

**ACADEMIC YEAR  
2024/2025**



# **INTERNAL QUALITY AUDIT REPORT INFORMATION TECHNOLOGY EDUCATION STUDY PROGRAMME**



**LEMBAGA PENJAMINAN MUTU  
UNIVERSITAS PGRI SEMARANG**

*Melaju dengan Mutu*

**INTERNAL QUALITY AUDIT REPORT  
(AMI) ACADEMIC YEAR 2024/2025  
INFORMATION TECHNOLOGY EDUCATION  
STUDY PROGRAMME**



By the Auditor:

1. Dr Arri Handayani, B.Psych., M.Sc
2. Setyoningsih Wibowo, ST., M.Kom


**QUALITY ASSURANCE  
INSTITUTE, UNIVERSITAS  
PERSATUAN GURU REPUBLIK  
INDONESIA SEMARANG  
2025**

## FOREWORD

In accordance with Law No. 12 of 2012, Chapter III on Quality Assurance, SPMI management comprises Standard Setting (P), Standard Implementation (P), Evaluation of Standard Implementation (E), Control of Standard Implementation (P), and Improvement of Higher Education Standards (P). The five stages in SPMI management are known as the PPEPP cycle. In accordance with Ministry of Research, Technology and Higher Education Regulation No. 62 of 2016, Article 5, the evaluation referred to in the PPEPP cycle is carried out through an Internal Quality Audit.

Internal Quality Audit (AMI) is a systematic, independent, and documented testing process to ensure that activities at Universitas Persatuan Guru Republik Indonesia Semarang are carried out in accordance with procedures and that the results meet the standards to achieve the institution's objectives. Thus, AMI is a highly strategic stage in the quality development of Universitas Persatuan Guru Republik Indonesia Semarang, particularly for continuous quality improvement.

Semarang, 27<sup>th</sup> October 2025  
Chair of the LPM,



Drs. Ary Susatyo Nugroho, M.Si

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## **PROCEDURES FOR CONDUCTING AN INTERNAL QUALITY AUDIT**

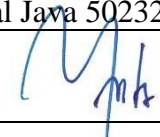
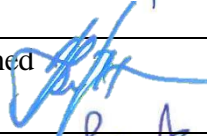

1. The LPM draws up the AMI implementation programme
2. The LPM submits the AMI schedule to the auditee and the auditor no later than 2 days after the programme has been drawn up
3. The auditee downloads the Standard Compliance Form from SIJITU (Form 1)
4. The auditee must complete and upload the Standard Achievement Evaluation Results Form, together with supporting documents, to SIJITU and report to the LPM no later than two weeks after receiving the AMI schedule
5. The LPM assigns a validator to validate the completed Standard Achievement Evaluation Results Form and report back to the LPM (Form 2)
6. The LPM assigns an auditor to assess the Standard Achievement Evaluation Results Form no later than 2 days after the auditee has completed and uploaded the form.
7. The auditor downloads the Standard Achievement Evaluation Results Form via SIJITU and conducts an independent assessment within one week of receiving the assignment from the LPM
8. Auditors 1 and 2 confirm (in the event of a split score) (Form 3)
9. The LPM draws up a field audit schedule for all auditors
10. The LPM instructs the auditor to carry out a field audit.
11. Conduct of the on-site audit. The auditor prepares the Audit Report and Audit Findings and submits them to the auditee. (Forms 4, 5 and 6)
12. Grace period for re-verification with the auditee online (maximum 5 working days)
13. The auditor prepares the audit report and findings if re-verification takes place (Forms 7 and 8)
14. The auditor uploads the field audit results to SIJITU no later than 1 week after the audit is conducted.
15. The auditor compiles the field audit report and submits it to the LPM.
16. Validation of AMI forms and reports by the LPM
17. The LPM uploads the AMI results to the LPM website so that the auditee can view them.
18. The LPM reports the AMI results to the Rector

## SUMMARY

The Internal Quality Audit (AMI) for the 2024/2025 academic year was an evaluation of the performance of the Information Technology Education Study Programme Universitas Persatuan Guru Republik Indonesia Semarang, conducted on 14<sup>th</sup> October 2025 by a team of auditors from the LPM, and re-verified on 20 October 2025. This report presents the AMI results, the findings of the IQA and recommendations for improvement, requests for corrective action (RCA), conclusions, and, not to be forgotten, supporting appendices containing scans of the physical documents resulting from the IQA. Based on the AMI results within the Study Programme, several findings and recommendations for improvement were identified, including: (1) Completing documentation; in almost all points, the required documents and document links were missing, and some document links were inaccessible; (2) Increasing student activities/engagement; (3) Enhancing student recruitment activities; (4) Enhancing international cooperation; (5) Enhancing research. The conclusions from the AMI activities in the Information Technology Education Study Programme are as follows: 1) Documentation system: complete/incomplete \*and structured/less structured \*to support the Internal Quality Assurance System (SPMI); 2) The work unit has/has not \*consistently and sustainably implemented the internal SPMI, and it is well-documented; 3) Corrective Action Requests (CARs) from the previous year have/have not \* been followed up; 4) Findings during this audit period are of a minor/major nature \*.

\*) Delete as appropriate

## I. INTRODUCTION

|                         |   |  |
|-------------------------|---|--|
| Department              | Information Technology Education Programme  |  |
| Address                 | Jl. Sidodadi Timur, Jalan Dokter Cipto No. 24, Karangtempel, Semarang Timur District, Semarang City, Central Java 50232 |  |
| Head of Study Programme | Wijayanto, ST., M.Kom.  | Signed  |
| Audit Date              | 14 October 2025   |  |
| Chair of the Auditors   | Dr Arri Handayani, S.Psi., M.Si.  | Signed  |
| Auditee                 | Setyoningsih Wibowo, ST., M.Kom   | Signed  |

## II. AUDIT OBJECTIVES

Tick (✓) as applicable

|  | Yes | No |
|--|-----|----|
| a. Ensure that findings/corrective action plans from previous year's audit cycle have been followed up.  | ✓   |    |
| b. Ensuring the alignment of the direction and implementation of the Study Programme's quality assurance with the Academic Documents and Quality Documents | ✓   |    |
| c. Assessing the Study Programme's readiness to implement the Accreditation Programme  | ✓   |    |
| d. Ensuring the smooth implementation of the management of the Study Programme   | ✓   |    |
| e. Identifying opportunities for quality improvement in the study programme  | ✓   |    |
| f. Other objectives, please specify:   |     |    |

### **III. SCOPE OF THE AUDIT**

1. Educational Standards
  - a. Graduate Competency Standards
  - b. Curriculum Content Standards
  - c. Learning Process Standards
  - d. Learning Assessment Standards
  - e. Standards for Lecturers and Educational Staff
  - f. Learning Facilities and Infrastructure Standards
  - g. Learning Management Standards
  - h. Learning Funding Standards
2. Research Standards
  - a. Research Output Standards
  - b. Research Content Standards
  - c. Research Process Standards
  - d. Research Assessment Standards
  - e. Researcher Standards
  - f. Research Facilities and Infrastructure Standards
  - g. Research Management Standards
  - h. Research Funding and Financing Standards
3. Community Service Standards
  - a. Community Service Output Standards
  - b. Standards for the Content of Community Service
  - c. Standards for the Process of Community Service
  - d. Standards for the Assessment of Community Service
  - e. Standards for the Implementation of Community Service
  - f. Standards for Facilities and Infrastructure for Community Service
  - g. Standards for the Management of Community Service
  - h. Funding and Financing Standards for Community Service
4. Additional Standards
  - a. Standards for the vision, mission, objectives and targets of faculties and study programmes
  - b. Governance and Administration Standards
  - c. Admissions Standards
  - d. Student Services Standards

- e. Institutional collaboration standards
- f. Laboratory standards
- g. Student and alumni standards
- h. Programme Outcomes Standards
- i. MBKM Standards
- j. Role Model Standards
- k. Welfare Standards

**AUDIT FINDINGS FORM**  
**INTERNAL QUALITY AUDIT UNIVERSITAS PERSATUAN**  
**GURU REPUBLIK INDONESIA SEMARANG**  
**ACADEMIC YEAR 2024/2025**

