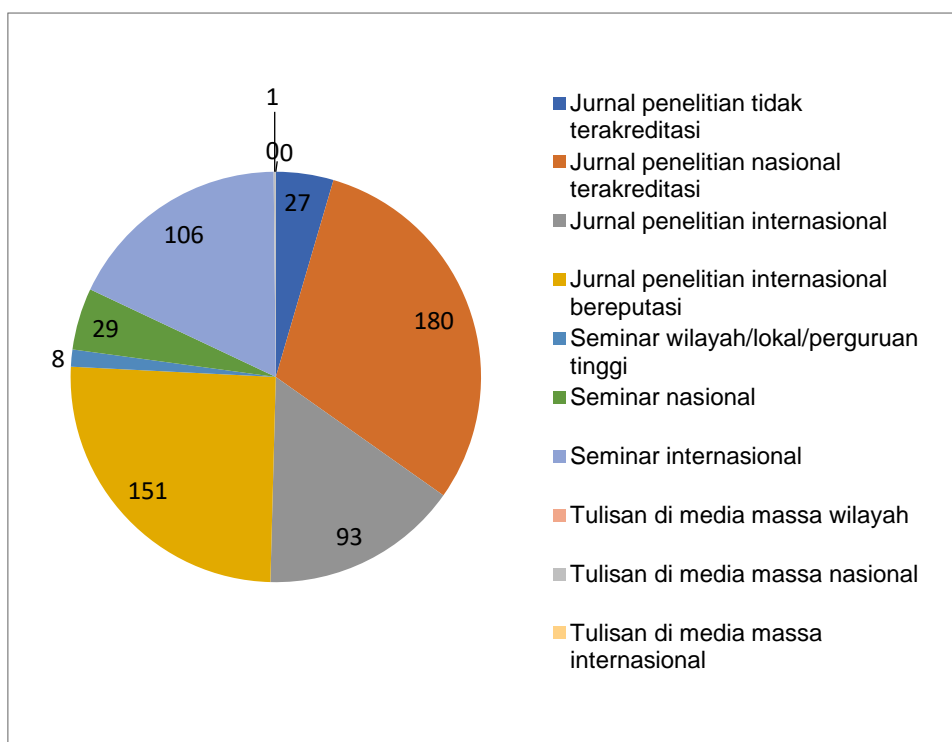
Figure 2. 22 Graph of Number of DTPS Publications by Type of Publication

Figure 2.22 shows that the highest number of publications are publications in accredited national research journals, totaling 180 publications. Then the second most is in reputable international research journals, which are 151 publications. The third order is publications at international seminars, totaling 106 publications. After that, there were 93 international research journals published. The fifth order is publications at national seminars as many as 29 publications. Then publications in unaccredited research journals were 27 publications. Publications at regional/local/college seminars totaling 8 publications and finally writing in the national mass media as many as 1 publication.
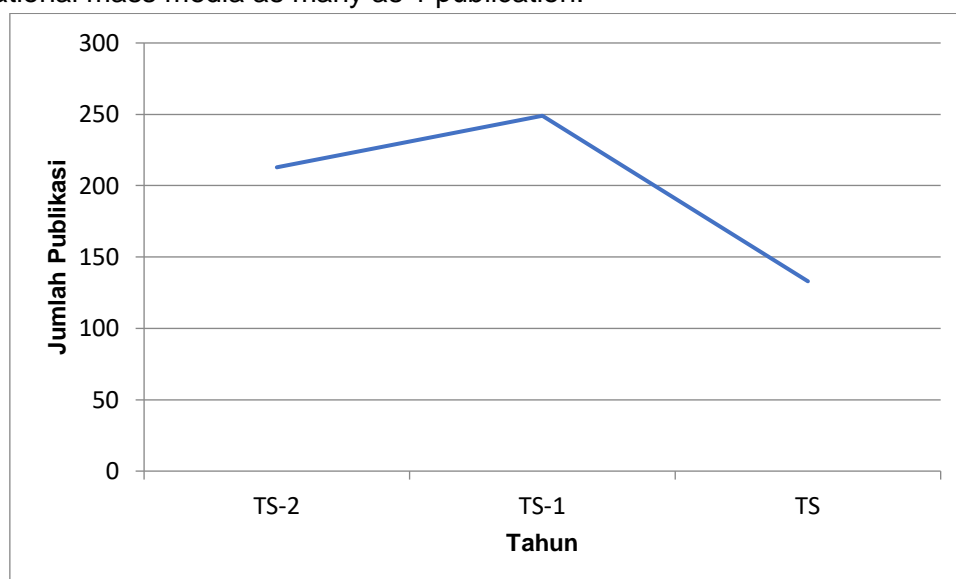

Figure 2. 23 Graph of Number of DTPS Publications in 2017-2019

Based on Figure 2.23, the number of publications for the last 3 years, namely 2017-2019 has increased and decreased. In 2017 the number of publications by DTPS MIL was 2013 articles, in 2018 there were 249 articles and in 2019 there were 133 articles, with the average number of publications by DTPS MIL per year was 198 articles.

The publications produced by the DTPS have been cited by students or other researchers. The number of citations from DTPS for the last 3 years is 1208 citations from 172 published article titles. The number of citations for each article is different, the maximum citation is 150 and the lowest is 1 citation.

Several researches and PkM conducted by DTPS also produce outputs in the form of patents, simple patents, copyrights, appropriate technology and books with ISBN. The number of patents and simple patents owned by DTPS MIL is 8, copyright is 13, appropriate technology is 1 and books with ISBN are 10. The following is a graph of the number of research outputs and PkM by type.
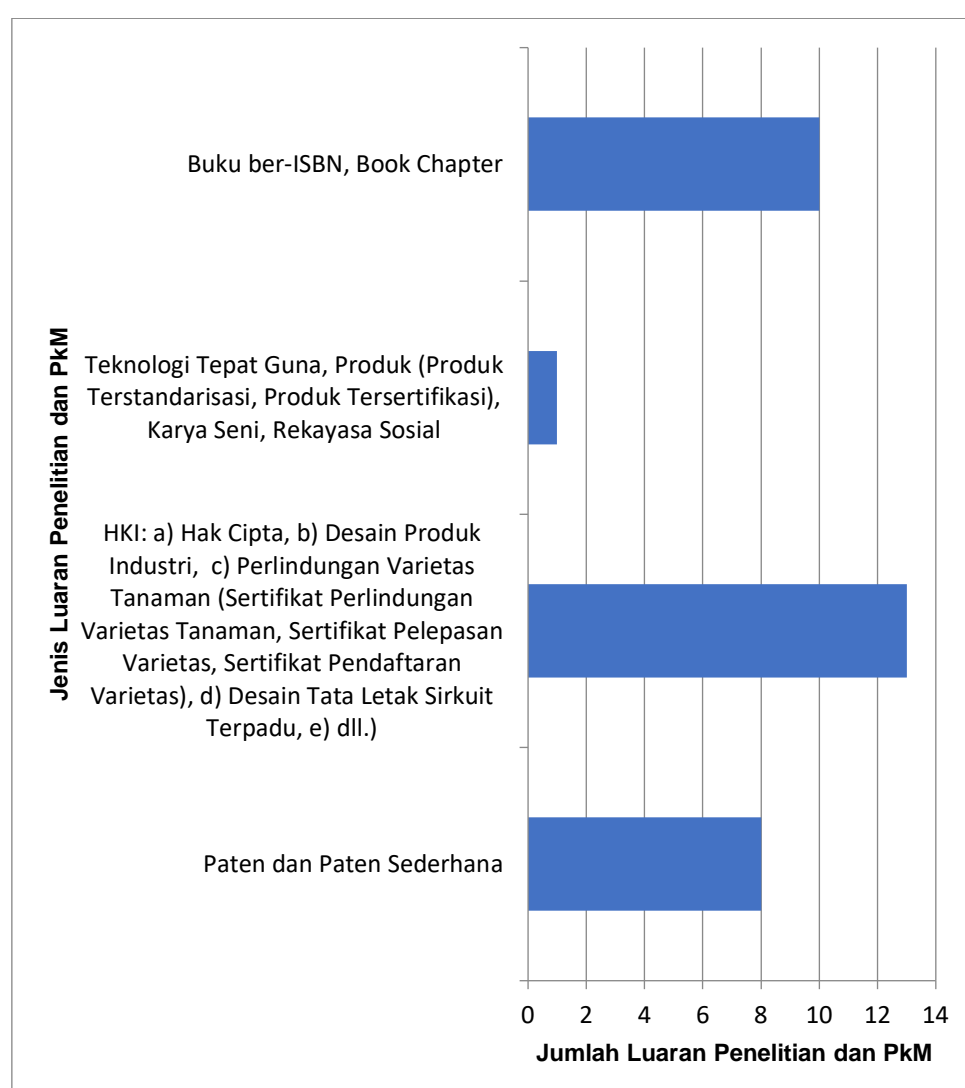

Figure 2. 24 Graph of Total Research Outcomes and PkM DTPS by Type

c) Lecturer Development

The planning and development of SPs lecturers is in accordance with the development of human resources which is part of the Strategic Plan of Diponegoro University. Postgraduate Schools so far control the adequacy of permanent lecturers based on the ratio of students and lecturers by referring to a ratio of 1:25, while the Environmental Sciences Study Program controls the adequacy of lecturers by referring to a ratio of 1:18. In the development of permanent lecturers, SPs submit to faculty supporting lecturers either in line or between several faculties.

d) Education Personnel

Graduate Schools have carried out capacity building activities for education staff such as seminars, training, workshops, and conferences. Activities can be in the form of development in the field of hard skills and soft skills, including the development of archives, secretarial training, service excellent training, computer training, library training, and staffing regulation workshops. Procurement and utilization of support staff is adjusted to the needs and development of Undip SPs in each semester. Along with the development of study programs, it is necessary to improve the quality of education personnel, for example by increasing English language skills which are not evenly distributed among education personnel.

5. Additional Performance Indicators

HR performance indicators set by Diponegoro University include:
1. Achieving the ratio of lecturers - students = 1 : 15
2. 100 percent of permanent lecturers hold master's degrees and more than 35 percent of permanent lecturers hold doctoral degrees for undergraduate programs

Meanwhile, the HR performance indicators set by SPs for 2019 include:
1. Increase the number of professors by 50%
2. Increased international journal publications by 50%
3. Increasing the number of education staff with master's degrees
4. Increasing the number of lecturers who make textbooks/texts
5. 36 . qualified S3/Sp2 lecturers
6. 36 certified lecturers
7. Head Lectors (with doctoral degrees) totaling 36
8. There are 4 lecturers who take part in the sabbatical/post doctoral (LN) program
9. The number of lecturers invited by DN/LN institutions is 66
10. 7 guest lecturers/researchers from DN/LN
11. Lecturer with publications in 39 reputed international journals
12. Professors with internationally reputable publications numbering 15
13. 14 Lecturers with publications in international journals
14. 34 . Lecturers with publications in accredited national/internationally reputable journals
15. Lecturers involved in research funded by Undip internal funds amounted to 37
16. There are 43 lecturers involved as speakers in national seminar activities
17. There are 30 lecturers who are involved as speakers in international seminar activities
18. The number of lecturers involved in research with national funding is 16
19. Lecturers involved in research with international funding/joint research with international funding amounted to 9
20. There are 36 lecturers/researchers involved in collaborative research
21. There are 36 lecturers involved in community service activities with national funding

22. Lecturers who take part in service activities with Undip internal funds 36
23. There are 10 education staff who have attended technical/structural/other training

6. Evaluation of Performance Achievements

Evaluation of performance achievement in the educational process is presented in the SWOT analysis in table 2.4 below.

Table 2. 4 Achievement of Performance Standards

Internal factors			
No	Component	Strength (S)	Weakness (W)
1	Academic position	All homebase lecturers have doctorate degrees	The number of professors is still 30 percent of homebase lecturers
2	Lecturer publications	• Undip has scientific journals that have been indexed in international databases of high reputation that can be utilized by lecturers • A lot of research has been done by postgraduate homebase lecturers	The number of international publications is still low
3	Tendik education	Most of the education staff have a bachelor's degree	There are still many tents with the status of contract workers
4	*Soft skills* tendik	Undip support in organizing soft skills development and character development programs	Overlapping of tending jobs
External factors			
No	Component	Opportunity (O)	Threat (T)
1	Academic position	The existence of Permendikbud No. 78 of 2013 concerning the provision of professional allowances and honorary allowances for lecturers who occupy professorship positions	Requirements to become a professor at least 1 publication in a reputable international journal
2	Lecturer publications	• Many international seminar activities are held both by Undip and outside Undip • Sending lecturers and students to international journal writing manuscript clinics organized by LPPM	Implementation of regulations on publication in international journals as a condition for graduation from the Graduate Program
3	Tendik education	Tendik's age is still productive to continue his studies	Limited scholarships, especially for non-civil servants
4	*Soft skills*l tendik	In house / ex house training for tendons (Sending of tendons to participate in non-degree activities)	Work professionalism and customer satisfaction

7. HR Quality Assurance

Determination of quality assurance in SPs Undip refers to policy documents, namely:
1. Technical Competency Standard Book

2. Quality Assurance Handbook
3. Procedure Manual

The implementation of quality assurance is carried out by the Dean, Deputy Dean for Academic and Student Affairs, and the Graduate School Quality Assurance Team (TPM SPs). Quality assurance at SPs is carried out by referring to ISO 9001:2008. The Quality Assurance Team is tasked with coordinating the implementation, checking the completeness of documents and ensuring that the management of academic and administrative activities runs in accordance with the policies, standards and procedures specified.

Evaluation of quality assurance is carried out by the Dean, Deputy Dean for Academic and Student Affairs and the Quality Assurance Team. Evaluation is carried out based on reports on the results of the implementation of activities. After the evaluation, the quality assurance team together with the dean and vice dean of academic and student affairs provide suggestions to overcome the problems contained in the SPs to then be taken into consideration in continuous improvement.