**I. Non-conformity**

| <b>No. Indicator</b> | <b>Indicator</b>  | <b>Finding</b>   |
|----------------------|---|--|
| 1                    | Consistency with the results of the SWOT analysis and/or other analyses, as well as future development plans.   | Key Findings:<br>Evidence of links not complying with regulations                              |
| 2                    | Comprehensiveness of information in the profile and consistency between the profile and the data and information provided under each criterion, as well as demonstrating a conducive environment for development and reputation as a reference in its field of expertise. | Major Findings:<br>Evidence of links does not comply with the requirements                     |
| 3                    | Alignment of the Vision, Mission, Objectives and Strategy (VMTS) of the Programme Management Unit (UPPS) with the VMTS of the Higher Education Institution (HEI) and the academic vision of the Study Programme (SP) it manages.  | Major Findings:<br>Evidence of non-compliance with regulations                                 |
| 4                    | Mechanisms and stakeholder involvement in the formulation of the UPPS VMTS.   | Major Findings:<br>(1) guidelines used in 2014<br>(2) No report on the development of the VMTS |
| 5                    | Strategies for achieving objectives were developed based on systematic analysis, and their implementation was subject to monitoring and evaluation with follow-up actions.  | Minor Findings:<br>Approval by the dean only   |

|   |  |  |
|---|--|--|
| 6 | <p>A. The completeness of the organisational structure and the effectiveness of the organisation's operations.</p> <p>B. The implementation of good governance and the fulfilment of the five pillars of the governance system, which include:</p> <ol style="list-style-type: none"> <li>1) Credibility</li> <li>2) Transparency</li> <li>3) Accountable</li> <li>4) Responsible</li> <li>5) Fair.</li> </ol> | <p>Key Findings:</p> <ol style="list-style-type: none"> <li>(1) No year-end report</li> <li>(2) Supporting evidence is inconsistent</li> </ol> |
|---|--|--|

| No Indicator | Indicator   | Findings   |
|--------------|---|--|
| 7            | <p>A. Commitment of UPPS leadership.</p> <p>B. Capabilities of UPPS leadership, covering the following aspects:</p> <ol style="list-style-type: none"> <li>1) planning,</li> <li>2) organisation,</li> <li>3) staffing,</li> <li>4) implementation,</li> <li>5) control and supervision, and</li> <li>6) reporting, which forms the basis for follow-up action.</li> </ol>  | <p>Major Findings:</p> <p>Supporting evidence is inconsistent.</p> <p>All evidence numbers are identical</p> |
| 8            | <p>Quality, benefits, satisfaction and sustainability of educational, research and community engagement (PkM) collaborations relevant to the study programme. The UPPS possesses valid evidence that existing collaborations have fulfilled the following three aspects:</p> <ol style="list-style-type: none"> <li>1) providing benefits to the study programme in fulfilling the learning, research and community engagement processes;</li> <li>2) enhancing the performance of the three pillars of higher education and the supporting facilities of the study programme;</li> <li>3) ensuring satisfaction among industry partners and other collaboration partners, as well as guaranteeing</li> </ol> | <p>Major Findings:</p> <p>There is only a list of collaborations</p>   |

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|    | the sustainability of the collaboration and its outcomes.  |  |
| 10 | Exceeding the SN-DIKTI (additional performance indicators) set by the UPPS for each criterion.   | Major Findings:<br>Supporting evidence is not in accordance                      |
| 11 | Analysis of the success and/or failure in achieving the performance targets set by the institution, which must meet the following two aspects:<br>1) performance achievements must be measured using appropriate methods, and the results analysed and evaluated, and<br>2) the analysis of performance achievements includes the identification of root causes, factors contributing to success and factors hindering the achievement of standards, | Major Findings:<br>There is only the AMI; there is no faculty end-of-year report |

| No Indicator | Indicator   | Finding |
|--------------|---|---------|
|              | and a brief description of the follow-up actions to be taken. |         |

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| 12 | <p>Implementation of the Internal Quality Assurance System (academic and non-academic), evidenced by the presence of 5 aspects:</p> <ol style="list-style-type: none"> <li>1) legal documents establishing the quality assurance implementation units.</li> <li>2) availability of quality documents: SPMI policies, SPMI manuals, SPMI standards, and SPMI forms.</li> <li>3) the implementation of the quality assurance cycle (PPEPP cycle).</li> <li>4) Valid evidence of the effectiveness of quality assurance implementation.</li> <li>5) the use of external benchmarking in quality improvement.</li> </ol> | <p>Major Findings:<br/>There is only a Dean's Decree regarding the quality assurance team</p> |
| 14 | <p>Recruitment methods and the rigour of the selection process.</p>  | <p>Key Findings:<br/>Low number of students passing the selection process</p>                 |
| 15 | <p>A. The study programme accepts up to five times the number of prospective students compared to the programme's capacity.<br/>B. The study programme has clear administrative data and is supported by evidence of the presence of in the programme.</p>   | <p>Major Findings:<br/>Insufficient student intake capacity</p>                               |
| 16 | <p>A. Availability of student services in the areas of:<br/>1) reasoning, interests and talents, 2) well-being (guidance and counselling, scholarship services, and health services), and 3) career guidance and entrepreneurship.<br/>B. Access to and quality of student services.</p>   | <p>Key Findings:<br/>Evidence uploaded does not comply with regulations</p>                   |
| 25 | <p>DTPS research activities relevant to the field of study over the last 3 years.</p>  | <p>Major Findings:<br/>There is a severe lack of DTPS research activities relevant to</p>     |

| No<br>Indicator | Indicator   | Findings  |
|-----------------|---|---|
|                 |   | fields of study over the last three years   |
| 31              | <p>A. Qualifications and adequacy of support staff based on their job type (administration, librarians, technicians, etc.)<br/> Note: The assessment of adequacy is not determined solely by the number of support staff; the availability and utilisation of information technology and computers in administrative processes may be taken into account when assessing the effectiveness of work and the need for support staff.</p> <p>B. Qualifications and adequacy of laboratory assistants to support the learning process in accordance with the needs of the study programme.</p> | <p>Major Findings:<br/> No performance evaluation reports for educational staff</p>   |
| 32              | Educational operating costs.  | <p>Major Findings:<br/> Operational costs were requested, not renovation costs</p>  |
| 36              | Sufficient funding to ensure the achievement of learning outcomes.  | <p>Major Findings:<br/> (1) no evidence</p>   |
| 37              | Adequacy, accessibility and quality of facilities and infrastructure to ensure the achievement of learning outcomes and enhance the academic atmosphere.  | <p>Minor Findings:<br/> No SOPs and logbooks</p>  |
| 38              | <p>A. Stakeholder involvement in the curriculum evaluation and updating process.</p> <p>B. B. Alignment of learning outcomes with graduate profiles and KKNI/SKKNI levels.</p> <p>C. C. The appropriateness of the curriculum structure in the formulation of learning outcomes.</p>  | <p>Major Findings:<br/> (1) No curriculum review by experts<br/> (2) There is no supporting evidence for the programme's curriculum</p> |

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| 39 | Fulfilment of the characteristics of the learning process, comprising the following features: 1) interactive, 2) holistic, 3) integrative, 4) scientific, 5) contextual, 6) thematic, 7) effective, | Major Findings:<br>No reports on the implementation of learning activities prepared by lecturers in collaboration with the Head of Programme |
|----|---|--|

| No Indicator | Indicator  | Findings                                    |
|--------------|--|---|
|              | 8) collaborative, and 9) student-centred.  |   |
| 40           | A. Availability and completeness of the semester learning plan (RPS) documents<br>B. The depth and breadth of the RPS are in line with graduate learning outcomes. | Minor Findings:<br>No report on RPS updates |

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| 41 | <p>A. Forms of interaction between lecturers, students and learning resources</p> <p>B. Monitoring of the alignment of the process with the learning plan</p> <p>C. Learning processes related to research must comply with the Higher Education Research Standards:<br/> 1) research outcomes: must contribute to the development of science, technology, engineering and mathematics (STEM), improve public welfare, and enhance national competitiveness. 2) research content: must meet the depth and breadth of research material in line with learning outcomes. 3) research process: must cover planning, implementation and reporting. 4) research assessment must fulfil the principles of educational value, objectivity, accountability and transparency</p> <p>D. The learning process associated with Community Engagement (PkM) must comply with the Higher Education Directorate General's (SN Dikti) guidelines for PkM: 1) PkM outcomes: must contribute to the development of science, technology, and innovation (IPTEKS), improve community welfare, and enhance national competitiveness. 2) PkM content: must ensure the depth and breadth of PkM material align with learning outcomes. 3) PkM process: must encompass planning, implementation, and reporting. 4) PkM assessment must incorporate educational, objective, accountable, and</p> | <p>Major Findings:<br/> (1) No reports on the implementation of learning have been compiled by lecturers in collaboration with the head of the study programme<br/> (2) No evidence of course summaries integrated with research, PKM and course syllabuses integrated with research and PKM</p> |
|----|--|--|

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|  | <p>transparent elements.</p> <p>E. Alignment of teaching methods with learning outcomes</p> |  |
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| <b>No Indicator</b> | <b>Indicator</b>  | <b>Findings</b> |
|---------------------|---|-----------------|
|                     | <p>learning. Examples: RBE (research-based education), IBE (industry-based education), teaching factory/teaching industry, etc.</p> |                 |

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| 42 | Learning delivered in the form of practical sessions, studio practice, workshop practice, or field practice.   |  |
| 44 | <p>A. The quality of the implementation of learning assessment (student learning processes and outcomes) to measure the achievement of learning outcomes based on assessment principles that include: 1) educational, 2) authentic, 3) objective, 4) accountable, and 5) transparent, carried out in an integrated manner.</p> <p>B. The implementation of assessment consists of assessment techniques and instruments.<br/>Assessment techniques consist of:<br/>1) observation, 2) participation, 3) demonstration of work, 4) written tests, 5) oral tests, and 6) questionnaires.<br/>Assessment instruments consist of: 1) process assessment in the form of a rubric, and/or; 2) outcome assessment in the form of a portfolio, or 3) design work.</p> <p>C. The assessment process includes the following elements: 1) having an assessment plan in place, 2) conducting assessments in accordance with the plan or agreement, 3) providing feedback and giving students the opportunity to question the results, 4) maintaining documentation of the assessment of students' learning processes and outcomes, 5) having procedures that</p> | <p>Major Findings:<br/>(1) Evidence does not comply with regulations</p> |

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| <b>No<br/>Indicator</b> | <b>Indicator</b> | <b>Findings</b> |
|-------------------------|------------------|-----------------|
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|    | <p>covering the planning stage, the assignment of tasks or questions, performance observation, the return of observation results, and the awarding of final marks; 6) assessment reporting in the form of a qualification of student success in completing a course in the form of letters and numbers; 7) having evidence of plans and having carried out an improvement process based on the results of monitoring and evaluation</p>   |  |
| 46 | <p>Implementation and continuity of programmes and activities outside of structured learning activities to enhance the academic atmosphere. Examples: student association activities, public lectures/studium generale, scientific seminars, book reviews</p>   | <p>Major Findings:<br/>(1) No evidence</p> |
| 47 | <p>A. Level of student satisfaction with the educational process. Aspects measured: 1) Reliability: the ability of lecturers, educational staff, and administrators to provide services; 2) Responsiveness: the willingness of lecturers, educational staff, and administrators to assist students and provide services promptly; 3) Assurance: the ability of lecturers, educational staff, and administrators to assure students that the services provided comply with regulations; 4) Empathy : the willingness/concern of lecturers,</p> | <p>Key Findings:<br/>(1) No evidence</p>   |

| <b>No Indicator</b> | <b>Indicator</b>  | <b>Findings</b>   |
|---------------------|---|---|
|                     | <p>of teaching staff and administrators to pay attention to students; and 5) Tangible: students' assessment of the adequacy, accessibility and quality of facilities and infrastructure.</p> <p>B. Analysis and follow-up of student satisfaction survey results.</p>   |   |
| 48                  | <p>The relevance of research at UPPS encompasses the following elements:</p> <ol style="list-style-type: none"> <li>1) having a roadmap that encompasses the research themes of lecturers and students,</li> <li>2) lecturers and students conduct research in accordance with the lecturers' research agenda, which refers to the research roadmap,</li> <li>3) conducting an evaluation of the alignment of lecturers' and students' research with the roadmap, and</li> <li>4) using the evaluation results to improve the relevance of research and the academic development of the study programme.</li> </ol> | <p>Key Findings:<br/>(1) Evidence of non-compliance</p> |
| 50                  | <p>The relevance of Community Engagement (PkM) at UPPS encompasses the following elements:</p> <ol style="list-style-type: none"> <li>1) having a roadmap that encompasses the PkM themes of lecturers and students as well as the commercialisation/application of the academic discipline of the study programme,</li> <li>2) lecturers and students carry out PkM in accordance with the PkM roadmap,</li> <li>3) conducting an evaluation of the alignment of lecturers' and students' PkM with the roadmap, and</li> <li>4) using the evaluation results</li> </ol>  | <p>Major Findings:<br/>(1) No evidence</p>              |

|    |  |                                    |
|----|--|------------------------------------|
|    | to improve the relevance of PkM and the academic development of the study programme. |                                    |
| 52 | Analysis of the fulfilment of graduate learning outcomes (GLOs) that                 | Major Findings:<br>(1) No evidence |

| No Indicator | Indicator  | Findings   |
|--------------|--|--|
|              | measured using valid and relevant methods, covering the following aspects:<br>1) comprehensiveness,<br>2) depth, and<br>3) the effectiveness of the analysis, as demonstrated by the increase in CPL over the past three years.  |  |
| 59           | The implementation of the tracer study covers the following five aspects:<br>1) the tracer study is coordinated at university level,<br>2) tracer study activities are carried out regularly every year and are documented,<br>3) the questionnaire covers all core questions of the DIKTI tracer study,<br>4) targeted at the entire population (graduates from TS-4 to TS-2),<br>5) the results are disseminated and used for curriculum and learning development. | Major Findings:<br>(1) Non-compliance with regulations |

|    |   |   |
|----|---|---|
| 61 | GRADUATE TRACKING STUDY<br>Mismatch in field of work  | Many graduates' fields of work are not in line            |
| 62 | GRADUATE TRACKING STUDY<br>Level and size of graduates' workplaces  | No tracking data available for graduates                  |
| 66 | Comprehensiveness (completeness, breadth and depth), accuracy, precision and appropriateness of the performance analysis, as well as consistency with each criterion. | No evidence of graduate outcomes                          |
| 67 | Accuracy of the SWOT analysis or relevant analysis in developing strategies.  | Key Findings:<br>(1) Inaccessible                         |
| 68 | Accuracy in setting priorities for development programmes.  | Key Findings:<br>(1) Inaccessible                         |
| 69 | UPPS has policies, resource availability, implementation capacity, and programme feasibility.   | Major Findings:<br>(1) Not in accordance with regulations |

## II. Recommendations for improvement

| No Indicator | Indicator  | Recommendation  |
|--------------|--|---|
| 1            | Consistency with the results of the SWOT analysis and/or other analyses, as well as future development plans.  | Evidence to be aligned with the indicator   |
| 2            | Comprehensiveness of information in the profile and consistency between the profile and the data and information presented under each criterion, as well as demonstrating a conducive environment for development and a reputation as a reference in the academic field.   | Faculty profile containing the vision, mission, etc., as stated in indicator  |
| 3            | Alignment of the Vision, Mission, Objectives and Strategy (VMTS) of the Study Programme Management Unit (UPPS) with the VMTS of the Higher Education Institution (HEI) and the academic vision of the Study Programme (SP) it manages.   | (1) The faculty's VMTS, which has been approved by a Rector's Decree<br>(2) The academic vision of the study programme, approved by the Rector's Decree |
| 4            | Mechanisms and stakeholder involvement in the development of the UPPS VMTS.  | (1) Use the latest drafting guidelines<br>(2) VMTS development report   |
| 5            | Strategies for achieving objectives are formulated based on systematic analysis, and their implementation is subject to monitoring and evaluation, with follow-up actions.   | (1) Approval by the rector  |
| 6            | A. The completeness of the organisational structure and the effectiveness of the organisation's operations.<br>B. The realisation of good governance and the fulfilment of the five pillars of the governance system, which include:<br>1) Credibility<br>2) Transparent<br>3) Accountable<br>4) Responsible<br>5) Fair. | (1) Complete with an annual report  |

|   |  |  |
|---|--|--|
| 7 | <p>A. Commitment of UPPS leadership.</p> <p>B. Capabilities of UPPS leadership, covering the following aspects:</p> <ol style="list-style-type: none"> <li>1) planning,</li> <li>2) organisation,</li> <li>3) staffing,</li> <li>4) implementation,</li> </ol> | (1) Evidence aligns with the indicator |
|---|--|--|

| No Indicator | Indicator  | Recommendations  |
|--------------|--|--|
|              | <ol style="list-style-type: none"> <li>5) control and supervision, and</li> <li>6) reporting that form the basis for follow-up action.</li> </ol>  |  |
| 8            | <p>Quality, benefits, satisfaction and sustainability of educational, research and community engagement partnerships relevant to the study programme. The UPPS has valid evidence that existing partnerships have fulfilled the following three aspects:</p> <ol style="list-style-type: none"> <li>1) providing benefits to the study programme in fulfilling the learning, research and community engagement processes;</li> <li>2) enhancing the performance of the three pillars of higher education and the supporting facilities of the study programme;</li> <li>3) ensuring the satisfaction of industry partners and other collaboration partners, as well as guaranteeing the sustainability of the collaboration and its outcomes.</li> </ol> | (1) Provide MoAs, etc., as well as partner satisfaction survey reports |
| 10           | <p>Exceeding the SN-DIKTI (additional performance indicators) set by the UPPS for each criterion.</p>  | (1) What is required is the Faculty's SPMI and IKT                     |

|    |   |   |
|----|---|---|
| 11 | <p>Analysis of the success and/or failure in achieving the performance targets set by the institution, covering the following two aspects:</p> <p>1) performance achievements must be measured using appropriate methods, and the results analysed and evaluated, and</p> <p>2) the analysis of performance achievements must include the identification of root causes, factors contributing to success and factors hindering the attainment of standards, and a brief description of the follow-up actions to be taken.</p> | (1) to be supplemented with the faculty's end-of-year report            |
| 12 | <p>Implementation of the Internal Quality Assurance System (academic and non-academic), evidenced by the presence of 5 aspects:</p>   | (1) Add any other relevant information in accordance with the indicator |

| No. Indicator | Indicator   | Recommendation   |
|---------------|---|--|
|               | <p>1) Legal documents establishing the quality assurance implementation unit.</p> <p>2) Availability of quality documents: SPMI policy, SPMI manual, SPMI standards, and SPMI forms.</p> <p>3) Implementation of the quality assurance cycle (PPEPP cycle).</p> <p>4) Valid evidence of the effectiveness of quality assurance implementation.</p> <p>5) Use of external benchmarking in quality improvement.</p> |  |
| 14            | <p>Recruitment methods and selection rigour.</p>  | (1) Supplemented with data on admitted students and new students |