8. User Satisfaction

HR satisfaction is measured by conducting a survey of lecturers and education staff at SPs and PSMIL. The survey was conducted using a questionnaire found on the PSMIL website. The aspect that is measured is the level of satisfaction of lecturers and education staff with HR management and development services. The following is a graph of the results of the survey that has been carried out, the level of HR satisfaction is expressed in percentages.
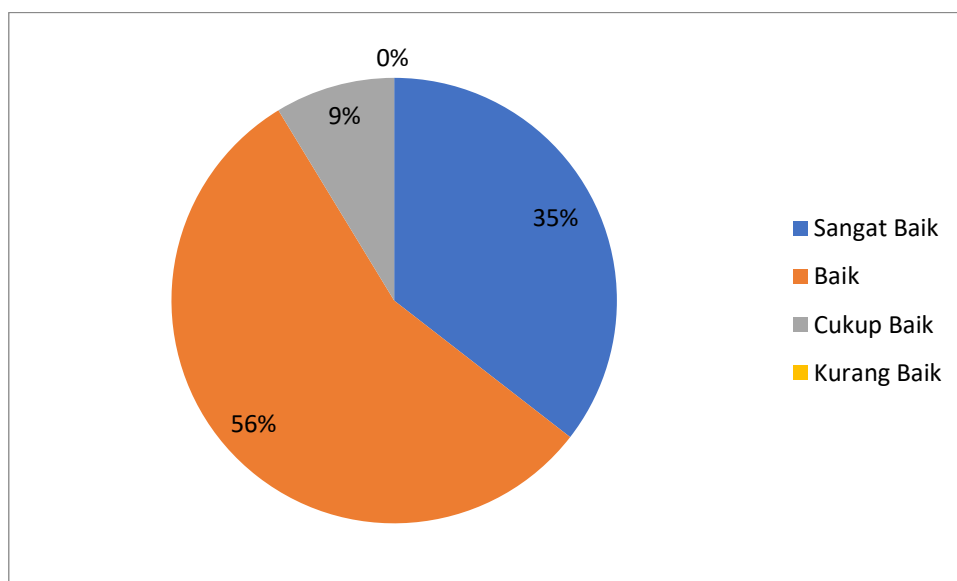

Figure 2. 25 Graph of Lecturer Satisfaction Levels with HR Management and Development Services

The results of the lecturer satisfaction survey on the management and development of HR in SPs and PSMIL show that 56% of lecturers think that the management and development of HR in SPs and PSMIL is good, and 35% think very well and 9% think it is quite good. So it can be concluded that the lecturers are satisfied with the management and human resource development services at SPs and PSMIL. However, the service must be

improved. Steps that can be taken are to improve the quality of management services and human resource development training involving lecturers.
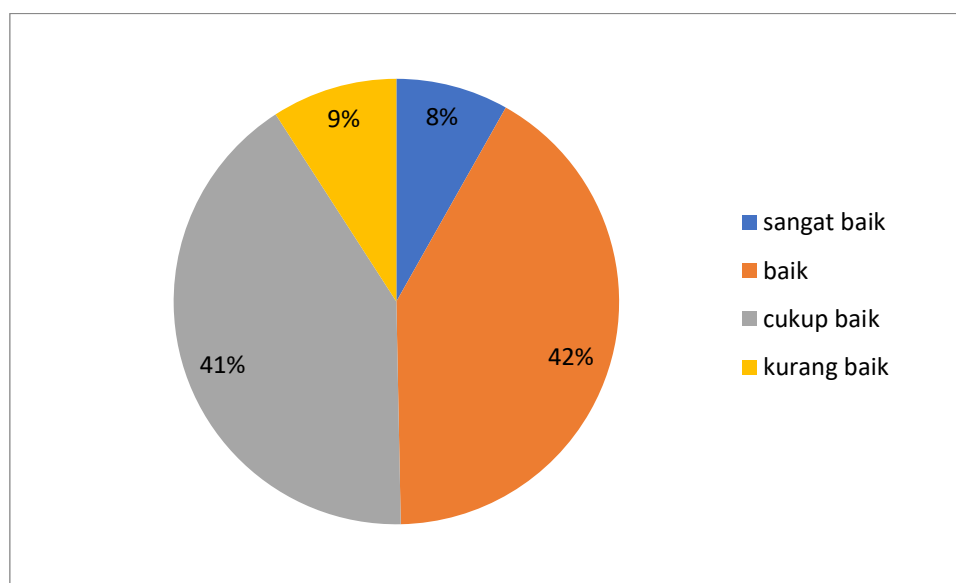

Figure 2. 26 Graph of Education Personnel Satisfaction Level with HR Management and Development Services

Based on the graph, HR believes that HR management and development services at SPs and PSMIL are very good as much as 8%, good as much as 42%, quite good as much as 41% and not good at 9% These results indicate that there are still human resources who are dissatisfied with the management and development services of human resources in SPs and PSMIL. However, most of them feel that the services for managing and developing human resources at SPs and PSMIL are good. For this reason, SPs and PSMIL improve HR management and development services by conducting training for HR. The training aims to improve the capabilities of HR in accordance with their field of expertise.

9. Conclusion of Evaluation Results and Follow-up

Based on data related to human resources in the existing SPs and PSMIL, the number of lecturers who have expertise in accordance with the subjects being taught has met 100%. Then the comparison of lecturers' academic positions where the number of professors and head lectors is more than 80%. The performance of lecturers as indicated by the recognition of their expertise, research, PkM, publications, and research outputs have shown good results. However, the number of research and PkM has decreased over the last 3 years.

Evaluation of human resources is carried out using a survey in the form of a questionnaire given to education staff and DTPS. Based on the survey conducted, the results show that most of the education staff and DTPS are satisfied with the HR management and development services. However, there are still educational staff who are dissatisfied with HR management and development services. Therefore, HR management and development services must continue to be improved. Improvement of HR management and development services is carried out by improving the quality of management and the quality of HR as managers. This is done by involving HR in training activities related to HR management and development.

C.5. Finance, Facilities, and Infrastructure

1. Background

Government regulation No. 19 of 2005 on National Education Standards (SNP) has provided direction on the importance of continuous quality improvement. Quality assurance should cover all processes in education, including the facilities and infrastructure needed to support the educational process. Educational infrastructure facilities according to articles 42-48 include: (1) educational facilities, namely furniture, educational equipment, educational media, books and learning resources, consumables; (2) infrastructure includes: land, classrooms, leadership rooms, educator rooms, administrative rooms, library rooms, laboratory rooms, workshop rooms, production unit rooms, canteen rooms, electrical power installations, sports rooms, places of worship, places of worship. play, recreation area; (3) diversity of types and quantities of laboratory equipment,

Standards of facilities and infrastructure are needed to ensure the adequacy of the needs so that the educational process runs efficiently, effectively and sustainably. Based on these considerations, Diponegoro University sets standards for educational facilities and infrastructure that will become guidelines and benchmarks for university leaders, faculty leaders, department leaders, and heads of study programs..

2. Policy

The following are the policies regarding the management of facilities and infrastructure that form the basis for planning, procurement, utilization, maintenance, and elimination at Diponegoro University:

1. Law of the Republic of Indonesia number 20 of 2003 concerning the National Education System.
2. Law Number 12 of 2012 concerning Higher Education.
3. Government Regulation of the Republic of Indonesia Number 17 of 2010 concerning Management and Implementation of Education.
4. Government Regulation Number 4 of 2014 concerning the Implementation of Higher Education and Management of Higher Education (State Gazette of the Republic of Indonesia of 2014 Number 16, Supplement to the State Gazette of the Republic of Indonesia Number 5500).
5. Presidential Regulation No. 8 of 2012 concerning the Indonesian National Qualifications Framework.
6. Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 73 of 2013 concerning the Application of the Indonesian National Qualifications Framework for Higher Education.
7. Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia No. 44 of 2015 concerning National Standards for Higher Education.

3. Standard Achievement Strategy

The strategies used by SPs in achieving the standards set by Diponegoro University include:

1. Facilitating the improvement of the quality and quantity of the main laboratory infrastructure that can support cutting-edge research

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2. Facilitating the improvement of the quality and quantity of information technology applications in supporting the implementation of educational activities in general

3. *resource sharing* for college buildings and laboratories

4. Key Performance Indicators
a) Finance

The funds owned by SPs and PSMIL are allocated for educational operational costs, student operational costs, research costs, PkM costs, HR investment costs, facilities investment costs and infrastructure investment costs. The average operational cost of education/students at SPs Diponegoro University for the last 3 years is Rp. 31,838,466.53. These costs consist of lecturer fees (salaries, honoraria), education staff costs (salaries, honoraria), learning operational costs (consumable materials and equipment), indirect operational costs (electricity, gas, water, building maintenance, facility maintenance, money). overtime, telecommunications, consumption, local transport, taxes, insurance, etc.) and student operational costs (reasoning, interests, talents, and welfare).
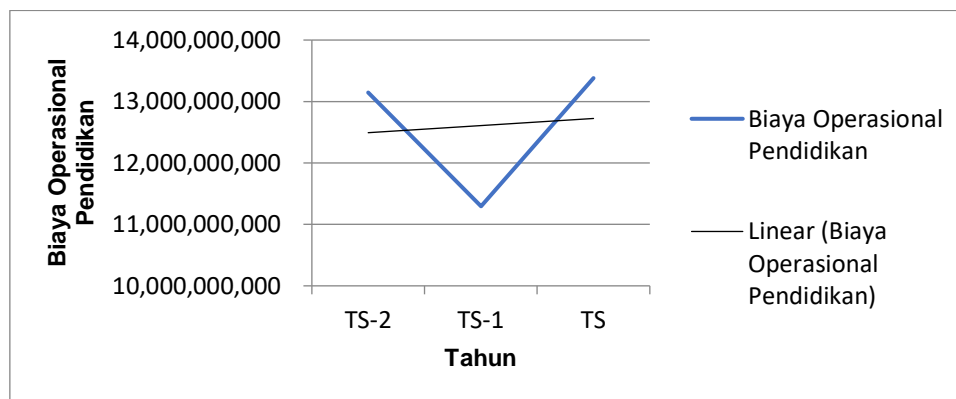

Figure 2. 27 Diponegoro University SPs Education Operational Cost Chart 2017-2019

The operational cost of education used in 2017 was Rp. 13,148,988,591, while in 2018 it was Rp. 11,294,655,206 and in 2019 it was Rp. 13,380,453,255. Operational costs decreased in 2018 and increased in 2019. In addition to the operational costs of education, the funds held by the Diponegoro University SPs are also used for research and PkM costs. The average use of funds for research for the last 3 years at SPs Diponegoro University is Rp. 216,666,667 while the average use of funds for PkM is Rp. 23,333,333. The average use of funds for research and PkM costs for the last 3 years is Rp. 240,000,000. Figure 2.28 below is a graph of the use of SPs research costs in 2017-2019.
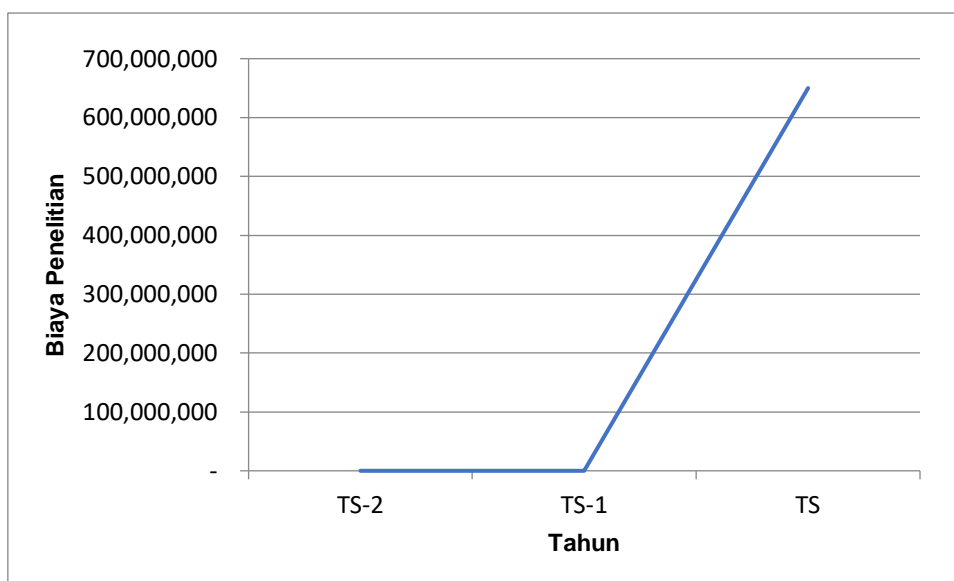
Figure 2. 28 Graph of DTPS Research Costs at SPs Diponegoro University in 2017-2019
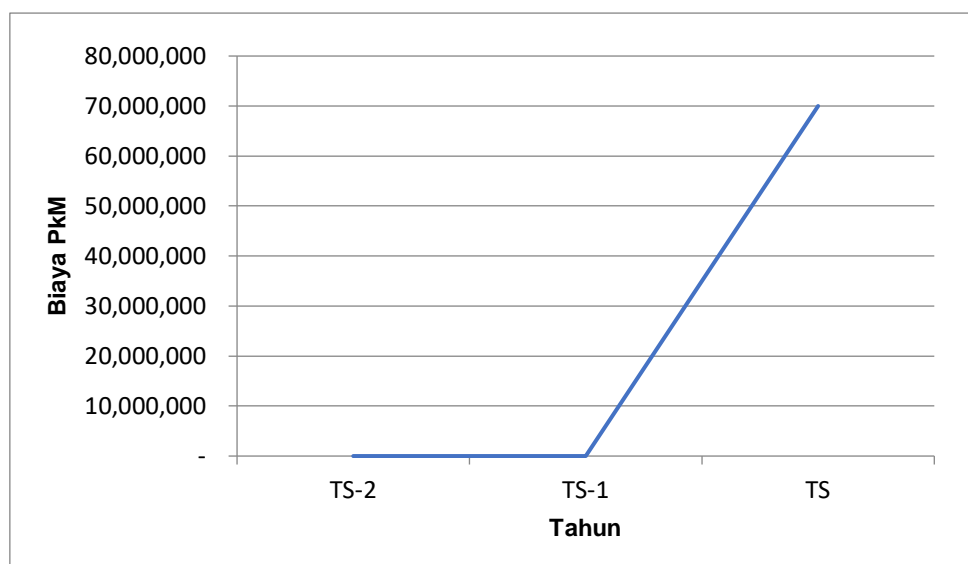

Figure 2. 29 Graph of DTPS PkM Fees at Diponegoro University SPs 2017-2019

Then the investment costs used consist of HR investment costs, facilities investment costs and infrastructure investment costs. In 2017 the investment cost used was IDR 868,359,592, while in 2018 it was IDR 2,084,514,999 and in 2019 it was IDR 1,158,0008,000. The average use of investment costs for the last 3 years at SPs Diponegoro University is Rp. 1,370,294,197. The following is a graph of the use of investment funds at SPs Diponegoro University from 2017-2019.
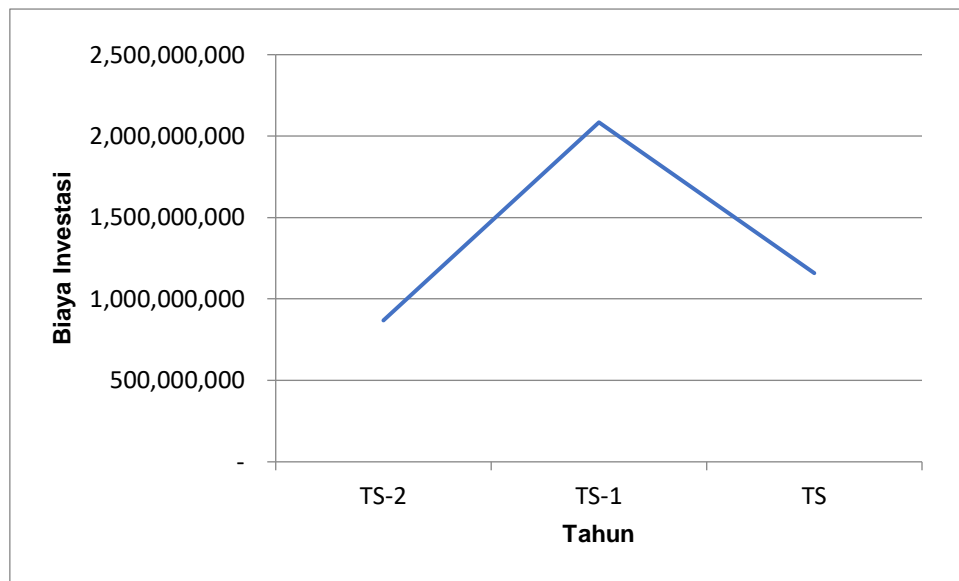
Figure 2. 30 Graph of Investment Costs in SPs Diponegoro University in 2017-2019

b) Facilities

1) Sufficiency and Accessibility of Educational Facilities

Adequacy of facilities can be seen from the availability, ownership, up-to-date, and ready-to-use facilities and equipment for learning as well as research and PkM activities in SPs. The following are the learning tools used by PS MIL:

Table 2. 5 PSMIL Learning Facilities

Type of e-journal	Journal Title	*Website*	Information
(1)	(2)	(3)	(4)
Springer Link	1. Saline Systems 2. Reviews in Environmental Science and Biotechnology 3. Journal of Petreleum Exploration and Production Technologies 4. Journal of Applied Volcanology 5. Iranian Journal of Environmental Health Science & Engineering	www.undip.ac.id	Can be accessed specifically for the UNDIP environment
ASCE online	1. Journal of Hydraulic Engineering. Year 2011 2. Journal of Irrigation and Drainage Engineering. Year 2011 3. Journal of Energy Engineering. Year 2011 4. Journal of Architectural Engineering. Year 2011 5. Journal of Environmental Engineering. Year 2011		
DOAJ (Directory of Open Access Journals)	1. Journal Acta Geographica Debrecina, Lands Cape and 2. Environment Series 3. Advances in Agriculture & Botanics International Journal of the Bioflux Society 4. Advances in Environmental Sciences International Journal of the Bioflux Society. 5. American Journal of Applied Sciences 6. Applied and Environmental Soil Science.	www.digilib.undip.ac.id	Can be accessed specifically for the UNDIP environment

J-Stage (free e-journal from Japan)	1. Biological and Pharmaceutical Bulletin 2. Journal of Textille Engineering Trends in Glycoscience and Glycotechnology 3. Journal of Nippon Medical School 4. Electrochemistry		
e List (e prints in library & information science)	1. Ethos Journal of Social Education, Victoria. 2. Estudios de Bibliotecinema y Documentacion : Homeneje a la professora Maria roa garrido Arilla 3. AGLIS Journal 4. Journal of the American Society for Information Science and Technology 5. Malaysian Online Journal of Instructional Technology		
Bio Med Central	1. Environmental Science Europe 2. PMA Journal Environmental Health 3. EURASP Journal on Bioinformatics and System iology Environmental Evidence		
OAJSE (Open Access Journals Search Engine)	1. African Journal of Environmental Assessment and Management 2. Conservation and Society 3. Journal of Environmental Protection 4. Computational Water, Energy, and Environmental Engineering 5. Agricultural Science		

2) Adequacy and Accessibility of Information and Communication Technology Facilities

SPs use two servers as a means of information and communication technology, namely Web Server and Proxy Server (Pentium 4). In addition, there is hardware in the form of computers and free Hotspots in the SPs environment. On the computer used there is software that is used according to the needs of each study program such as Microsoft Office, SPSS, AMOS, MYOB, LISREL, AUTOCAD, GIS and others.

The software in SPs is the Academic, Research and Service Information System (SIAP). Through SIAP students can fill out KRS, register for each new semester, access KHS and others online. The internet connection used to access SIAP must enter through an active Single Sign-ON (SSO). Future plans for hardware and software development will be increased in line with the increasing need for access by both students and administrators. SPs also provides wifi service and a comfortable room so that SPs students can access the internet fully within 24 hours.

Other Information System Management that has been running at Diponegoro University include:

1. Library Information System

The Undip library provides access to e-books and e-journals. E-journal database facilities include ASCE PUBLICATION, SPRINGERLINK, WOLTERS KLUWER, IEEE, EBSCOHOST, PROQUEST, and EMERALD, while e-books include SPRINGERLINK, ENGnetBase, IGI GLOBAL, EMERALD, AQUACULTURE COMPENDIUM, ANIMAL HEART& PRODUCT. In addition, there is the Undip Repository, GARUDA (Digital Reference Toolkit which is an Indonesian reference portal for accessing scientific works produced by academics. These facilities can be accessed within the Undip environment throughwww.undip.ac.id and www.pasca.undip.ac.id/library to access all the books in the library.

2. Web SPs Undip and Study Program

SPs also have a website that can be accessed to find out information about SPs activities (http://www.pasca.undip.ac.id). Each study program at SPs also has its own website. The website has two languages, namely Indonesian and English, making it easier for

foreign students or prospective foreign students to understand the information on the website. The website contains data that is static, or rarely changes, such as academic regulations, class schedules or exams, and dynamic, such as job vacancies and scholarships. Anyone can access information about Undip SPs and study programs via the Internet.

3. Lecturer Performance Load (BKD)

BKD is a lecturer information system that contains the performance burden of lecturers consisting of education, research and development to the community.

4. Personnel Information System
5. Host-to-Host Information System and Online Billing
6. Registration Information System and Her-registration
7. Academic Information System
8. Business Plan Information System and Budget Realization Monitoring
9. Financial and Accounting Information System
10. Asset Information System
11. Scholarship Management Information System
12. EPSBED/PDPT Information System

c) Adequacy and Accessibility of Infrastructure

Graduate Schools already have good infrastructure and complete but continue to be improved in quality and quantity from time to time to support academic and non-academic activities. The availability of SPs infrastructure greatly supports the implementation of academic activities, namely for the implementation of the Tri Dharma of Higher Education activities.

SPs Undip currently has a building that is used for operational activities. There are 4 buildings owned by SPs, namely Building A, Building B, Building C and Building D. Buildings A and B are Twin Tower Buildings (TTB), each of which consists of 6 floors. Building A is used for lecture rooms, management rooms, doctoral examination rooms, and a hall with a capacity of 500 people. The hall is used for seminars, workshops, book reviews, public lectures, and other academic activities. Meanwhile, Building B is used for the library, lecture hall, management room and doctoral examination room. Building C is used as a service center for SPs in the academic, financial and other general fields and Building D is used for student work spaces and lecturer transit rooms.

The existence of these buildings is supported by the addition of other infrastructure facilities such as tables and chairs and bookcases for the library. The buildings owned by SPs Undip support students and visitors with special needs by providing easy access outside and inside the building.

SPs students can take advantage of other infrastructure outside the SPs owned by Undip such as the Undip library, research laboratories, Service English Unit (SEU), and the Training Center Management Agency (BP-TC.

1. Library UPT

    Diponegoro University Library located at the Widya Puraya Complex Jl. Prof. Soedarto, SH, Diponegoro University Campus Tembalang. The library can be accessed directly by visiting the UPT Diponegoro University Library at the UPT Building The Diponegoro University Library UPT building has a land area of 2981 m2 and a building area of 3636 m2 consisting of 4 floors. UPT Diponegoro University Library has a collection, both the

number of titles and the number of copies, which are sufficient to support the implementation of education, research, and community service.

2. Research Laboratory

Students can use the laboratory facilities provided by Undip and can be shared by all units in Undip under the management of the Integrated Laboratory UPT. UPT Diponegoro University Integrated Laboratory is a laboratory that can be used by students and lecturers of Diponegoro University and serves the needs of the user community in a professional manner. Integrated Laboratory UPT can be accessed through the page: http://labterpadu.undip.ac.id/. The services provided at the Integrated Laboratory include:

a. Analysis Services

Integrated Laboratory UPT receives analysis of:
- SEM analysis which includes morphological analysis and SEM EDX;
- Qualitative and semi-qualitative analysis for components using GCMS method;
- Quantitative analysis using HPLC (High Performance Liquid Chromatography) equipment, including for sugar components, vitamins.
- Crystallity analysis by XRD method;
- Microhardness analysis;
- Analysis for the energy sector which includes calorific value, flash point, cetane number and octane number;
- TOC (Total Organic Compound);
- Analysis of fungi, bacteria, and antimicrobials;
- Wastewater analysis;
- DNA isolation;
- Blood analysis;
- Particle surface area analysis with BET equipment;
- Various food quality analyzes such as: pH, Acidity, Protein, Fat, Ash, Moisture Content, Aw or water holding capacity, Moisture, Macro Texture, Hardness, flexibility, elasticity with a texture analyzer, LAB digital colorimeter (CIE-LAB color test), Antioxidant properties with DPPH or ABTS, Phenol test, Viscosity test;
- Particle size distribution;
- Various services: food drying, manufacture of food products such as: yogurt, ice cream, cheese, sausages, meatballs, bread and cakes;
- Various food services and foodstuffs such as food drying, manufacture of food products such as: yogurt, ice cream, cheese, sausages, meatballs, bread and cakes, isolation of enzymes/proteins with open column chromatography, calculation of enzyme kinetics, interpretation of data.

b. Calibration Service

c. Research Service

d. Training

The training is carried out by laboratories at the Integrated Lab UPT including Robotics, Matlab, research and analysis methods, alternative and renewable energy, material technology and food technology.

3. *Service English Unit* (SEU)

SEU is a unit at Diponegoro University that provides services for students, teaching staff and employees of Diponegoro University as well as the general public to improve skills in English as well as the English language proficiency test (TOEFL Test). SEU provides Conversation Class course services (Elementary, Pre-Intermediate,

Intermediate, Upper Intermediate and Advanced), TOEFL Preparation Class, EAP (English for Academic Purposes) and BELT (Basic English Language Training).

4. Training Center Management Agency (BP-TC)

BP-Training Center was established based on the Rector's Decree No. 214/SK/UN7/2012 dated 23 April 2012 concerning the Establishment of the Training Center Management Agency (BP-TC). BP-TC Diponegoro University was established as a means of interaction between professionals and the world of education. This activity cannot be separated from the discourse of Continuing Engineering Education (CEE). The services provided by BP-TC are in the form of training, testing and consulting services in the field of Mechanical Engineering and Medical Physics. Services are also intended for professionals, industry as well as academic staff and Diponegoro University students to support research, teaching and learning processes and final assignments. BP-TC is located next to the ICT Center on Jl. Prof. Soedarto, SH, Diponegoro University Campus Tembalang. BP-TC can also be accessed through the following pages:http://tc.undip.ac.id/

In addition, to support community service activities, SPs has several target areas such as Mangunharjo Village, Tanjung Emas Village, and Sriwulan Village, Demak. Through community assistance and empowerment, SPs which involves all elements, both managers, lecturers and students as well as alumni, seeks to provide solutions to environmental problems of the local community. Apart from being a place for the implementation of community service, the target area is also used by SPs students to conduct research activities.

In addition to supporting the implementation of academic activities, there are also supporting infrastructure for non-academic activities, including:

1. prayer room
2. Tennis Court on Jl. Imam Bardjo
3. Basketball Court on Jl. Imam Bardjo
4. Polyclinic at Undip Tembalang
5. Diponegoro National Hospital in Tembalang
6. Student Activity Center (PKM) on Jl. Imam Bardjo
7. Secretariat Room of the Postgraduate Student Association (HIMPAS) in Tembalang

These infrastructures and facilities can be easily accessed by users. The infrastructure and facilities in the Faculty or Department are managed by the concerned Faculty or Department. Infrastructure which is a resource sharing is managed through the Household Sub-Section. Meanwhile, the utilization of existing infrastructure and facilities at UPT, BP (Management Agency) and RSND is managed by each management unit.

5. **Additional Performance Indicators**

IAdditional performance indicators contained in the Undip SPs based on the standards that have been set for targets in 2019 include:

1. Research fund from international funding and/or international joint research is IDR 900,000,000.00
2. Research fund from internal allocation is IDR 480,000,000.00
3. Research fund from national funding is IDR 140,000,000.00
4. Supporting laboratory services are 1
5. The allocation of community service funds from Undip's internal funds amounted to Rp. 250,000,000.00

6. Availability of security facilities, work safety and the environment
7. Availability of facilities for people with disabilities (special needs)

6. Performance Achievement Evaluation

Evaluation of the performance of financial management, facilities and infrastructure is presented in the SWOT analysis in table 2.6 below:

Table 2. 6 Achievement of Performance Standards

Internal factors			
No	Component	Strength (S)	Weakness (W)
1	Financing	• There are rules for allocation of funds from the university • Funds are managed transparently	• Financial reporting is not timely
2	Facilities and infrastructure	• There is an allocation of funds for facilities and infrastructure • There are adequate facilities and infrastructure	• The use of facilities and infrastructure can still be improved
External factors			
No	Component	Opportunity (O)	Threat (T)
1	Financing	• Cooperation with parties outside the university • There is training on financial management	• There is competition with other universities in getting cooperation with parties outside the university
2	Facilities and infrastructure	• There is the procurement of facilities and infrastructure with other parties	• Damage to facilities and infrastructure • The latest facilities and infrastructure

7. Quality Assurance of Finance, Facilities, and Infrastructure

Quality assurance carried out on finance, facilities and infrastructure is guided by the ISO 9001: 2008 quality assurance system since 2015. The quality standards contained in the quality assurance system include the quality of facilities and infrastructure and financial quality. Evaluation of financial quality assurance, facilities and infrastructure is carried out based on reports on quality assurance activities that have been carried out. Then, after the evaluation, the quality assurance team together with the dean and vice dean of academic and student affairs as the implementers of quality assurance provide suggestions for improvement of the problems that occur.

8. User Satisfaction

Measurement of the academic community's satisfaction with financial management services and infrastructure was carried out using a survey in the form of a questionnaire given to academicians at SPs and PSMIL. The questionnaire is found on the PSMIL website, so that the academic community can fill it out easily. The survey was conducted on education staff, lecturers and students. The results of the survey are presented in the following 3 graphs, namely a graph of the satisfaction of education staff with financial management services and infrastructure, a graph of lecturer satisfaction with finance and infrastructure and a graph of student satisfaction with financial management services and infrastructure.
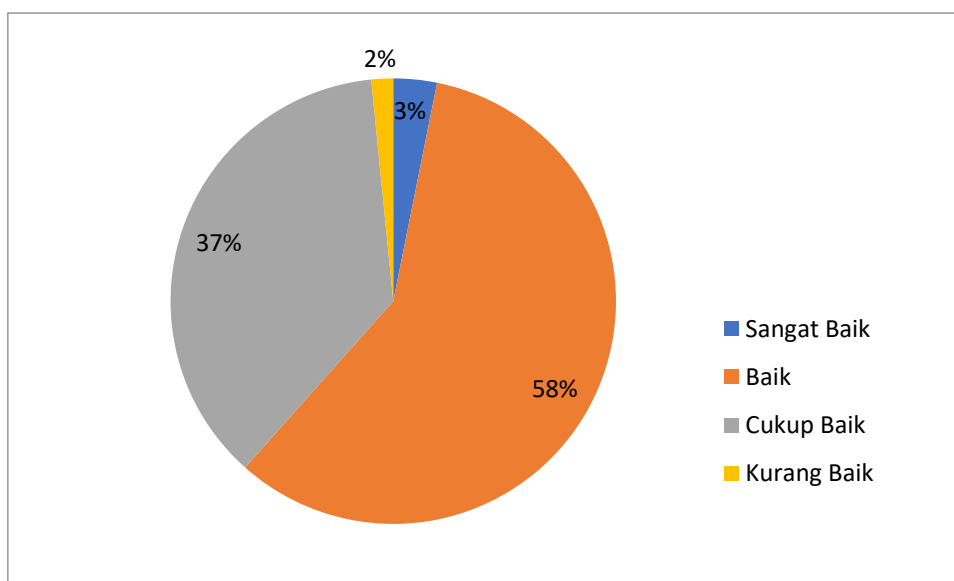
Figure 2. 31 Graph of the Level of Satisfaction of Education Personnel with Financial Management Services and Infrastructure