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| 15 | <p>A. The study programme admits up to five times its capacity of prospective students.</p> <p>B. The study programme has clear administrative data and is supported by evidence of the presence of in the programme.</p>   | (1) Complete in accordance with the provisions in the indicator |
| 16 | <p>A. Availability of student services in the areas of:<br/> 1) reasoning, interests and talents,<br/> 2) well-being (guidance and counselling, scholarship services, and health services), and<br/> 3) career guidance and entrepreneurship.</p> <p>B. Access to and quality of student services.</p>                                      | (1) Complete in accordance with the provisions in indicator     |
| 25 | DTPS research activities relevant to the field of study over the last 3 years.  | (1) Complete in accordance with the provisions in indicator     |
| 31 | <p>A. Qualifications and adequacy of educational staff based on their job type (administration, librarians, technicians, etc.)</p> <p>Note: The assessment of adequacy is not determined solely by the number of educational staff, but also by the availability and utilisation of information technology and computers in the process</p> | (1) Complete in accordance with the provisions in indicator     |

| No Indicator | Indicator  | Suggestions   |
|--------------|--|---|
|              | <p>Administrative aspects may be taken into account when assessing the effectiveness of work and the need for educational staff.</p> <p>B. Qualifications and adequacy of laboratory assistants to support the learning process in accordance with the needs of the study programme.</p> |   |
| 32           | Educational operating costs.   | (1) complete in accordance with the provisions in the indicator |
| 36           | Sufficiency of funds to ensure the achievement of learning outcomes.   | (1) Complete in accordance with the provisions in indicator     |

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| 37 | The adequacy, accessibility and quality of facilities and infrastructure to ensure the achievement of learning outcomes and enhance the academic environment.   | (1) complete in accordance with the provisions in indicator   |
| 38 | A. Stakeholder involvement in the curriculum evaluation and updating process.<br>B. Alignment of learning outcomes with graduate profiles and KKNi/SKKNi levels.<br>C. The appropriateness of the curriculum structure in the formulation of learning outcomes. | (1) Complete with a curriculum review by experts<br>(2) supplemented with supporting evidence for the programme curriculum  |
| 39 | Fulfilment of the characteristics of the learning process, comprising the following nature: 1) interactive, 2) holistic, 3) integrative, 4) scientific, 5) contextual, 6) thematic, 7) effective, 8) collaborative, and 9) student-centred.                     | (1) accompanied by a report on the implementation of the learning process prepared by the lecturer together with the Head of the Study Programme  |
| 40 | A. Availability and completeness of the semester learning plan (RPS)<br>B. The depth and breadth of the RPS are in line with graduate learning outcomes.  | (1) Supplement with a report on the updating of the RPS   |
| 41 | A. Forms of interaction between lecturers, students and learning resources<br>B. Monitoring the alignment of the process with the learning plan<br>C. Learning processes related to research must   | (1) Be accompanied by a learning implementation report prepared by the lecturer together with the head of the study programme<br>(2) Be accompanied by evidence of a course summary integrated with research, PKM and the course syllabus |

| No Indicator | Indicator | Recommendation |
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|    | <p>Refer to the Higher Education Research Standards:</p> <p>1) Research outcomes: must contribute to the development of science and technology, improve community welfare, and enhance national competitiveness. 2) Research content: must demonstrate the depth and breadth of research material in line with learning outcomes. 3) Research process: must encompass planning, implementation, and reporting. 4) Research assessment must incorporate educational, objective, accountable, and transparent elements</p> <p>D. The learning process related to Community Service (PkM) must refer to the SN Dikti PkM: 1) PkM outcomes: must contribute to the development of science and technology, improve community welfare, and enhance national competitiveness. 2) PkM content: must meet the depth and breadth of PkM material in line with learning outcomes. 3) PkM process: must include planning, implementation, and reporting. 4) PkM assessment must fulfil the elements of being educational, objective, accountable, and transparent.</p> <p>E. Alignment of teaching methods with learning outcomes. Examples: RBE (research-based education), IBE (industry-based education), teaching factory/teaching industry, etc.</p> | <p>integrated with research and PKM</p>                                 |
| 42 | <p>Learning conducted in the form of practical sessions, studio practice, workshop practice, or field practice.</p>   | <p>(1) complete in accordance with the provisions in the indicators</p> |

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| 44 | A. Quality of the implementation of learning assessment (student learning processes and outcomes) to measure the achievement of learning outcomes | (1) provide evidence; otherwise, it does not meet the requirements |
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| <b>No Indicator</b> | <b>Indicator</b> | <b>Recommendation</b> |
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|  | <p>based on assessment principles that include: 1) educational, 2) authentic, 3) objective, 4) accountable, and 5) transparent, carried out in an integrated manner.</p> <p>B. The implementation of assessment consists of assessment techniques and instruments.<br/>Assessment techniques consist of:<br/>1) observation, 2) participation, 3) demonstration of work, 4) written tests, 5) oral tests, and 6) questionnaires.<br/>Assessment instruments consist of: 1) process assessment in the form of a rubric, and/or; 2) outcome assessment in the form of a portfolio, or 3) design work.</p> <p>D. The implementation of assessment includes the following elements: 1) having an assessment plan agreement, 2) carrying out assessment in accordance with the agreement, 3) providing feedback and giving students the opportunity to question the results, 4) having documentation of the assessment of the process and learning outcomes of students, 5) having procedures covering the planning stage, the assignment of tasks or questions, performance observation, the return of observation results, and the awarding of final marks, 6) assessment reporting in the form of a qualification of the student's success in completing a course in the form of letters and numbers, 7) having</p> |  |
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|  | evidence of plans and having implemented improvement processes |  |
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| <b>No Indicator</b> | <b>Indicator</b> | <b>Recommendations</b> |
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|    | based on the results of assessment monitoring and evaluation.  |  |
| 46 | Implementation and continuity of programmes and activities outside of structured learning activities to enhance the academic atmosphere. Examples: student union activities, public lectures/studium generale, academic seminars, book discussions.  | (1) Complete in accordance with the regulations          |
| 47 | A Level of student satisfaction with the educational process. Aspects measured: 1) Reliability: the ability of lecturers, educational staff, and administrators to provide services; 2) Responsiveness: the willingness of lecturers, educational staff, and administrators to assist students and provide services promptly; 3) Assurance: the ability of lecturers, educational staff, and administrators to assure students that the services provided comply with regulations; 4) Empathy: the willingness/concern of lecturers, educational staff, and administrators to pay attention to students; and 5) Tangibility: students' assessment of the adequacy, accessibility, and quality of facilities and infrastructure. C. Analysis and follow-up on the results of the student satisfaction survey. | (1) Complete in accordance with the regulations          |
| 48 | The relevance of research at UPPS encompasses the following elements:<br>1) having a roadmap that encompasses the research themes of lecturers and students,<br>2) lecturers and students conduct research in accordance with  | (1) Complete Evidence of non-compliance with regulations |

| <b>No<br/>Indicator</b> | <b>Indicator</b>  | <b>Recommendation</b>                          |
|-------------------------|---|--|
|                         | <p>in accordance with the lecturer's research agenda, which refers to the research roadmap.</p> <p>3) Conduct an evaluation of the alignment of lecturers' and students' research with the roadmap, and</p> <p>4) using the evaluation results to improve the relevance of research and the academic development of the study programme.</p>  |  |
| 50                      | <p>The relevance of Community Engagement (PkM) at UPPS encompasses the following elements:</p> <p>1) having a roadmap that encompasses the PkM themes of lecturers and students as well as the commercialisation/application of the academic knowledge of the study programme,</p> <p>2) lecturers and students carry out PkM in accordance with the PkM roadmap,</p> <p>3) conducting an evaluation of the alignment of lecturers' and students' PkM with the roadmap, and</p> <p>4) using the evaluation results to improve the relevance of PkM and the academic development of the study programme.</p> | (1) Provide evidence of non-compliance         |
| 52                      | <p>Analysis of the fulfilment of graduate learning outcomes (GLOs) measured using valid and relevant methods, covering the following aspects:</p> <p>1) comprehensiveness,</p> <p>2) depth, and</p> <p>3) the usefulness of the analysis, demonstrated by an increase in CPL over time in the last 3 years.</p>   | (1) Complete in accordance with the provisions |

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| 59 | <p>The implementation of the tracer study covers the following 5 aspects:</p> <p>1) the tracer study is coordinated at university level,</p> <p>2) tracer study activities are carried out regularly every year and are documented,</p> | (1) Complete in accordance with the regulations |
|----|---|---|


| No Indicator | Indicator  | Recommendation  |
|--------------|--|---|
|              | <p>3) The questionnaire covers all core questions of the DIKTI tracer study.</p> <p>4) is aimed at the entire population (graduates from TS-4 to TS-2),</p> <p>5) the results are disseminated and used for curriculum and teaching development.</p> |   |
| 61           | GRADUATE TRACKING STUDY<br>Mismatch in field of work   | (1) complete in accordance with the provisions in the indicator |
| 62           | GRADUATE TRACKING STUDY<br>Level and size of graduates' workplaces   | (1) Complete in accordance with the provisions in indicator     |
| 66           | Comprehensiveness (completeness, breadth and depth), accuracy, precision and appropriateness of the performance analysis, as well as consistency with each criterion.  | (1) Complete in accordance with the provisions in indicator     |
| 67           | Accuracy of the SWOT analysis or relevant analysis in developing strategies.   | 1. Not to be privatised   |
| 68           | Accuracy in setting priorities for development programmes.   | (1) Not to be privatised  |
| 69           | The UPPS has the policy, available resources, capacity to implement, and feasibility of the programme.   | (1) Complete in accordance with regulations                     |

### III. Audit Conclusions


The audit team concludes:

1. The documentation system is sufficiently comprehensive and structured to support the Internal Quality Assurance System. \*(Yes/No/Other – no supporting documents available)
2. The study programme has implemented the Internal Quality Assurance System consistently and continuously. \*(Yes/No/Other .....)
3. Requests for Corrective Action (RFA) regarding findings from previous audits have been effectively followed up. \*(Yes/No) If not, state the audit team's recommendations:.....
4. Findings for this audit period are: Non-conformities  
\*(KTS)/~~Observations/No findings~~

Semarang, 27 October 2025



(Widjayanto, ST., M.Com)  
*Auditee*



(Dr Arri Handayani, S.Psi., M.Si)  
*Lead Auditor*

*\*cross out as appropriate*

**FORM FOR REQUEST OF CORRECTIVE ACTION (PTK) FOR  
THE INTERNAL QUALITY AUDIT OF UNIVERSITAS  
PERSATUAN GURU REPUBLIK INDONESIA SEMARANG  
ACADEMIC YEAR 2024/2025**

|  |  |   |   |
|--|--|---|---|
| Faculty  | : Mathematics, Natural Sciences and Information Technology |   |   |
| Study Programme  | : Information Technology Education                         |   |   |
| Head of Programme  | : Wijayanto, ST., M.Kom                                    |   |   |
| Head of Auditors   | : Dr Arri Handayani,<br>S.Psi., M.Si                       | Audit Date                              | : 14 <sup>th</sup> October 2025                 |
| Indicator No.: 1   | Category:  | <input type="checkbox"/> Non-conformity | <input checked="" type="checkbox"/> Observation |
| PTK Description:<br>Improving the results of identification and the established framework for conducting analysis (SWOT or other relevant analytical methods) for programme development, and formulating appropriate programme development strategies to generate suitable alternative development programmes. |  |   |   |
| Indicator No.: 2   | Category   | <input type="checkbox"/> Non-conformity | <input checked="" type="checkbox"/> Observation |
| PTK Description:<br>Enhancing a conducive environment for the academic development of the study programme and demonstrating a reputation as a leading authority in its field.  |  |   |   |
| Indicator No.: 3   | Category   | <input type="checkbox"/> Non-conformity | <input checked="" type="checkbox"/> Observation |
| PTK Description:<br>Enhancing Key Performance Indicator (KPI) objectives and strategies with comprehensive documentation   |  |   |   |
| Indicator No.: 4   | Category   | <input type="checkbox"/> Non-conformity | <input checked="" type="checkbox"/> Observation |
| PTK Description:<br>Improving the preparation of the VMTS UPPS by using the latest preparation guidelines and ensuring there is a complete report document   |  |   |   |
| Indicator No.: 5   | Category   | <input type="checkbox"/> Non-conformity | <input checked="" type="checkbox"/> Observation |
| PTK Description:<br>Strategies for achieving objectives are developed based on systematic analysis, and their implementation is subject to monitoring and evaluation, which are followed up and approved by the Rector   |  |   |   |
| Indicator No.: 6   | Category   | <input type="checkbox"/> Non-conformity | <input checked="" type="checkbox"/> Observation |

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| PTK Description:<br>Improving the completeness of the organisational structure and the effectiveness of the organisation's operations, fully documented with an end-of-year report   |          |  |   |
| Indicator No.: 7   | Category | <input type="checkbox"/> Non-conformity            | <input checked="" type="checkbox"/> Observation |
| PTK Description:<br>Enhancing the commitment of the UPPS to ensure that its leadership possesses operational, organisational and public leadership qualities, as evidenced by complete and valid supporting documentation  |          |  |   |
| Indicator No.: 8   | Category | <input type="checkbox"/> Non-conformity            | <input checked="" type="checkbox"/> Observation |
| PTK Description:<br>Improving the implementation of cooperation, evidenced by complete documentation including MoAs, etc., as well as partner satisfaction survey reports  |          |  |   |
| Indicator No.: 10  | Category | <input type="checkbox"/> Non-conformity            | <input checked="" type="checkbox"/> Observation |
| PTK Description:<br>Improving the establishment of additional performance indicators   |          |  |   |
| Indicator No.: 11  | Category | <input type="checkbox"/> Non-conformity            | <input checked="" type="checkbox"/> Observation |
| PTK Description:<br>Improving the analysis of UPPS performance achievements, evidenced by complete documentation including the faculty's end-of-year report; currently, only the AMI report is available   |          |  |   |
| Indicator No.: 12  | Category | <input type="checkbox"/> Non-conformity            | <input checked="" type="checkbox"/> Observation |
| PTK Description:<br>Improving the implementation of the Internal Quality Assurance System, ensuring the quality assurance cycle (PPEPP cycle) is carried out, providing valid evidence of the effectiveness of quality assurance implementation, and utilising external benchmarking for quality improvement |          |  |   |
| Indicator No.: 14  | Category | <input type="checkbox"/> Non-conformity            | <input checked="" type="checkbox"/> Observation |
| PTK Description:<br>Increase in the number of prospective students who passed the selection process; only student registration documents are available.  |          |  |   |
| Indicator No.: 15  | Category | <input checked="" type="checkbox"/> Non-conformity | <input type="checkbox"/> Observation            |
| PTK Description:<br>Improving strategies for recruiting prospective students   |          |  |   |
| Indicator No.: 16  | Category | <input type="checkbox"/> Non-conformity            | <input checked="" type="checkbox"/> Observation |

|   |          |   |   |
|---|----------|---|---|
| PTK Description:<br>Improving reports on student services based on the type and services accessed   |          |   |   |
| Indicator No.: 25   | Category | <input type="checkbox"/> Non-conformity | <input checked="" type="checkbox"/> Observation |
| PTK Description:<br>Improvement in the availability of student services and access to and quality of student services.  |          |   |   |
| Indicator No.: 31   | Category | <input type="checkbox"/> Non-conformity | <input checked="" type="checkbox"/> Observation |
| PTK Description:<br>Increase in DTSP research activities  |          |   |   |
| Indicator No.: 32   | Category | <input type="checkbox"/> Non-conformity | <input checked="" type="checkbox"/> Observation |
| PTK Description:<br>Improvement of the qualifications and adequacy of teaching staff and laboratory assistants  |          |   |   |
| Indicator No.: 36   | Category | <input type="checkbox"/> Non-conformity | <input checked="" type="checkbox"/> Observation |
| PTK Description:<br>Increase in educational operating costs   |          |   |   |
| Indicator No.: 37   | Category | <input type="checkbox"/> Non-conformity | <input checked="" type="checkbox"/> Observation |
| PTK Description:<br>Increasing the adequacy of funding to ensure the achievement of learning outcomes   |          |   |   |
| Indicator No.: 38   | Category | <input type="checkbox"/> Non-conformity | <input checked="" type="checkbox"/> Observation |
| PTK Description:<br>Improving the adequacy, accessibility and quality of facilities and infrastructure to ensure the achievement of learning outcomes and enhance the academic atmosphere |          |   |   |
| Indicator No.: 39   | Category | <input type="checkbox"/> Non-conformity | <input checked="" type="checkbox"/> Observation |
| PTK Description:<br>Improvement in the fulfilment of learning process characteristics   |          |   |   |
| Indicator No.: 40   | Category | <input type="checkbox"/> Non-conformity | <input checked="" type="checkbox"/> Observation |
| PTK Description:<br>Improvement in the availability and completeness of semester lesson plans (RPS)   |          |   |   |
| Indicator No.: 41   | Category | <input type="checkbox"/> Non-conformity | <input checked="" type="checkbox"/> Observation |