Based on the graph above, as many as 3% of education personnel think that financial management services and infrastructure at SPs and PSMIL are very good, while another 58% think that finance and infrastructure at SPs and PSMIL are good, 37% are good and 2% are not. good. So it can be concluded that most of the education staff are satisfied with the financial management services and infrastructure at SPs and PSMIL.
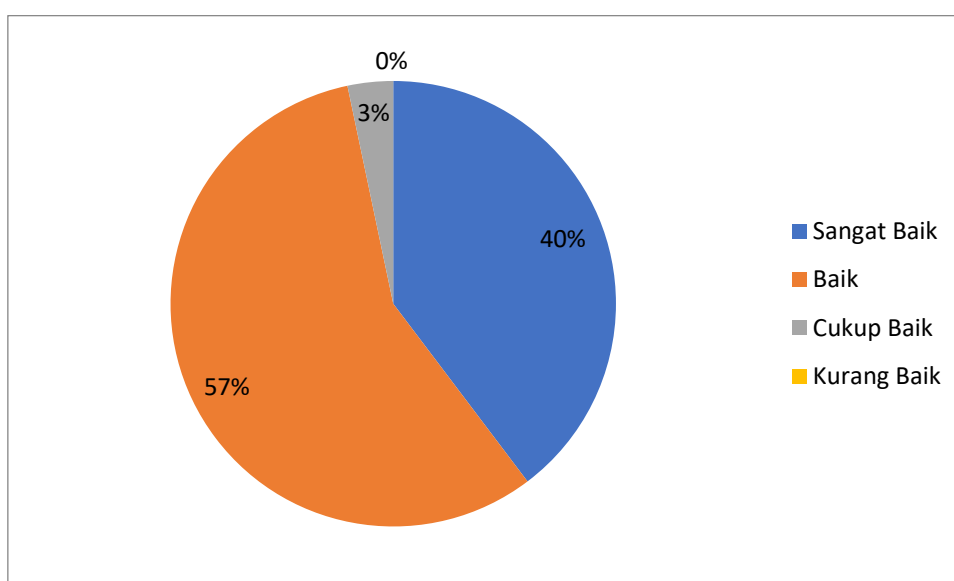
Figure 2. 32 Graph of Lecturer Satisfaction with Financial Management Services and Infrastructure dan

The results of a survey of lecturers are 40% of all lecturers feel that the financial management services and infrastructure facilities in SPs and PSMIL are very good, another 57% think that financial management services and infrastructure in SPs and PSMIL are good, while the remaining 3% think management services are good. The financial and infrastructure facilities at SPs and PSMIL are quite good.

Then the results of the survey to students showed that 46% felt that financial management services and infrastructure at SPs and PSMIL were very good, another 46% thought financial management services and infrastructure at SPs and PSMIL were good, 6% considered quite good and the remaining 2% felt financial management services and infrastructure facilities at SPs and PSMIL are not good. The following is a graph of the results of a survey on the level of student satisfaction with financial management services and infrastructure.
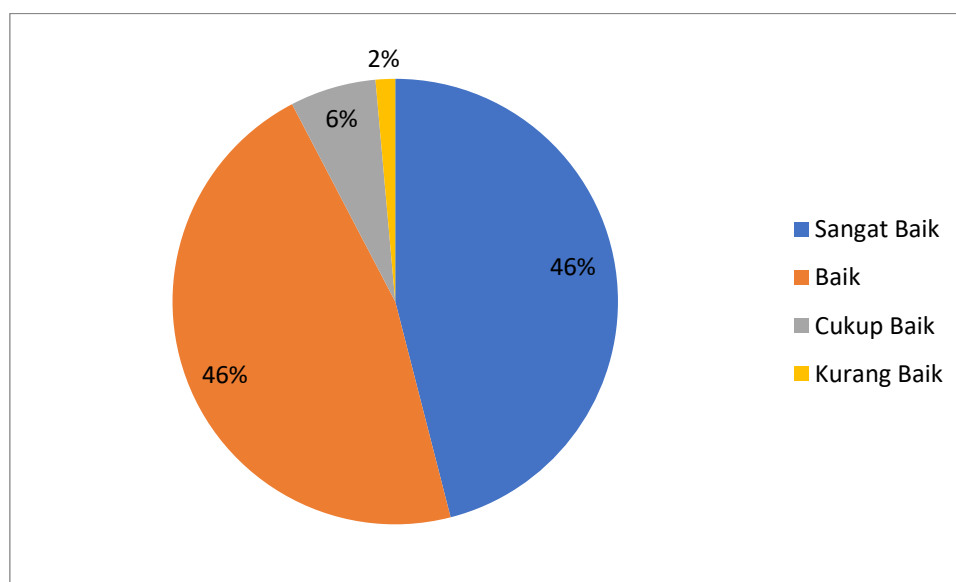
Figure 2. 33 Graph of Student Satisfaction Levels with Financial Management Services and Infrastructure

9. Conclusion of Evaluation Results and Follow-up

Educational facilities at SPs and PSMIL are available for students, lecturers and education staff. The existing facilities are continuously improved and equipped. SPs have a phased plan regarding the procurement program for educational facilities. The procurement of educational facilities carried out is the procurement of educational equipment, procurement of furniture, procurement of books in the library, and development of IT for education.

One of the evaluations carried out on finance, facilities and infrastructure is to conduct a survey on financial management, facilities and infrastructure of the academic community. The survey results show that most of the academic community are satisfied with financial management services and infrastructure. However, there are still academics who are still not satisfied with financial management services and infrastructure. Therefore, improvements were made to the deficiencies found in financial management services and infrastructure. In addition, improvements in financial management services and infrastructure were also carried out.

C.6. Education

1. Background

The curriculum developed is in accordance with the vision and mission of the study program which facilitates educational, research and community service activities and becomes a feeder center (reference center) in solving environmental problems. The curriculum is structured so that graduates can excel in the fields of environmental planning, environmental management and or environmental engineering and can produce works of national and international standards. In addition to referring to the Vision and Mission, the curriculum developed by PS MIL has been adapted to the goals and objectives of Diponegoro University, namely to produce graduates who have a "COMPLETE" profile.

The competencies of Undip PS MIL graduates based on the Indonesian National Qualifications Framework (KKNI) level 8, namely the Competency-Based Curriculum (KBK) are as follows:

1. Able to develop knowledge, technology, and/or art in their scientific field or professional practice through research, to produce innovative and tested works
2. Able to solve problems of science, technology, and/or art in the field of science through an inter or multidisciplinary approach.
3. Able to manage research and development that is beneficial to society and science, and is able to gain national and international recognition.

Academic atmosphere, like the input components and other processes, is one component that will have a significant influence in producing quality output (graduates and others). The academic atmosphere is indeed not a physical component that has dimensions that can be measured with a clear benchmark, but a quality academic atmosphere will be able to be recognized and felt. The academic atmosphere creates a conducive climate for academic activities, interactions between lecturers and students, between fellow students and fellow lecturers to optimize the learning process. With these considerations in mind, Diponegoro University sets a standard of academic atmosphere that will serve as a guideline and benchmark for university leaders, faculty leaders, department heads, study program heads,

2. Policy

The formal document of education policies and academic guidelines used by PS MIL Undip is the Minister of Education and Culture Regulation No. 73 of 2013 concerning the Implementation of the KKNI. PSMIL then compiles it in more detail into Main Competencies, Supporting Competencies and Other Competencies. The three competencies of Undip PS MIL graduates are contained in the Undip PS MIL Curriculum in full and in detail that supports the achievement of goals, the implementation of the mission, the realization of the vision of the study program, and has been oriented towards the future and adapted to the Strategic Plan

3. Standard achievement strategy

PSMIL has a study load of 40 credits which is scheduled for 4 (four) semesters and can be taken within 6 (six) semesters and for a maximum of 10 (ten) semesters including the preparation of the Thesis. Each course in the curriculum structure (lectures, special assignments, thesis research, and writing research results) PSMIL Undip has been adapted to the desired graduate competencies in order to realize the vision, mission and objectives of the study program. The curriculum structure includes:

1. Lectures

Teaching and learning activities at PSMIL apply Problem Based Learning and refer to the latest developments in science and technology with varied learning methods. The

number of courses that must be taken consists of 12 compulsory courses with a total of 24 credits, 5 elective courses with a total of 10 credits, and a thesis in the form of 6 credits.

2. Special tasks

PSMIL provides structured assignments to students. The assignment given refers to Problem Based Learning. Assignments can be in the form of a Small Group Discussion, or making a paper with the results of the latest literature review (journals, research results, and so on).

3. Thesis Research

Research at PSMIL consists of Research and Thesis Writing of 6 credits. Students can carry out a series of activities related to thesis research after fulfilling the academic and administrative requirements that have been determined by PSMIL. The research is directed by 2 (two) Advisory Lecturers with doctoral degrees in the appropriate fields of science. The topic of thesis research is adjusted to the interests shown by students.

4. Writing Thesis Research Results

The writing of the results of the thesis research is carried out in accordance with the PSMIL Thesis Writing Guidebook. The results of the thesis research that has been carried out are stated in the form of a Thesis research report. Since 2009 students have been required to produce 2 (two) papers published in national scientific journals and National Seminars, before the issuance of the Dikti Circular No. 152/E/T/2012 regarding the publication of scientific papers. Even students who receive BU Scholarships are required to also write articles about the environment in newspapers. As a result, every year there are dozens of research results of lecturers and students published in national journals and published in the proceedings of national and international seminars and starting in 2014 also published in reputable international journals.

By using student-centered learning models and strategies, such as presentations, students are required to be actively involved in the learning process. Two-way discussions between lecturers and students were also developed to encourage the active involvement of students and lecturers in the transfer of knowledge. In addition, there is student involvement in research and community service activities carried out by lecturers.

Adequate information technology resources are one of the determining factors for the success of PBM (Teaching and Learning Process). Availability, adequacy and ease of access to information technology in classrooms, practicum rooms, open spaces, in units. Libraries are indispensable in supporting independent learning.

4. Key Performance Indicators

a) Curriculum

Evaluation of the curriculum contained in PSMIL is carried out by holding curriculum workshops. Curriculum workshops are held every 5 years. The workshop was attended by all internal and external stakeholders as well as all PSMIL teaching staff. At the workshop, input from PSMIL managers and students was discussed. The input given is used as an evaluation material for the existing curriculum by taking into account the vision and mission of PSMIL. The results of the workshop can be in the form of changes to the syllabus/SAP, deletion of course material, addition of lecture material or addition of references. Table 2.7 below is the program structure and student learning load to achieve the planned learning outcomes.

Table 2. 7 Program Structure and Student Study Load

Semester	Courses	Credit weight (credit)	Learning Outcomes			
			Attitude	Knowledge	General Skills	Special skill
I	Philosophy of Science and Research Methodology	3		√	√	
	Environmental Economics and Natural Resources	3	√	√	√	√
	Environmental Statistics	3		√	√	√
	Ecology and Environmental Pollution	3	√	√	√	
	Computer Applications and Environmental Modeling	3		√	√	√
II	Environmental Law and Policy	2	√	√	√	√
	Environmental System Analysis	2		√	√	√
	Environmental Planning Theories	3		√	√	√
	Natural Resources and Environment Conservation	3	√	√	√	√
	Spatial Planning and Environment	2	√	√	√	√
	Environmental Pollution Control	2	√	√	√	√
	Disaster Management Strategy	2		√	√	√
	Disaster Mitigation and Adaptation	3		√	√	√
	Disaster Management Method	2		√	√	√
	EIA	3	√	√	√	√
III	Capita Selecta	3	√	√	√	√
	Job training	1		√	√	√
	Thesis proposal	2		√	√	√
IV	Seminars and Scientific Publications	2	√	√	√	√
	Thesis	6	√	√	√	√
	Infrastructure Development and Environmental GIS	2		√	√	√
	Technology and Energy Management Planning	2	√	√	√	√
	Clean Technology	2	√	√	√	√
	Transfers and Mass Transportation	2		√	√	√
	Regional Planning and Infrastructure	2	√	√	√	√
	Environmental Chemistry and Biology	2		√	√	√
	Hydroclimatology	2		√	√	√

b) Learning

Research and PkM conducted by DTPS are integrated into learning conducted at PSMIL. The number of research titles and PkM integrated over the last 3 years, namely 2017-2019 is 47 titles. While the number of integrated courses is 14 courses. The following is a graph of the percentage of courses that are integrated with research and PkM.
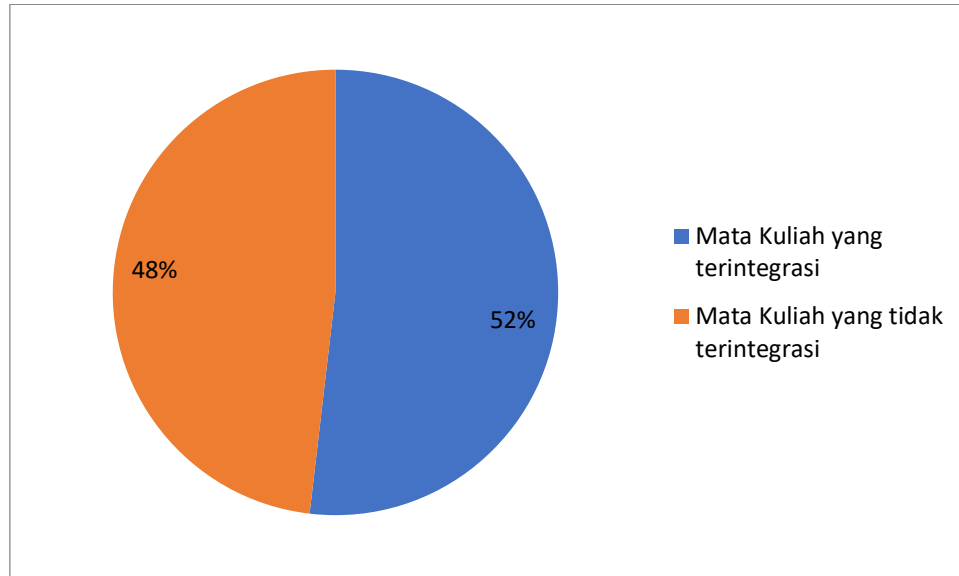

Figure 2. 34 Graph of Comparison of the Number of Integrated and Unintegrated Courses

Based on the graph, the courses that are integrated with research and PkM are 52%. While those that are not integrated are 48% of all courses taught. The form of integration that is carried out is as a lecture material. The lecture material is presented in the form of a book or presentation in the form of a power point.

c) Academic atmosphere

SPs and PSMIL carry out academic activities outside of structured learning activities. The programs and activities carried out are public lectures, scientific seminars, book reviews. These programs and activities are carried out with themes related to the field of PSMIL and with the arrival of resource persons with expertise in accordance with the field of PSMIL science. Scientific seminars organized by SPs are national seminars and international seminars. The seminar involved all study programs in SPs. The international seminar held by SPs is the International Conference on Energy, Environment and Information System (ICENIS), which is held every year.