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| PTK Description:<br>Improvement in the reporting of teaching activities prepared by lecturers together with the head of the study programme and course summaries integrated with research, PKM and course syllabuses integrated with research and PKM |          |  |   |
| Indicator No.: 42   | Category | <input checked="" type="checkbox"/> Non-conformity | <input type="checkbox"/> Observation            |
| PTK Description:<br>Enhancement of learning delivered through practical sessions, studio practice, workshop practice, or field practice   |          |  |   |
| Indicator No.: 44   | Category | <input type="checkbox"/> Non-conformity            | <input checked="" type="checkbox"/> Observation |
| PTK Description:<br>Improving the quality of the implementation of learning assessment (the learning process and student learning outcomes) to measure the achievement of learning outcomes   |          |  |   |
| Indicator No.: 46   | Category | <input checked="" type="checkbox"/> Non-conformity | <input type="checkbox"/> Observation            |
| PTK Description:<br>Improving the implementation and continuity of programmes and activities outside of structured learning activities to enhance the academic atmosphere.  |          |  |   |
| Indicator No.: 47   | Category | <input type="checkbox"/> Non-conformity            | <input checked="" type="checkbox"/> Observation |
| PTK Description:<br>Improvement in student satisfaction with the educational process  |          |  |   |
| Indicator No.: 48   | Category | <input type="checkbox"/> Discrepancy               | <input checked="" type="checkbox"/> Observation |
| PTK assessment:<br>Enhancing the relevance of research at the UPPS, covering the roadmap, implementation, evaluation and academic development of study programmes   |          |  |   |
| Indicator No.: 50   | Category | <input checked="" type="checkbox"/> Non-compliance | <input type="checkbox"/> Observation            |
| PTK Description:<br>Improving the relevance of Community Service (PkM) at UPPS  |          |  |   |
| Indicator No.: 52   | Category | <input checked="" type="checkbox"/> Non-conformity | <input type="checkbox"/> Observation            |
| PTK Description:<br>Improvement in the analysis of graduate learning outcomes (GLOs) measured using valid and relevant methods  |          |  |   |
| Indicator No.: 59   | Category | <input type="checkbox"/> Non-conformity            | <input checked="" type="checkbox"/> Observation |

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| PTK Description:<br>Improvement in the implementation of the tracer study   |          |  |   |
| Indicator No.: 61   | Category | <input type="checkbox"/> Non-conformity      | <input checked="" type="checkbox"/> Observation |
| PTK Description:<br>Improvement in the tracking of graduates whose employment does not match their field of study   |          |  |   |
| Indicator No.: 62   | Category | <input checked="" type="checkbox"/> Mismatch | <input type="checkbox"/> Observation            |
| PTK Description:<br>Increased tracking of graduates who do not match the level and size of their workplace  |          |  |   |
| Indicator No.: 66   | Category | <input type="checkbox"/> Mismatch            | <input checked="" type="checkbox"/> Observation |
| PTK Description:<br>Improvement in comprehensiveness (completeness, breadth and depth), accuracy, precision and relevance of performance analysis, as well as consistency with each criterion |          |  |   |
| Indicator No.: 67   | Category | <input type="checkbox"/> Non-conformity      | <input checked="" type="checkbox"/> Observation |
| PTK Description:<br>Improving the accuracy of SWOT analysis or relevant analysis in developing strategies   |          |  |   |
| Indicator No.: 68   | Category | <input type="checkbox"/> Non-conformity      | <input checked="" type="checkbox"/> Observation |
| PTK Description:<br>Improved accuracy in setting priorities for development programmes  |          |  |   |
| Indicator No.: 69   | Category | <input type="checkbox"/> Non-conformity      | <input checked="" type="checkbox"/> Observation |
| PTK Description:<br>The improvement of UPPS involves policy, resource availability, implementation capacity, and the feasibility of the programme   |          |  |   |

Semarang, 27<sup>th</sup> October 2025



(Dr Arri Handayani, S.Psi., M.Si)  
*Head of Auditors*

#### IV. T AUDIT RESULTS

##### 1. Audit Score

| No. | Criteria/Elements/Indicators   | Auditor's Score | Weight | Score x Weight |
|-----|--|-----------------|--------|----------------|
| 1   | A. External Conditions<br>Consistency with the results of the SWOT analysis and/or other analyses, as well as future development plans.  | 2.00            | 1.00   | 2.00           |
| 2   | B. Profile of the Programme Management Unit<br>Comprehensiveness of information in the profile and consistency between the profile and the data and information presented under each criterion, as well as demonstrating a conducive environment for development and a reputation as a reference in its academic field.  | 2.0             | 1.0    | 2.0            |
| 3   | C. Criteria<br>C.1. Vision, Mission, Objectives and Strategy<br>C.1.4. Key Performance Indicators for the Alignment of Vision, Mission, Objectives and Strategy<br>(VMTS) of the Programme Management Unit (UPPS) with the VMTS of the Higher Education Institution (PT) and the academic vision of the Study Programme (PS) it manages.   | 2.00            | 0.51   | 1.02           |
| 4   | Mechanisms and stakeholder involvement in the development of the VMTS UPPS.  | 2.00            | 1.02   | 2.04           |
| 5   | Strategies for achieving objectives are formulated based on systematic analysis, and their implementation is subject to monitoring and evaluation with follow-up actions.  | 2.50            | 1.53   | 3.83           |
| 6   | C.2. Governance, Management and Cooperation<br>C.2.4. Key Performance Indicators<br>C.2.4.a) Governance System<br>A. Completeness of the organisational structure and effectiveness of organisational management.<br>B. The realisation of good governance and the fulfilment of the five pillars of the governance system, which include: 1) Credibility, 2) Transparency, 3) Accountability, 4) Responsibility, 5) Fairness. | 2.17            | 0.34   | 0.74           |

| No. | Criteria/Element/Indicator  | Auditor's Score | Weight | Score x Weight |
|-----|---|-----------------|--------|----------------|
| 7   | C.2.4.b) Leadership and Managerial Capabilities<br>A. Commitment of UPPS leadership.<br>B. Capabilities of UPPS leadership, covering the following aspects:<br>1) planning, 2) organising, 3) staffing, 4) implementation, 5) control and supervision, and 6) reporting, which forms the basis for follow-up.   | 2.00            | 0.34   | 0.68           |
| 8   | C.2.4.c) Cooperation<br>The quality, benefits, satisfaction and sustainability of educational, research and community engagement partnerships relevant to the study programme. UPPS has valid evidence that existing collaborations have fulfilled the following three aspects: 1) providing benefits to the study programme in fulfilling the learning, research and community engagement processes; 2) enhancing the performance of the three pillars of higher education and the supporting facilities of the study programme; 3) ensuring the satisfaction of industry partners and other collaboration partners, as well as guaranteeing the sustainability of the collaboration and its outcomes. | 2.50            | 0.68   | 1.7            |
| 9   | A. Education, research, and community engagement collaborations relevant to the study programme and managed by UPPS over the past 3 years.<br>B. International, national, regional/local collaborations relevant to the study programme and managed by the UPPS over the past 3 years.<br>Table 1 LKPS  | 4.00            | 0.34   | 1.36           |
| 10  | C.2.5 Additional Performance Indicators<br>Exceeding SN-DIKTI (additional performance ) set by the UPPS for each criterion.   | 2.00            | 0.68   | 1.36           |

|    |   |      |      |      |
|----|---|------|------|------|
| 11 | C.2.6 Performance Achievement Evaluation<br>Analysis of the success and/or failure of the UPPS in achieving the performance targets set for each criterion covers the following two aspects: 1) performance achievements are measured using appropriate methods, and the results are analysed and evaluated, and 2) the analysis of performance achievements includes the identification of root causes, factors supporting success and factors hindering the achievement of standards, and a brief description of the follow-up actions to be taken. | 2.50 | 1.02 | 2.55 |
|----|---|------|------|------|

| No. | Criteria/Element/Indicator   | Auditor's Score | Weight | Score x Weight |
|-----|--|-----------------|--------|----------------|
| 12  | C.2.7. Quality Assurance<br>The implementation of the Internal Quality Assurance System (academic and non-academic), as evidenced by the presence of five aspects: 1) legal documents establishing the quality assurance implementation units, 2) the availability of quality documents: the Internal Quality Assurance System (SPMI) policy, manual, standards and forms, 3) the implementation of the quality assurance cycle (PPEPP cycle), 4) valid evidence of the effectiveness of quality assurance implementation, and 5) the use of external benchmarking for quality improvement.  | 2.00            | 1.36   | 2.72           |
| 13  | C.2.8. Stakeholder Satisfaction Measurement of management service satisfaction among stakeholders: students, lecturers, educational staff, graduates, users and partners, which fulfils the following aspects: 1) uses valid, reliable and user-friendly satisfaction instruments, 2) is carried out periodically, and the data is comprehensively recorded, 3) analysed using appropriate methods and useful for decision-making, 4) satisfaction levels and feedback are followed up to improve and enhance the quality of outcomes on a regular and systematic basis, 5) a review is conducted of the implementation of lecturer and student satisfaction measurements, and 6) the results are published and easily accessible to lecturers and students. | 3.00            | 1.36   | 4.08           |

|    |  |      |      |       |
|----|--|------|------|-------|
| 14 | C.3. Students<br>C.3.4. Key Performance Indicators<br>C.3.4.a) Quality of Student Intake<br>A. Recruitment methods and selection rigour.<br>Table 2.a LKPS   | 2.45 | 4.60 | 11.27 |
| 15 | C.3.4.b) Programme Appeal<br>A. Increased interest among prospective students. Table 2.a LKPS<br>B. International students Table 2.b LKPS  | 1.02 | 3.07 | 3.13  |
| 16 | C.3.4.c) Student Services<br>A. Availability of student services in the areas of: 1) reasoning, interests and talents, 2) welfare (guidance and counselling, scholarship services, and health services), and 3) career guidance and entrepreneurship.<br>B. Access to and quality of student services. | 2.00 | 1.53 | 3.06  |

| No. | Criteria/Element/Indicator   | Auditor's Score | Weight | Score x Weight |
|-----|--|-----------------|--------|----------------|
| 17  | C.4. Human Resources<br>C.4.4. Key Performance Indicators<br>C.4.4.a) Lecturer Profile<br>Adequacy of the number of DTSPS. Table 3.a.1) LKPS | 4.00            | 0.74   | 2.96           |
| 18  | Academic qualifications of DTSPS. Table 3.a.1) LKPS  | 3.71            | 0.99   | 3.67           |
| 19  | Academic position DTSPS. Table 3.a.1) LKPS   | 4.00            | 0.50   | 2              |
| 20  | Ratio of the number of students in the study programme to the number of DTSPS. Table 2.a LKPS<br>Table 3.a.1) LKPS                           | 3.64            | 0.50   | 1.82           |
| 21  | Assignment of DTSPS as the main supervisor for students' final projects. Table 3.a.2) LKPS   | 4.00            | 0.99   | 3.96           |
| 22  | Full-time Teaching Equivalence (DTSPS). Table 3.a.3) LKPS  | 4.00            | 0.25   | 1              |
| 23  | Non-permanent lecturer. Table 3.a.4) LKPS  | 4.00            | 0.50   | 2              |
| 24  | C.4.4.b) Lecturer Performance<br>Recognition of expertise, achievements and performance of DTSPS. Table 3.b.1) LKPS                          | 4.00            | 0.81   | 3.24           |

|    |   |      |      |      |
|----|---|------|------|------|
| 25 | DTPS research activities relevant to the field of study in the last 3 years.<br>Table 3.b.2) LKPS                           | 2.63 | 0.81 | 2.13 |
| 26 | DTPS Community Service Activities relevant to the field of study over the last 3 years.<br>Table 3.b.3) LKPS                | 3.95 | 0.41 | 1.62 |
| 27 | Scientific publications on topics relevant to the field of study produced by DTPS in the last 3 years.<br>Table 3.b.4) LKPS | 4.00 | 0.81 | 3.24 |
| 28 | Scientific articles by DTPS cited in the last 3 years.<br>Table 3.b.5) LKPS   | 4.00 | 0.81 | 3.24 |
| 29 | Research and Community Engagement (PkM) outputs produced by DTPS over the last 3 years.<br>Table 3.b.7) LKPS                | 4.00 | 0.81 | 3.24 |
| 30 | C.4.4.c) Staff Development Staff development initiatives.   | 4.00 | 2.23 | 8.92 |

| No. | Criteria/Elements/Indicators  | Auditor's Score | Weight | Score x Weight |
|-----|---|-----------------|--------|----------------|
| 31  | C.4.4.d) Educational Staff<br>A. Qualifications and adequacy of educational support staff based on their job type (administration, librarians, technicians, etc.)<br>B. Qualifications and adequacy of laboratory assistants to support the learning process in accordance with the needs of the study programme. | 2.50            | 1.12   | 2.8            |
| 32  | C.5. Finance, Facilities and Infrastructure<br>C.5.4. Key Performance Indicators<br>C.5.4.a) Finance<br>Operational costs of education. Table 4 LKPS  | 4.00            | 0.77   | 3.08           |
| 33  | DTPS research funds.<br>Table 4 LKPS  | 4.00            | 0.77   | 3.08           |
| 34  | DTPS community service funds. Table 4 LKPS  | 4.00            | 0.38   | 1.52           |
| 35  | Realisation of investment (human resources, facilities and infrastructure) supporting the implementation of the three pillars of higher education.  | 4.00            | 0.38   | 1.52           |
| 36  | Sufficient funding to ensure the achievement of learning outcomes.  | 2.00            | 0.77   | 1.54           |

|    |   |      |      |      |
|----|---|------|------|------|
| 37 | C.5.4.b) Facilities and Infrastructure<br>The adequacy, accessibility and quality of facilities and infrastructure to ensure the achievement of learning outcomes and enhance the academic environment.   | 2.50 | 3.07 | 7.67 |
| 38 | C.6. Education<br>C.6.4. Key Performance Indicators<br>C.6.4.a) Curriculum<br>A. Stakeholder involvement in the curriculum evaluation and updating process.<br>B. Alignment of learning outcomes with graduate profiles and KKNI/SKKNI levels.<br>C. Appropriateness of the curriculum structure in the formulation of learning outcomes. | 2.10 | 2.51 | 5.27 |
| 39 | C.6.4.b) Characteristics of the Learning Process<br>Fulfilment of the characteristics of the learning process, comprising the following features: 1) interactive, 2) holistic, 3) integrative, 4) scientific, 5) contextual, 6) thematic, 7) effective, 8) collaborative, and 9) student-centred.   | 2.50 | 0.84 | 2.1  |

| No. | Criteria/Element/Indicator  | Auditor's Score | Weight | Score x Weight |
|-----|---|-----------------|--------|----------------|
| 40  | C.6.4.c) Learning Process Plan<br>A. Availability and completeness of the semester learning plan (RPS) documents.<br>B. The depth and breadth of the RPS are in line with the graduate learning outcomes. | 2.17            | 1.67   | 3.62           |

|    |  |      |      |      |
|----|--|------|------|------|
| 41 | <p>C.6.4.d) Implementation of the Learning Process</p> <p>A. Forms of interaction between lecturers, students and learning resources.</p> <p>B. Monitoring of the alignment of the process with the learning plan.</p> <p>C. The learning process related to research must refer to the Higher Education Research Standards:</p> <p>1) research results: must contribute to the development of science and technology, improve community welfare, and enhance national competitiveness. 2) research content: must meet the depth and breadth of research material in accordance with learning outcomes. 3) research process: covers planning, implementation, and reporting. 4) Research assessment must fulfil the elements of being educational, objective, accountable, and transparent.</p> <p>D. The learning process related to Community Service (PkM) must comply with the Higher Education Standards (SN Dikti) for PkM: 1) PkM outcomes: must contribute to the development of science, technology, engineering, and mathematics (IPTEKS), improve community welfare, and enhance national competitiveness. 2) PkM content: must meet the depth and breadth of PkM material in accordance with learning outcomes. 3) PkM process: covers planning, implementation, and reporting. 4) PkM assessment must fulfil the elements of being educational, objective, accountable, and transparent.</p> <p>E. Alignment of teaching methods with learning outcomes. Examples: RBE (research-based education), IBE (industry-based education), teaching factory/teaching industry, etc.</p> | 2.28 | 1.12 | 2.55 |
| 42 | <p>Learning delivered through practical sessions, studio practice, workshop practice or fieldwork.</p> <p>Table 5.a LKPS</p>   | 0.35 | 0.56 | 0.19 |

| No. | Criteria/Element/Indicator  | Auditor's Score | Weight | Score x Weight |
|-----|---|-----------------|--------|----------------|
| 43  | <p>C.6.4.e) Monitoring and Evaluation of the Learning Process</p> <p>Monitoring and evaluation of the implementation of the learning process covers the characteristics, planning, implementation, learning process and student workload to achieve graduate learning outcomes.</p>   | 2.00            | 2.51   | 5.02           |
| 44  | <p>C.6.4.f) Learning Assessment</p> <p>A. The quality of the implementation of learning assessment (the process and learning outcomes of students) to measure the achievement of learning outcomes based on assessment principles that include: 1) educational, 2) authentic, 3) objective, 4) accountable, and 5) transparent, carried out in an integrated manner.</p> <p>B. The implementation of assessment consists of assessment techniques and instruments. Assessment techniques consist of: 1) observation, 2) participation, 3) performance, 4) written tests, 5) oral tests, and 6) questionnaires. Assessment instruments consist of: 1) process assessment in the form of rubrics, and/or, 2) outcome assessment in the form of portfolios, or 3) design projects.</p> <p>C. The assessment process comprises the following elements: 1) having an assessment plan in place, 2) conducting the assessment in accordance with the plan or agreement, 3) providing feedback and giving students the opportunity to question the results, 4) maintaining documentation of the assessment process and students' learning outcomes, 5) having procedures covering the planning stage, the setting of assignments or questions, performance observation, the return of observation results, and the awarding of final marks, 6) assessment reporting in the form of a letter and numerical grade indicating the student's success in completing a course, 7) having evidence of plans and having implemented improvement processes based on the results of assessment monitoring and evaluation.</p> | 2.00            | 1.67   | 3.34           |

|    |  |      |      |      |
|----|--|------|------|------|
| 45 | C.6.4.g) Integration of research and community engagement activities into teaching<br>Integration of research and community engagement activities into teaching by DTSPS over the last 3 years. Table 5.b LKPS | 4.00 | 1.67 | 6.68 |
|----|--|------|------|------|