5. Additional Performance Indicators

Additional performance indicators in the education process at PSMIL refer to the vision, mission and goals and objectives of Diponegoro University, namely to produce graduates who have a "COMPLETE" profile. The following is an educational process carried out at PSMIL
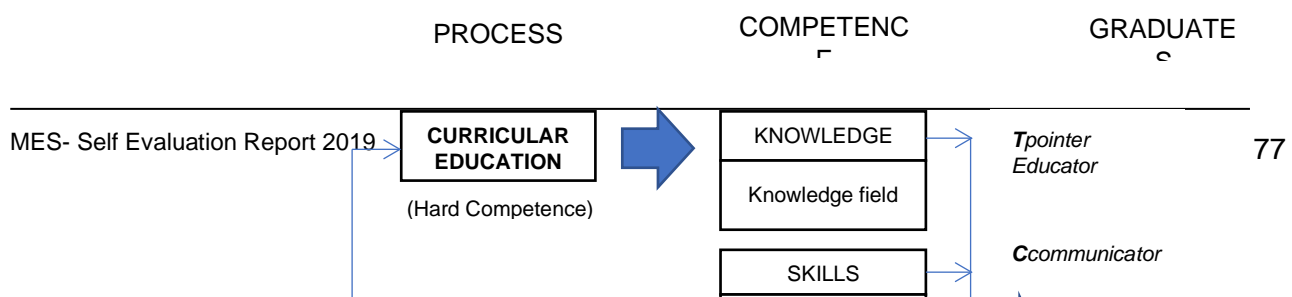
PROCESS   COMPETENC   GRADUATE
                    E   S

CURRICULAR
EDUCATION

(Hard Competence)

KNOWLEDGE

Knowledge field

SKILLS

*T*pointer
Educator

*C*communicator

Figure 2. 35 Educational Process Diagram

6. Performance Achievement Evaluation

Evaluation of the performance of the educational process is presented in the following SWOT analysis:

Table 2. 8 Achievement of Performance Standards

Internal factors		
Component	**Strength (S)**	**Weakness (W)**
Curriculum	• The curriculum is in accordance with the vision, mission and competency standards that have been set • There are many elective courses • All courses have learning documents • Curriculum monitoring is carried out periodically to adjust to the development of science and technology and community needs	• The number of students with different educational backgrounds, so it is difficult to equalize the basic abilities of students
Learning	• The learning process at PSMIL is carried out based on the existing procedure manual	• The difficulty of equating the examiner's time to carry out proposal seminars and sessions for students
Academic atmosphere	• In addition to teaching and learning activities, PSMIL also	• There is no obligation for students to take part in

Component	Opportunity (O)	Threat (T)
	organizes other activities such as book reviews, seminars, and regular training • Organizing public lectures, seminars, conferences, research, and community service by involving educators and students	activities outside of teaching and learning activities
External factors		
Component	**Opportunity (O)**	**Threat (T)**
Curriculum	• Stakeholders provide input for curriculum development • There is a DIKTI policy regarding the preparation of a more autonomous Study Program curriculum	• The number of the same study program at other universities • Fast growing science and technology
Learning	• Have easily accessible teaching materials	• the need for more graduate competencies
Academic atmosphere	• More and more academic activities such as seminars both locally, nationally and internationally	• Student sending agencies demand to graduate quickly

7. **Education Quality Assurance**

Education quality assurance is carried out by the Quality Assurance Team (TPM) together with the Dean and Deputy Dean for Academic and Student Affairs. The Quality Assurance Team is established based on the Rector's Decree No. 382/UN7.P/HK/2016. Quality assurance is guided by the Academic Quality Assurance Manual and the Academic Procedure Manual in accordance with ISO 9001:2008. The Quality Assurance Team has routine and non-routine tasks.

Routine tasks of the Quality Assurance Team:

1. Discussing and following up on reports from GPM (Quality Assurance Group)
2. Evaluating the study program
3. Improve and develop the learning system
4. Sending evaluation results of majors/sections/study programs to GPM (Quality Assurance Group)

Evaluation of education quality assurance is carried out based on reports on the results of the implementation of activities. After the evaluation, TPM together with the dean and vice dean of academic and student affairs provide suggestions for improvement of the problems contained in the study program.

8. **User Satisfaction**

The educational process or teaching and learning process carried out at SPs and PSMIL is one of the services received by students. So it is necessary to measure student satisfaction with services and the implementation of the educational process. Measurement of satisfaction was carried out by surveying students at SPs and PSMIL. The survey used by making a questionnaire given to students through the PSMIL website. The results obtained are 200 students fill out the questionnaire, so that data analysis can be carried out on these results. Based on the survey results obtained data as shown in the following graph.
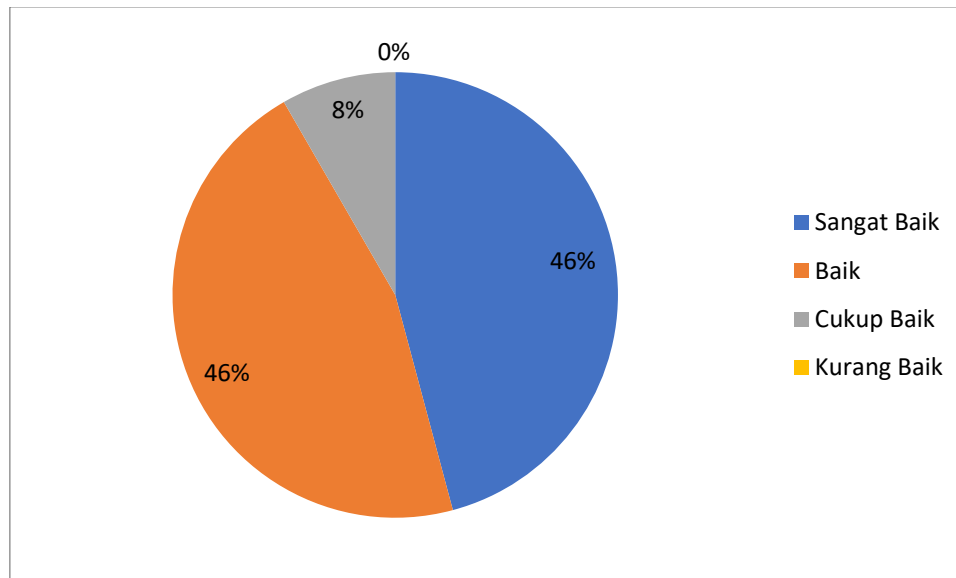
Figure 2. 36 Graph of Student Satisfaction Levels with Services and Implementation of the Education Process in SPs and PSMIL

Based on the graph, it can be seen that as many as 46% of students think that the service and implementation of the educational process at SPs and PSMIL is very good, 46% is good, and 8% is quite good. So it can be concluded that most students are satisfied with the service and implementation of the educational process.

9. Conclusion of Evaluation Results and Follow-up

The education process at PSMIL has used a curriculum that is in accordance with the vision, mission and competency standards that have been set. Apart from academic activities, SPs and PSMIL also hold other activities such as seminars, public lectures, conferences, research, and community service. Based on a survey of student satisfaction with the service and implementation of the educational process, most of the students were satisfied with the service and implementation of the educational process at PSMIL. The curriculum implemented in PSMIL is monitored regularly in accordance with the development of science and technology and the needs of the community.

C.7. Research

1. Background

The main target set (target relevance) for the MIL Study Program is to increase the number of publications in reputable international journals. Efficiency in the use of research funds and community service is carried out by implementing a funding strategy collected from several sources including DIKTI, Undip, as well as the results of domestic and foreign collaborations.

2. Policy

The policy related to research at SPs is the Research Master Plan that has been set by Undip. The document mentions the steps of research planning towards a research

university with a research agenda of the "Coastal Region Eco-Development" research agenda which is also supported by the Center of Excellence, namely "Tropical and Coastal Region Eco-Development". The document supports Diponegoro University which has a vision to become an excellent research university by 2020.

Based on the organization and work procedures of the elements under the Undip Chancellor, the study program research agenda follows the SPs research agenda, while for students it also adjusts to the SPs provisions. Student research must be under the guidance of lecturers who have good competence. SPs ensures that every lecturer and student conducts research as a means of developing and innovating research in study programs. In addition, SPs also ensures that the research results are published in seminars and scientific journals. SPs requires every PSMIL student to publish their research results in scientific journals as one of the requirements for graduation.

3. Standard achievement strategy

Diponegoro University (Undip) provides 15% of the total allocation of funds available annually for research. In addition to funding from universities, PSMIL also obtains other sources of funding from collaboration with domestic and foreign institutions. The pattern of proposal assistance (proposal workshops) organized by the university has a positive impact on the research productivity of PS MIL lecturers and collaborative research between lecturers and students. The strategy used by SPs in research is to increase research funds so that the research carried out can increase.

4. Key performance indicators

Lecturers and students carry out research in accordance with the research roadmap and evaluate the suitability of lecturer research. The results of the evaluation of research suitability are used to improve the relevance and scientific development of PSMIL.

Several studies conducted by DTPS involve students in the form of a thesis. The number of DTPS research for the last 3 years involving students is 55 titles. This amount when compared with the number of DTPS studies produced during the last 3 years the percentage is 53%. The following is a comparison chart of DTPS research that involved students with those that did not involve students.
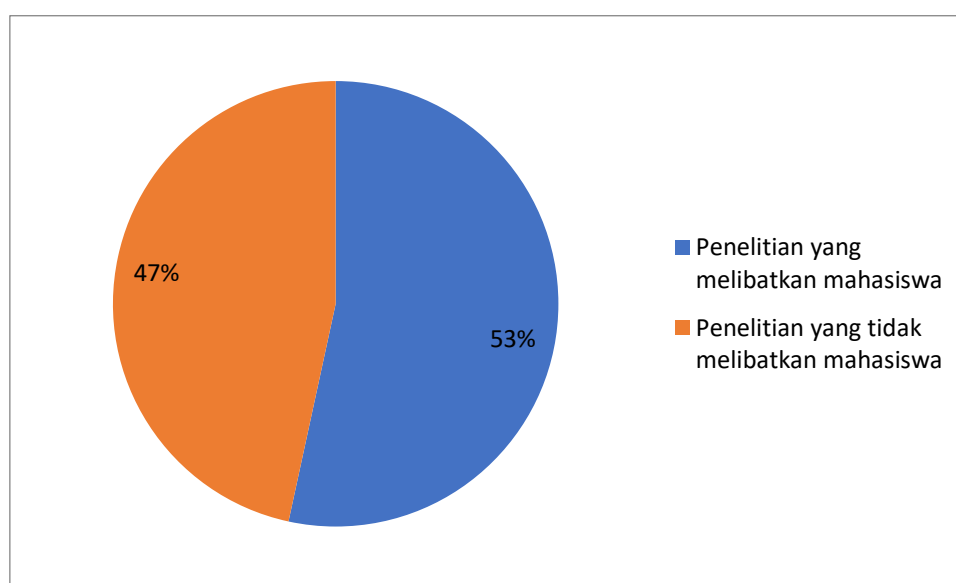
Figure 2. 37 Graph of Comparison of the Number of Research Involving Students with Non-Students

In addition to involving students, DTPS research is also a reference for theses made by students. The number of DTPS research titles that have become thesis references for the last 3 years is 35 titles or 34% of the total research titles conducted by DTPS. The following is a comparison chart of DTPS research which is a thesis reference and one that is not a thesis reference.
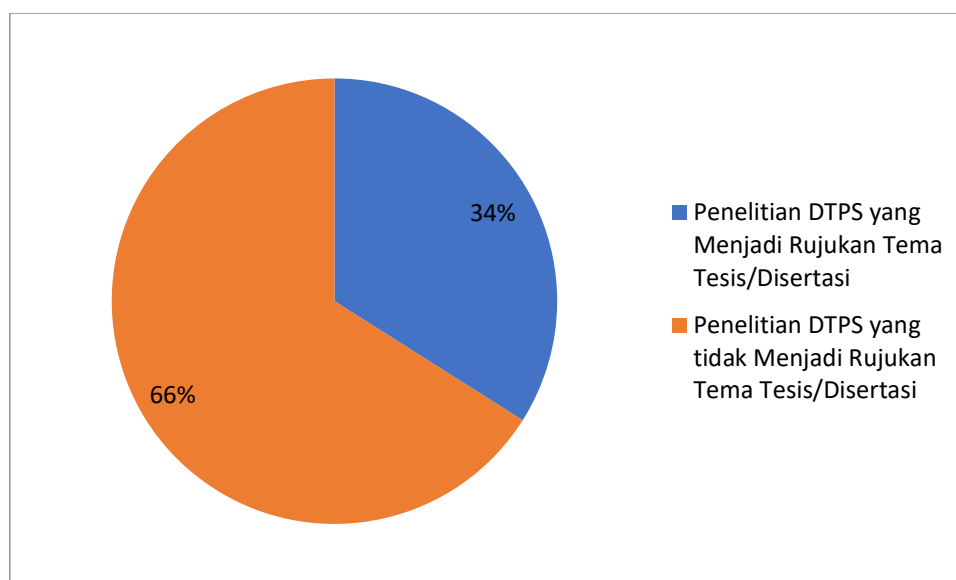

Figure 2. 38 Graph of Comparison of the Number of DTPS Research that is Referenced to Thesis/Dissertation Themes with those that are not Referred to Thesis/Dissertation Themes

The relevance of DTPS and student research is in line with the scientific development of PSMIL. The involvement of students in DTPS research activities and DTPS research as a reference for Thesis themes in the last 3 years has increased (Figure 2.9). In 2017 there were 6 studies that became the reference for thesis themes, while in 2018 there were 11 studies and in 2019 there were 18 studies.
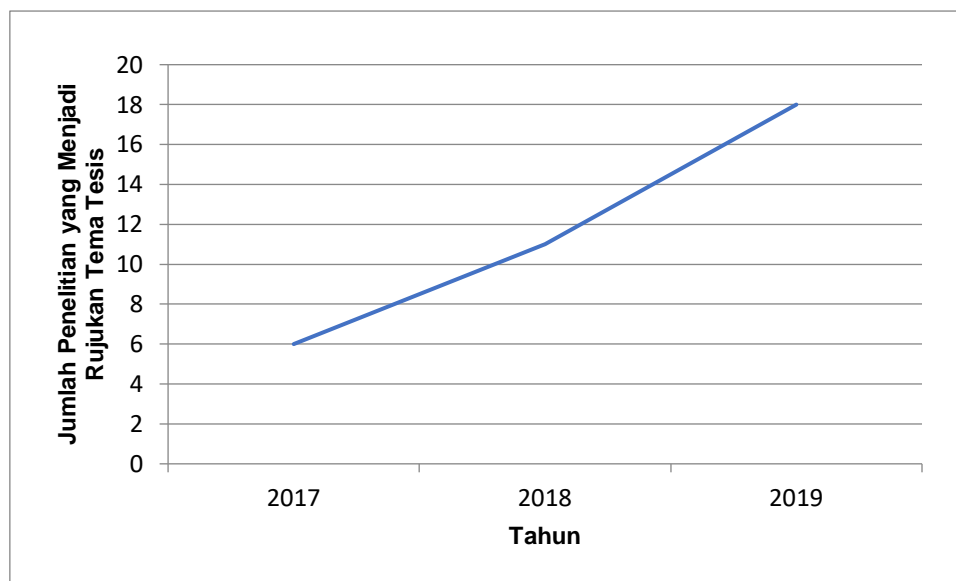
Table 2. 9 Graph of Number of Researches Referring to Thesis Themes for 2017-2019

5. **Additional Performance Indicators**

Additional performance indicators in the research process set by SPs targeted for 2019 are:

1. Increase the number of student scientific works
2. Increase the allocation of student competitive research aid funds (Internal Undip)
3. Research funded by international funding or international joint research amounted to 3
4. Research funds from international funding/international joint research amount to Rp. 900,000,000.00
5. The research collaboration with other government/private/PT institutions amounted to 53 collaborations
6. Partners in the implementation of research are 10.
7. The center of excellence/research center/pusdi/IPR center is 1
8. The title of the research funded by internal funds amounted to 12
9. Research titles funded by national funding amounted to 2
10. Scientific journals numbered 172
11. There are 23 scientific journals accredited by DIKTI
12. There are 2 scientific journals indexed by reputable international databases
13. There are 2 international seminars held
14. There are 8 national seminars held

6. **Performance Achievement Evaluation**

Evaluation of research performance achievements is presented in the following SWOT analysis:

Table 2. 10 Achievement of Research Performance Standards

Internal factors			
No	Component	Strength (S)	Weakness (W)

No	Component	Strength (S)	Weakness (W)
1	Finance	• Availability of research funds from various sources	• Research requires a lot of funds
2	Research theme	• Students are required to publish research results in scientific journals or scientific seminars	• Research themes are in great demand • Research takes a long time
3	Publication	• Research produced by lecturers and students is published in national journals, international journals, and national and international seminars	• Publication takes time

External factors			
No	Component	Opportunity (O)	Threat (T)
1	Finance	• There is funding from outside the university	• The number of competitors for research funding
2	Cooperation	• The existence of research collaboration from parties outside the university	• Many other universities compete to collaborate on research with parties outside the university
3	Publication	• There are scientific conferences or seminars held outside the university or outside the study program	• Limited quota of scientific conference or seminar participants • High publishing costs

7. Research Quality Assurance

The determination of education quality assurance is carried out by the Undip Chancellor in the Rector's Decree No. 382/UN7.P/HK/2016. Research quality assurance is carried out by the Quality Assurance Team (TPM) together with the Dean and Deputy Dean for Academic and Student Affairs. Quality assurance is guided by the Academic Quality Assurance Manual and Academic Procedure Manual in accordance with ISO 9001:2008. The following are routine tasks of the Quality Assurance Team:

1. Discussing and following up on reports from GPM (Quality Assurance Group)
2. Evaluating the study program
3. Improve and develop the learning system
4. Sending evaluation results of majors/sections/study programs to GPM (Quality Assurance Group)

Evaluation of education quality assurance is carried out based on reports on the results of the implementation of activities. After the evaluation, TPM together with the dean and vice dean of academic and student affairs provide suggestions for improvement of the problems contained in the study program.

8. User Satisfaction

The research in SPs and PSMIL is carried out by lecturers independently or with research partners. Many factors influence the implementation of the research, namely information on the rules or procedures for submitting research, mechanisms for obtaining funding, procedures for reporting research and regulations regarding research monitoring and evaluation. The level of satisfaction with the research was measured by conducting a survey in the form of a questionnaire given to the researcher and his partners. The questionnaire can be accessed on the PSMIL website. Then the data from the questionnaire will be recorded in a google document. The survey was conducted to 100 lecturers in SPs and PSMIL.

Based on a survey that has been conducted on lecturers, the results obtained are as shown in the following graph:
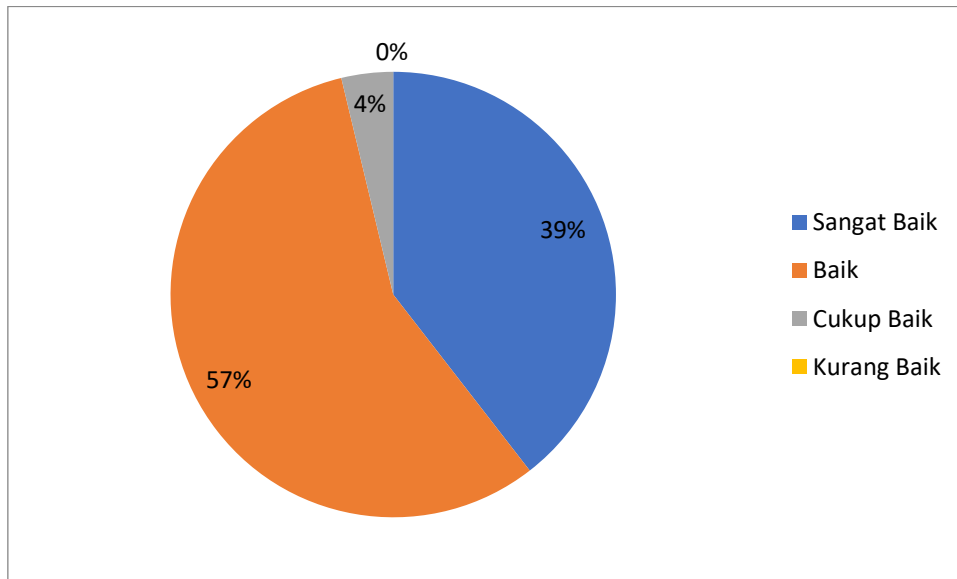

Figure 2. 39 Graph of Researcher Satisfaction Levels with Services and Research Implementation at SPs and PSMIL

In the graph, it can be seen that 39% of the total lecturers think that the service and research implementation at SPs and PSMIL is very good, another 57% think it is good, and the remaining 4% think it is quite good. So it can be concluded that most of the lecturers are satisfied with the service and research implementation at SPs and PSMIL.

Then, in addition to the level of satisfaction of researchers, the level of satisfaction of research partners was also measured. Instruments, implementation and data recording carried out are the same as those carried out on lecturers conducting research. The survey was conducted on 16 research partners. The following is a graph of the results of the survey on the satisfaction level of research partners with the services and implementation of research in SPs and PSMIL.
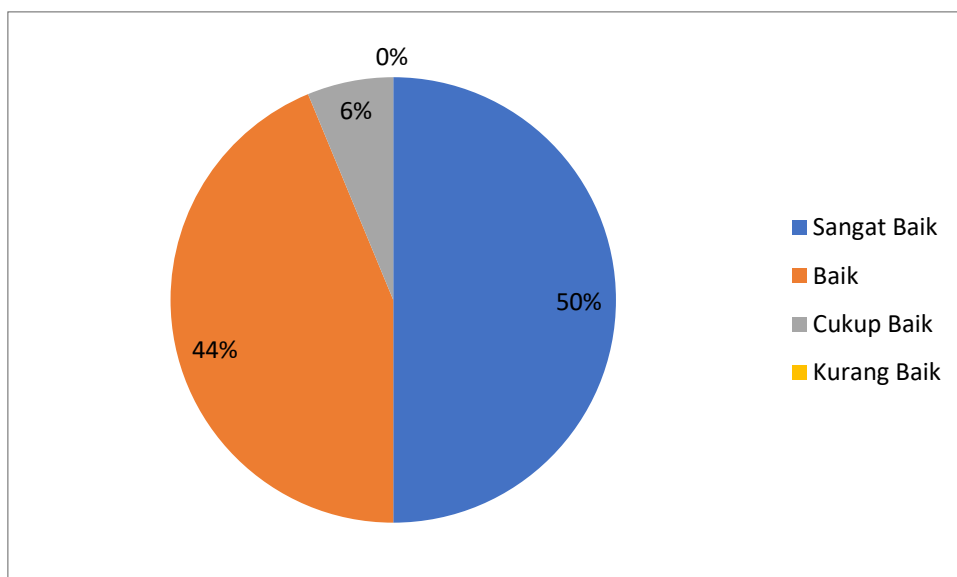
Figure 2. 40 Graph of Research Partners Satisfaction Levels with Services and Research Implementation at SPs and PSMIL

Based on the graph, as many as 50% of research partners feel that the service and research implementation is very good. 44% felt that the service and implementation of research in SPs and PSMIL was good and the remaining 6% felt that the service and implementation of research in SPs and PSMIL was quite good. So it can be concluded that most of the research partners are satisfied with the services and implementation of research in SPs and PSMIL.

9. **Conclusion of Evaluation Results and Follow-up**

Research in SPs and PSMIL is always carried out by lecturers and students. The research conducted has also been integrated with existing courses at PSMIL. Lecturers and students continue to innovate in making research with various themes and with various sources of funding, even though there is competition in obtaining research funds.

Monitoring and evaluation of research implementation is used to determine the direction of sustainability policy from the implementation of DTPS PS MIL research. Monitoring is done by looking at the number of DTPS research, the number of DTPS collaborative research, and the number of DTPS research that becomes student theses. Evaluation of the activities that have been carried out is carried out to make plans regarding the improvement of DTPS and student research in the future.

C.8. Community service

1. **Background**

Community service is one of the Tridharma of Higher Education that must be implemented. SPs perform community service with the aim of applying science and technology to the community. Community service carried out by SPs in collaboration with various partners, namely the government, community, academia, and business. The task of SPs in implementing community service is to coordinate, implement, monitor, evaluate, facilitate and control the administration of resources. Community service activities also aim to publish the research results of lecturers and students and apply them to the community.

2. **Policy**

The policy that is used as a guideline for SPs in carrying out community service is the Diponegoro University Community Service Strategic Plan 2016-2020 set by Undip. The implementation of community service has basic principles, namely based on the urgency of community needs, resource readiness, regional access, and consideration of the impact of activities and sustainability. Community service that is carried out is expected to increase knowledge, skills, welfare, dignity and worth of the community.

Community service can be categorized into 3, namely:
a. Service as a form of educational and teaching activities;
b. Service as science and technology application (Science, Technology and Arts);
c. Service as a form of cooperation with partners and across sectors.

3. **Standard Achievement Strategy**

One of the efforts developed by SPs in community service activities is to apply student research results to the community.

Through community service activities, SPs not only transfer knowledge but also provide benefits for improving community welfare. Community service activities that directly apply the results of research from students, namely the use of biogas produced from tofu processing waste. The community is equipped with the knowledge of processing biogas into a source of fuel that can be reused by the community.

4. Key Performance Indicators

The relevance of PkM DTPS in SPs is guided by the 2016-2020 Community Service Plan established by Undip. Based on these guidelines, there are several categories in the implementation of community service, namely:

1. Service as a form of educational and teaching activities
2. Service as a science and technology application (Science, Technology and Art)
3. Service as a form of collaboration with partners and across sectors

The selection of the substance of community service activities is guided by the Undip PkM Strategic Plan and is also adjusted to the mission of Diponegoro University related to community service activities, namely "Improving the quality and quantity of community service as an effort to implement and develop science, technology, and art".

5. Additional Performance Indicators

Additional performance indicators based on standards set by SPs for community service are:

1. Increased student involvement in various scientific activities and honing science and technology-based entrepreneurship
2. Increased utilization of the results of community service
3. Increasing the number of lecturers involved in community service activities with national funding
4. Increasing the number of lecturers involved in community service activities with Undip internal funds.
5. Increased access of lecturers in carrying out community service activities

6. Performance Achievement Evaluation

Analysis of the achievement of community service performance includes identification of the root of the problem, factors supporting success and inhibiting factors for achieving standards. The SWOT analysis is presented in the following table:

Table 2. 11 Achievement of Performance Standards

Internal factors			
No	Component	Strength (S)	Weakness (W)
1	Finance	• Availability of community service funds from various sources	• Community service requires a lot of funds
2	Quality and quantity of community service	• Community service carried out has various methods	• Productivity of community service by students is still low
External factors			
No	Component	Opportunity (O)	Threat (T)

1	Finance	• There is cooperation in community service from parties outside the university	• Many other universities compete for community service funds with parties outside the university
2	Quality and quantity of community service	• Universities and SPs support improving the quality and quantity of community service	• The number of students and lecturers who have other activities outside of academic activities

7. PkM Mutu Quality Assurance

PkM quality assurance is carried out by the Quality Assurance Team (TPM) together with the Dean and Deputy Dean for Academic and Student Affairs. The Quality Assurance Team is determined based on the Rector's Decree No. 382/UN7.P/HK/2016. Quality assurance is guided by the Academic Quality Assurance Manual and the Academic Procedure Manual in accordance with ISO 9001:2008. The Quality Assurance Team has routine and non-routine tasks.

Evaluation of education quality assurance is carried out based on reports on the results of the implementation of activities. After the evaluation, TPM together with the dean and vice dean of academic and student affairs provide suggestions for improvement of the problems contained in the study program.

8. User Satisfaction

The implementation of community service is carried out by DTPS in SPs and PSMIL. Community service is carried out together with partners. A survey on community service was conducted on implementers, namely DTPS and partners who collaborated with DTPS. Based on the results of a survey of DTPS in SPs and PSMIL, the results are shown in the graph below.
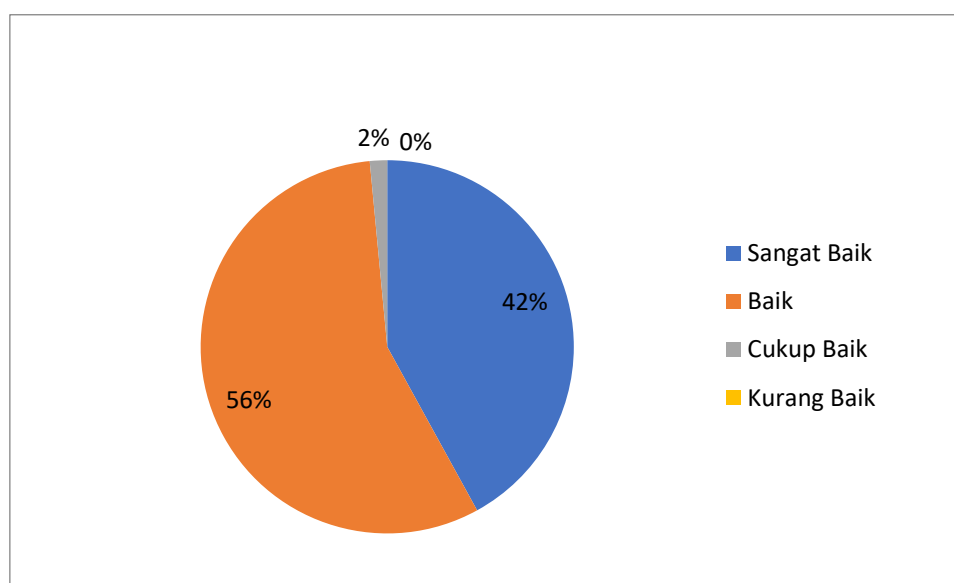

Figure 2. 41 Graph of DTPS Satisfaction Level with PkM Services and Implementation in SPs and PSMIL

Based on the graph, it can be seen that as many as 42% of DTPS felt that the service and implementation of PkM in SPs and PSMIL was very good, 56% thought it was good, and 2% thought it was quite good. So it can be concluded that most of the PkM implementers

are satisfied with the service and implementation of PkM in SPs and PSMIL. Even so, the service and implementation of PkM continues to be improved by increasing cooperation with more partners and also improving the quality of the PkM that is carried out so that it is more beneficial to the community.

Then the results of a survey of partners working together in community service showed that as many as 47% of partners felt that the service and implementation of PkM in SPs and PSMIL was very good, 50% felt it was good and the remaining 3% felt that the implementation of PkM in SPs and PSMIL was quite good. The following is a graph of the results of the survey on the satisfaction level of community service partners.
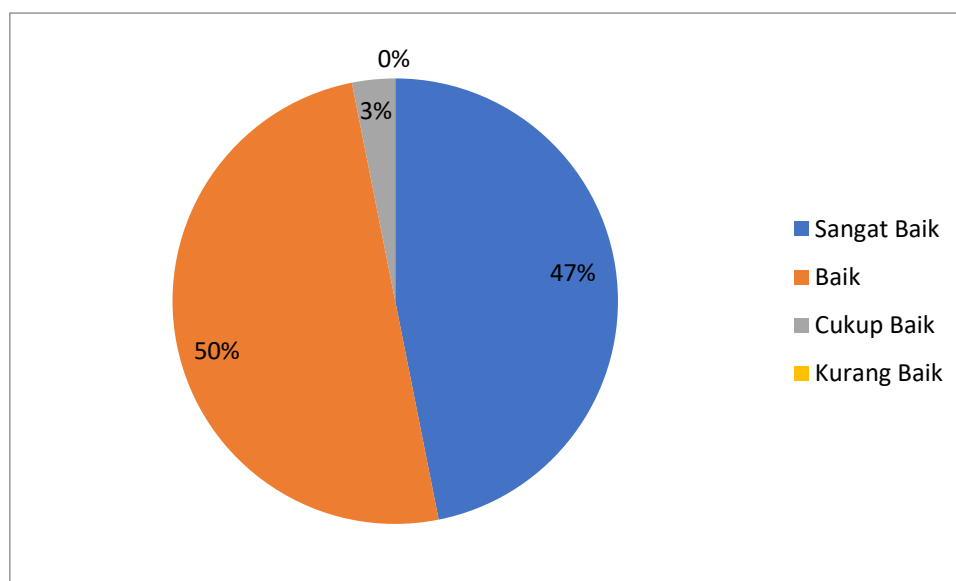

Figure 2. 42 Graph of Partner Satisfaction Levels with PkM Services and Implementation in SPs and PSMIL

9. Conclusion of Evaluation Results and Follow-up

The implementation of PkM in SPs has been going well and is carried out regularly. Every lecturer has the obligation to carry out PkM every year. Students also participate in community service carried out by study programs and lecturers. PkM partners who work with SPs come from various regions, but need to be improved again. Increased cooperation with international parties needs to be done to develop the PKM implemented.

C.9. Outcomes and Achievements of Tridharma

1. Key Performance Indicators
a) Outcomes of Dharma Pendidikan

The learning achievement of graduates in SPs and PSMIL is indicated by the GPA. The average GPA of graduates at PSMIL for the last 3 years is a benchmark for learning achievement. In 2017 the average GPA of graduates was 3.65, while in 2018 the average was 3.60 and in 2019 the average GPA was 3.63. The average GPA of graduates decreased in 2018 and increased in 2019.
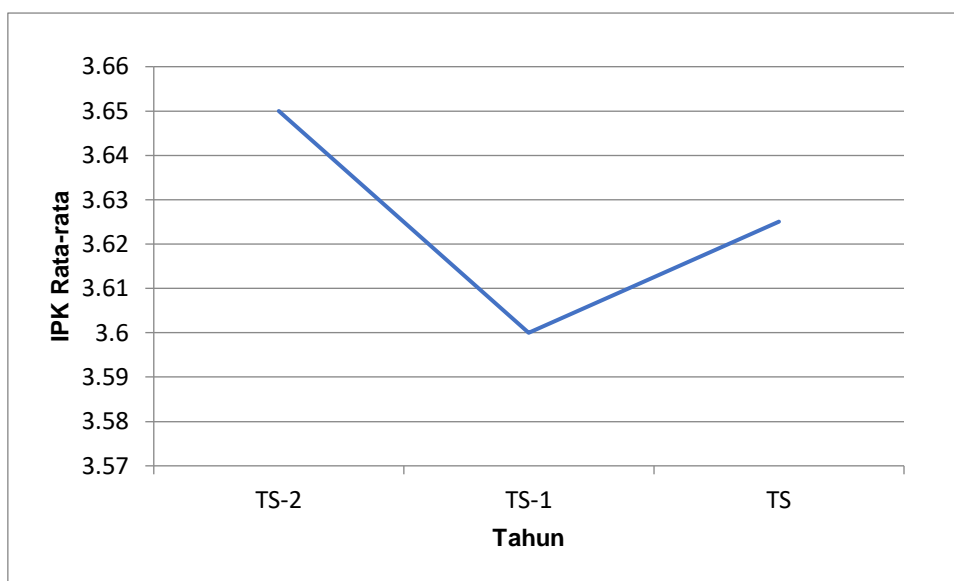
Figure 2. 43 Graph of Average GPA of PSMIL Students in 2017-2019

The achievements of PSMIL students in the academic field for the last 3 years are 4, namely 1st place for the best presenter at The 3rd International Conference on Energy, Environmental and Information System in 2018, 1st place best presenter at The 4th International Conference on Energy, Environmental and Information System, publication in the Q1 international journal, and won the 2018 Batang Regency Regional Research Competition.

The average study period for PSMIL students in 2016 was 2.3 years, in 2017 it was 1.8 years and in 2018 it was 1.7 years. So that the average study period for PSMIL students in 2016-2019 is 1.9, this figure is in the ideal graduation time range of 1.5-2.5 years. The effectiveness and productivity of PS MIL students' education is quite good as evidenced by the relatively fast average study period of 1.9 years. With a 100% on-time graduation percentage and study success reaching 67%.
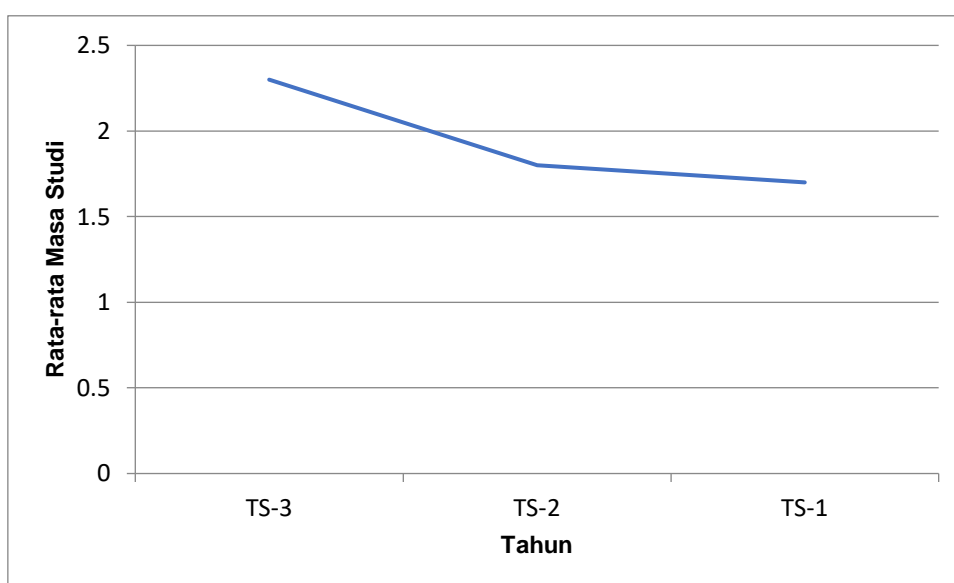

Figure 2. 44 Graph of Average Study Period for PSMIL Students in 2017-2019

The following is the average percentage of student study success at PSMIL during 2016-2018. In 2016, 55 students entered and 40 students graduated until 2019. In 2017, there were 22 students accepted by PSMIL and 20 students who graduated until 2019. Meanwhile, in 2018, the number of students accepted by PSMIL was 36 students and 13 students graduated until 2019. The percentage of study success in each year is 73% in 2016, 91% in 2018 and 36% in 2018. So the average percentage of student study success is 67%.
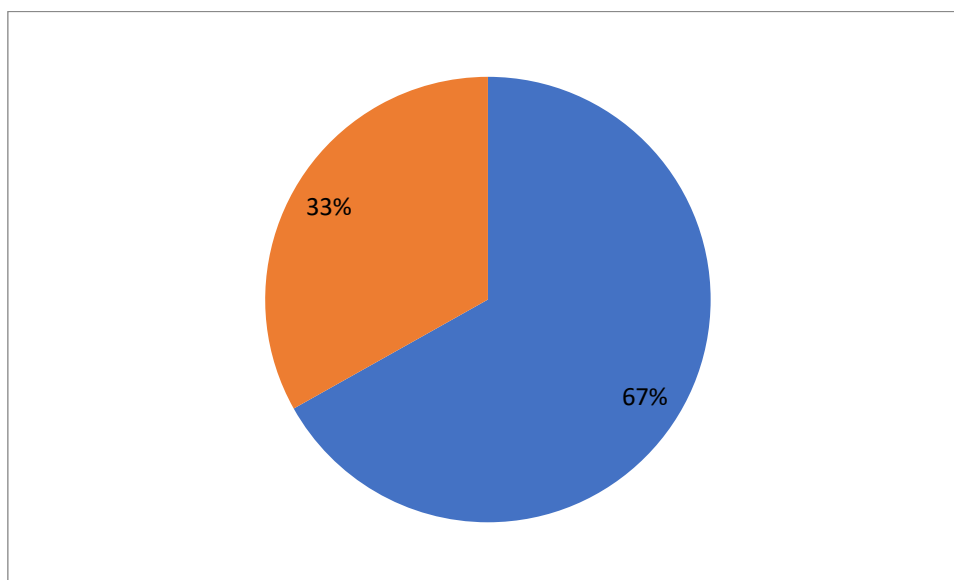

Figure 2. 45 PSMIL Student Study Success Percentage Graph

The PSMIL tracer study is carried out through questionnaires filled out by graduates or alumni. PSMIL traces graduates by creating a questionnaire containing questions that can be accessed on the PSMIL website. Based on the data obtained from the questionnaire, it can be seen the number of tracked PSMIL graduates. The level of suitability of the graduate work field is depicted in Figure 2.46. As many as 72% of graduates have a moderate suitability of the field of work, 34% of graduates have a high suitability of the field of work and as many as 14% of graduates have a low suitability of the field of work.

Furthermore, the results of the questionnaire were analyzed and used as evaluation material for PSMIL. The suitability of the graduate work field when getting a job with PSMIL alumni is very high because most of the students are workers sent by their respective agencies.
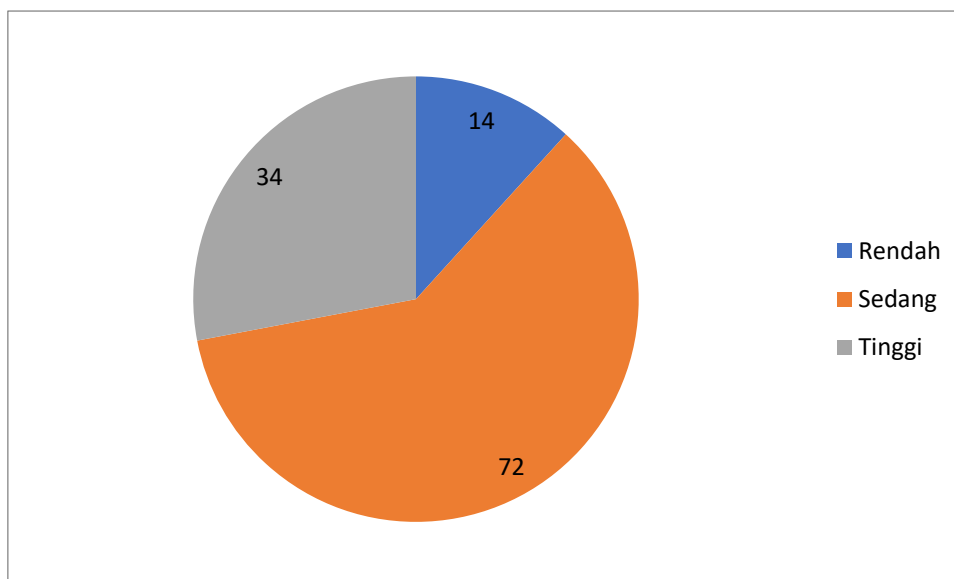
Figure 2. 46 Graph of Tracked Number of Graduates with Level of Suitability for Field of Work

Users of graduates or places where graduates from PSMIL work are one of the parties surveyed to determine the quality of graduates. The level of satisfaction of graduate users is measured by conducting a survey of graduate users. Aspects measured in this survey are ethics, expertise in the field of science, foreign language skills, use of information technology, communication skills, cooperation and self-development. Based on the survey conducted, the results are shown in Figure 2.47. Based on the average of all measured aspects, the number of graduate users who think the quality of PSMIL graduates is very good is 76%, while 19% are of good opinion and 5% are of good opinion.
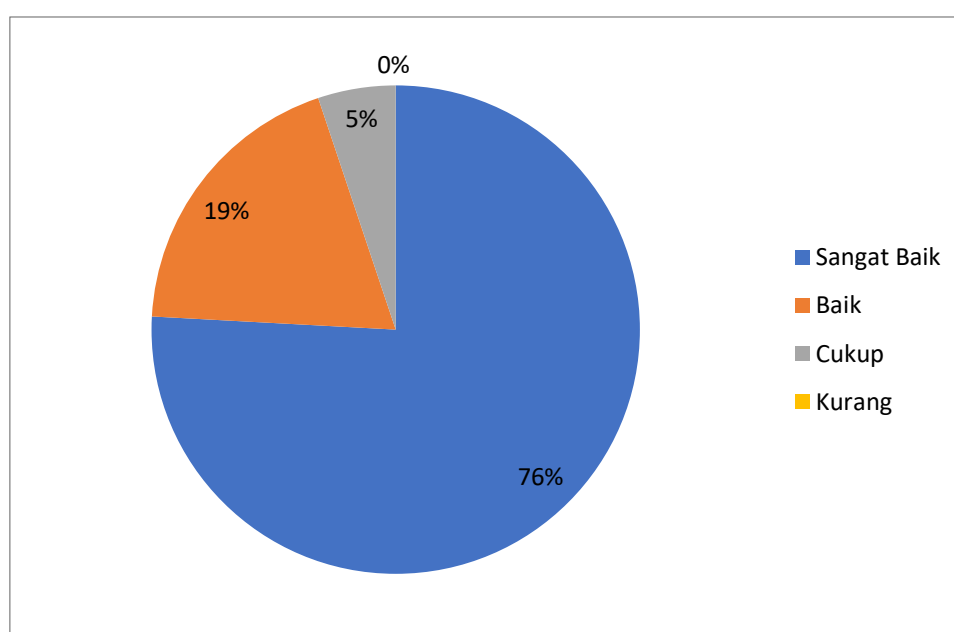

Figure 2. 47 Graph of the Percentage Level of Graduate User Satisfaction

b) Outcomes of Dharma Research and Community Service

One of the outputs of dharma research by students is publication. PSMIL students are required to publish at least 2 research results. Based on 2017-2019 data, the number of publications by PSMIL students is 175 publications. The publications consist of various types, namely publications in accredited national research journals, international research journals, reputable international research journals, national seminars and international seminars. There are 1 publications in accredited national research journals, 11 publications in international research journals, 17 publications in reputable international journals, 15 publications at national seminars, and 131 publications in international seminars. These publications are student scientific publications produced independently or with DTPS. The following is a graph of the number of student scientific publications by type.
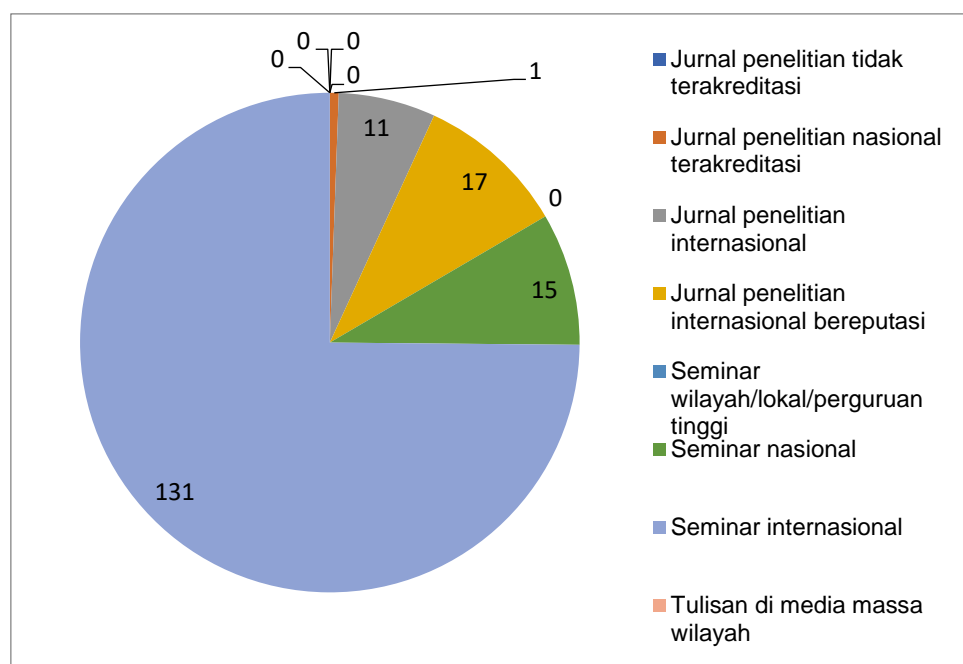

Figure 2. 48 Graph of Number of Student Publications by Type of Publication

The published scientific works of students receive citations from other researchers. The scientific works of students cited for the last 3 years, namely 2017-2019, amounted to 36 titles with a total of 156 citations.
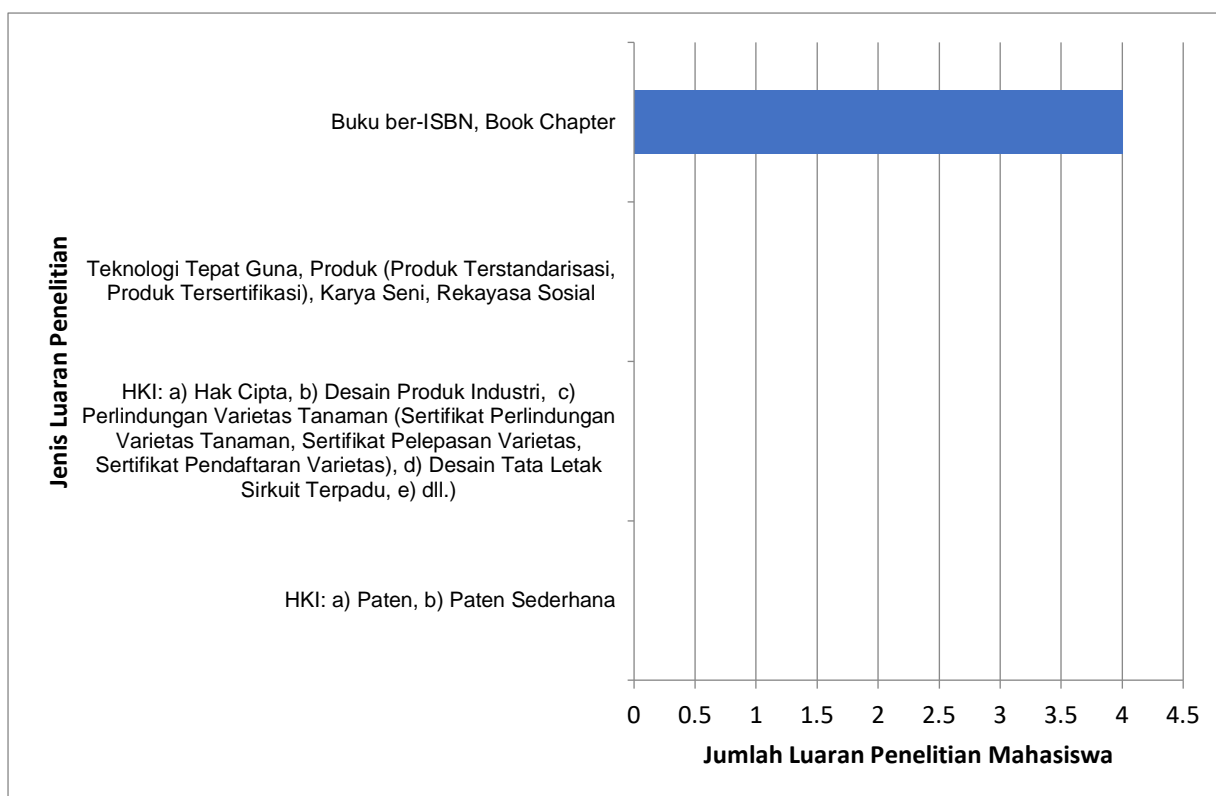
Figure 2. 49 Graph of Number of Student Research Outcomes by Type

2. **Additional Performance Indicators**

   Additional performance indicators based on standards set by SPs with targets in 2019 are:
   1. 33 publications in reputable international journals
   2. Publications in international journals are 18
   3. Publications in accredited national journals/internationally reputable are 94
   4. Publications in national journals (not reputable) are 80
   5. Publications in international proceedings totaled 18
   6. Publications in national proceedings totaled 49
   7. Intellectual Property Rights (IPR) amounted to 5
   8. Appropriate Technology Packages totaling 5

3. **Performance Achievement Evaluation**

   Performance achievement should be measured by SWOT analysis which is presented in the following table:

Table 2. 12 Achievement of Performance Standards

Internal factors			
No	**Component**	**Strength (S)**	**Weakness (W)**
1	Publication rate	Publications to reputable international journals	The number needs to be increased
2	Publication type	Publication is carried out on various types of publications	There are no publications on articles in the mass media media
3	Quantity and quality	High quantity of international publications	The quantity of each type of publication is different
External factors			

No	Component	Opportunity (O)	Threat (T)
1	Publication rate	The number of seminars that publish the results at the international level is reputable	The number of competitors participating in the seminar
2	Publication type	The number of facilities that provide various types of publications	The level of difficulty in publishing scientific papers is different for each type
3	Quantity and quality	Students are required to publish research results	Limited study period

4. Outcome Quality Assurance and Achievement of Tridharma

PkM quality assurance is carried out by the Quality Assurance Team (TPM) together with the Dean and Deputy Dean for Academic and Student Affairs. The Quality Assurance Team is established based on the Rector's Decree No. 382/UN7.P/HK/2016. Quality assurance is guided by the Academic Quality Assurance Manual and the Academic Procedure Manual in accordance with ISO 9001:2008.

Evaluation of education quality assurance is carried out based on reports on the results of the implementation of activities. After the evaluation, TPM together with the dean and vice dean of academic and student affairs provide suggestions for improvement of the problems contained in the study program.

5. User Satisfaction

Measurement of satisfaction with the performance of graduates is also carried out to users of graduates from the MIL study program. The aspects measured are ethics, expertise in the field of science (main competencies), foreign language skills, use of information technology, communication skills, cooperation, and self-development of graduates of the MIL study program. The following is a graph of the level of graduate user satisfaction with graduates.
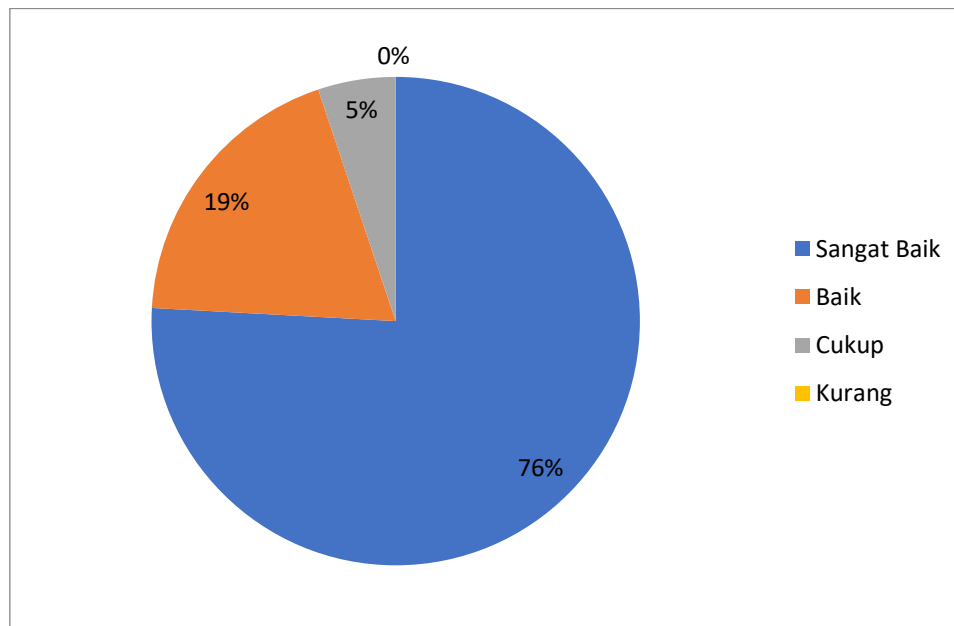

Figure 2. 50 Graph of Graduate User Satisfaction with Graduate Performance

Based on the survey conducted, it was found that the level of user satisfaction on the ethical aspect was 75% of graduate users who thought it was very good, 23% good, 2% quite

good, 0% not good. In the aspect of expertise in the field of science (main competence) the results obtained 73% opinion very good, 24% good, 3% quite good and 0% not good. Meanwhile, in foreign language skills, according to graduate users, 79% are able to speak foreign languages very well, 16% are good, 5% are quite good and 0% are not very good. Then in the use of information technology, graduate users think that 80% of graduates use information technology very well, 19% are good, 1% are quite good and 0% are not. The next aspect is the ability to communicate, as many as 76% think very well, 21% good, 3% quite good and 0% not good. In the aspect of cooperation, the results obtained are as many as 71% of graduate users think that the graduates of the study program are very good in cooperation, 17% are good, 12% are quite good and 0% are not good. The last aspect that is measured is self-development, according to graduate users, as many as 77% of graduates of the MIL study program have very good self-development, then 13% are good, 10% are quite good and 0% are not good. Based on these results, it was found that the average level of satisfaction of graduate users was that 75.9% of graduate users thought it was very good, 19% was good, 5.1% was quite good and 0% was not good. So it can be concluded that the majority of graduate users are satisfied with graduates. The last aspect that is measured is self-development, according to graduate users, as many as 77% of graduates of the MIL study program have very good self-development, then 13% are good, 10% are quite good and 0% are not good. Based on these results, it was found that the average level of satisfaction of graduate users was that 75.9% of graduate users thought it was very good, 19% was good, 5.1% was quite good and 0% was not good. So it can be concluded that the majority of graduate users are satisfied with graduates. The last aspect that is measured is self-development, according to graduate users, as many as 77% of graduates of the MIL study program have very good self-development, then 13% are good, 10% are quite good and 0% are not good. Based on these results, it was found that the average level of satisfaction of graduate users was that 75.9% of graduate users thought it was very good, 19% was good, 5.1% was quite good and 0% was not good. So it can be concluded that the majority of graduate users are satisfied with graduates. 1% is quite good and 0% is not good. So it can be concluded that the majority of graduate users are satisfied with graduates. 1% is quite good and 0% is not good. So it can be concluded that the majority of graduate users are satisfied with graduates.

In addition to graduate users, a survey on the level of satisfaction of graduates was also conducted for partners who collaborated with SPs and PSMIL. The mechanism used is a questionnaire given to respondents, namely partners. Based on the survey conducted, the results are shown in the graph below.
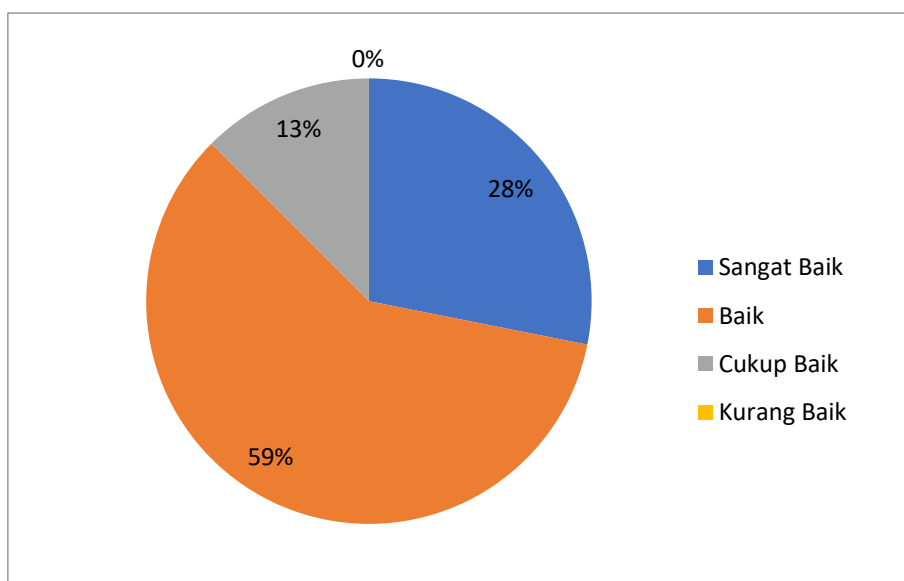
Figure 2. 51 Graph of Partner Satisfaction Level of Graduate Performance

Based on the graph, 28% of partners feel that the performance of graduates is very good, 59% feel that the performance of graduates is good, and the remaining 13% feel that the performance of graduates is quite good. So it can be concluded that most partners feel that the performance of graduates is good.

6. Conclusion of evaluation results and follow-up

Tridharma's output on PSMIL has shown good results. In relation to education, the average learning achievement of PSMIL graduates has a GPA above 3.50 with an average study period of 1.8 years. While the achievements of PSMIL graduates are related to research, each graduate has at least two publication articles in international journals or indexed proceedings. PSMIL students are also actively involved in research and lecturer service. The tridharma output that has been produced by DTPS MIL and students that still needs to be improved is appropriate technology. Improving the outcome of tirdharma is done by increasing the quality and quantity of research conducted.

D. ANALYSIS AND DETERMINATION OF DEVELOPMENT PROGRAM MANAGEMENT UNITS RELATED TO ACCREDITED STUDY PROGRAMS

1. Analysis of Performance Achievements

The aspects between the evaluated criteria include the completeness, breadth, depth, accuracy, and sharpness of the analysis to identify the root of the problem supported by reliable and adequate data/information and consistent with the results of the analysis presented on each of the criteria above.

2. SWOT Analysis or Other Relevant Analysis

The accuracy of identifying the strengths or driving factors, weaknesses or inhibiting factors, opportunities and threats faced in relation to the results of the analysis of performance achievements. The identification results are analyzed to determine the

position of UPPS and accredited study programs, as well as being the basis for obtaining alternative solutions and determining development programs.

3. Development Strategy

The ability of UPPS in determining strategies and development programs based on priorities in accordance with the overall capacity, needs, and VMT of UPPS, especially the development of accredited study programs.

4. Sustainability Program

Mechanisms to guarantee the sustainability of the development program and the resulting good practices, as well as guarantee the availability of resources to support program implementation, including a sustainable quality assurance plan.

CHAPTER III. CLOSING

This section contains a description containing the final conclusions of the Self-Evaluation Report.

ATTACHMENT
Submitted as a separate document