| No. | Criteria/Elements/Indicators   | Auditor's Score | Weight | Score x Weight |
|-----|--|-----------------|--------|----------------|
| 46  | C.6.4.h) Academic Atmosphere<br>The implementation and continuity of programmes and activities outside of structured learning activities to enhance the academic atmosphere.<br>Examples: student association activities, public lectures/studium generale, scientific seminars, book reviews.   | 1.50            | 2.51   | 3.76           |
| 47  | C.6.4.i) Student Satisfaction<br>A. Level of student satisfaction with the educational process.<br>Table 5.c LKPS<br>B. Analysis and follow-up of the results of the student satisfaction survey.  | 2.62            | 3.35   | 8.77           |
| 48  | C.7. Research<br>C.7.4. Key Performance Indicators<br>C.7.4.a) Research Relevance<br>The relevance of research at UPPS encompasses the following elements: 1) having a roadmap that covers the research themes of lecturers and students,<br>2) lecturers and students conducting research in accordance with the lecturers' research agenda, which refers to the research roadmap, 3) evaluating the alignment of lecturers' and students' research with the roadmap, and 4) using the evaluation results to improve the relevance of research and the academic development of the study programme. | 2.00            | 1.53   | 3.06           |
| 49  | C.7.4.b) Lecturer and Student Research DTSPS research involving students from the study programme over the last 3 years.<br>Table 6.a LKPS   | 4.00            | 3.07   | 12.28          |

| No. | Criteria/Element/Indicator  | Auditor's Score | Weight | Score x Weight |
|-----|---|-----------------|--------|----------------|
| 50  | C.8. Community Service<br>C.8.4. Key Performance Indicators<br>C.8.4.a) Relevance of Community Service<br>The relevance of Community Service at UPPS encompasses the following elements: 1) having a roadmap that encompasses the Community Service themes of lecturers and students as well as the commercialisation/application of the academic discipline of the study programme, 2) lecturers and students carrying out Community Service in accordance with the Community Service roadmap, 3) conducting an evaluation of the alignment of lecturers' and students' Community Service with the roadmap, and 4) using the evaluation results to improve the relevance of Community Service and the academic development of the study programme. | 1.50            | 0.51   | 0.76           |
| 51  | C.8.4.b) Community Engagement by Lecturers and Students: Community Engagement by the Department of Tourism and Hospitality Studies (DTPS) which, in its implementation, have involved students from the study programme over the last 3 years.<br>Table 7 LKPS  | 4.00            | 1.02   | 4.08           |
| 52  | C.9. Outputs and Achievements of the Tridharma<br>C.9.4. Key Performance Indicators<br>C.9.4.a) Educational Dharma Outcomes<br>Analysis of the fulfilment of graduate learning outcomes (GLOs) measured using valid and relevant methods, covering the aspects of: 1) comprehensiveness, 2) depth, and 3) the usefulness of the analysis, demonstrated by an increase in LLO over time in the last 3 years.   | 1.50            | 1.92   | 2.88           |
| 53  | Graduates' GPA. Table 8.a<br>LKPS   | 4.00            | 1.92   | 7.68           |
| 54  | Student academic achievements over the last 3 years.<br>Table 8.b.1) LKPS   | 4.00            | 2.88   | 11.52          |
| 55  | Student achievements in non-academic fields over the last 3 years.<br>Table 8.b.2) LKPS   | 4.00            | 0.96   | 3.84           |

|    |                                    |      |      |      |
|----|------------------------------------|------|------|------|
| 56 | Duration of study. Table 8.c LKPS  | 4.00 | 1.92 | 7.68 |
| 57 | On-time graduation. Table 8.c LKPS | 4.00 | 1.92 | 7.68 |
| 58 | Academic success. Table 8.c LKPS   | 4.00 | 1.92 | 7.68 |

| No. | Criteria/Element/Indicator   | Auditor's Score | Weight | Score x Weight |
|-----|--|-----------------|--------|----------------|
| 59  | Conduct of a tracer study covering the following 5 aspects: 1) the tracer study is coordinated at the university level, 2) tracer study activities are carried out regularly every year and are documented, 3) the questionnaire covers all core questions of the DIKTI tracer study, 4) it targets the entire population (graduates from TS-4 to TS-2), and 5) the results are disseminated and used for curriculum and learning development. | 2.50            | 2.88   | 7.2            |
| 60  | Waiting time. Table 8.d.1) LKPS  | 4.00            | 2.88   | 11.52          |
| 61  | Job suitability. Table 8.d.2) LKPS   | 2.38            | 1.92   | 4.57           |
| 62  | Level and size of graduates' workplaces. Table 8.e.1) LKPS   | 0.00            | 1.92   | 0              |
| 63  | Graduate user satisfaction levels. Table 8.e.2) LKPS   | 3.93            | 3.83   | 15.05          |
| 64  | C.9.4.b) Research and Community Engagement Outputs: Students' scientific publications, produced independently or in collaboration with the DTPS, with titles relevant to the field of study within the last three years. Table 8.f.1) LKPS   | 4.00            | 2.88   | 11.52          |
| 65  | Research and Community Service (PkM) outputs produced by students, either independently or in collaboration with DTPS, over the last 3 years. Table 8.f.4) LKPS  | 4.00            | 0.96   | 3.84           |

|    |  |      |      |   |
|----|--|------|------|---|
| 66 | D Analysis and Determination of Development Programmes<br>D.1 Analysis and Performance Achievement<br>Comprehensive coverage (completeness, breadth and depth), accuracy, precision and relevance of the performance achievement analysis, as well as consistency with each criterion. | 2.00 | 1.50 | 3 |
| 67 | D.2 SWOT Analysis or Other Relevant Analysis<br>Accuracy of the SWOT analysis or relevant analysis in developing the strategy.   | 2.00 | 2.00 | 4 |
| 68 | D.3 Development Programme<br>Accuracy in setting development programme priorities.   | 2.00 | 1.50 | 3 |

| No.                | Criteria/Elements/Indicators  | Auditor's Score | Weight | Score x Weight |
|--------------------|---|-----------------|--------|----------------|
| 69                 | D.4 Sustainability Programme<br>UPPS has policies, resource availability, implementation capacity, and programme feasibility. | 2.50            | 1.00   | 2.5            |
| <b>TOTAL SCORE</b> |   |                 |        | <b>284.43</b>  |

The score obtained is 284.43 out of a total of 400.

## 2. Conclusion

The conclusions from the AMI activities in the Information Technology Education Study Programme are:

- 1) The documentation system is complete/incomplete\* and structured/less structured\* to support the Internal Quality Assurance System (SPMI);
- 2) The work unit has/has not\* implemented the internal SPMI consistently and sustainably, and it is well documented;
- 3) Corrective Action Requests (CARs) from the previous year have/have not\* been followed up;
- 4) Findings during this audit period are of a minor/major\* nature.


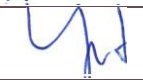
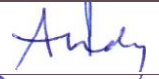

## V. APPENDIX

1. AMI Attendance List
2. Minutes of the AMI Implementation
3. AMI Implementation Documentation
4. AMI Implementation Assignment Letter

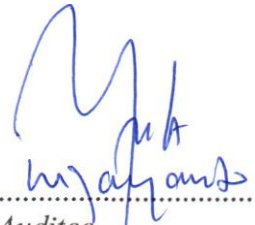
*\*cross out as appropriate*


ATTENDANCE LIST FOR THE AMI  
IMPLEMENTATION AT UNIVERSITAS PERSATUAN  
GURU REPUBLIK INDONESIA SEMARANG

Study Programme : PTI  
 Chair of the : Dr. Arni Handayani, S.Pi., M.Si  
 Audit Date : 14 Oktober 2025  
 Audit Location : Ruang Prodi PTI

| No      | Name                | Position   | Signature  |
|---------|---------------------|------------|--|
| 1.      | Supri               | Dekan      |   |
| 2.      | Wijayanto           | kep. prodi |   |
| 3.      | Andriyo             | Seleproa   |   |
| 4.      | 'ä.'t.+• it/•>=*=>' | k'-A»j,    |  |
| 6.      |                     |            |  |
| 7.      |                     |            |  |
| 8.      |                     |            |  |
| ds<br>t |                     |            |  |

Semarang, ..... 2025

  
 (.....)  
Auditee

  
 (.....)  
 Head of Auditors



## LEMBAGA PENJAMINAN MUTU ( LPM ) UNIVERSITAS PGRI SEMARANG

Jl. Sidodadi Timur No. 24 Semarang

Telp/Fax.(024) 8444967 <http://lpm.upgris.ac.id> email : [lpm@upgris.ac.id](mailto:lpm@upgris.ac.id)

### BERITA ACARA PELAKSANAAN AUDIT MUTU INTERNAL PROGRAM STUDI

Nomor: ...../LPM/UPGRIS/X/2025

Pada hari ini Selasa tanggal 14 bulan Oktober tahun 2025 Pukul 13.30 WIB, bertempat di Ruang Dosen Prodi Pendidikan Teknologi Informasi telah dilaksanakan Audit Mutu Internal (AMI) oleh Auditor AMI Universitas PGRI Semarang terhadap:

Program Studi : Pendidikan Teknologi Informasi (PTI)

Tahun Akademik : 2024/2025

Pelaksanaan Audit Mutu Internal dihadiri oleh Ketua Program Studi beserta jajarannya. Hasil audit dituangkan dalam formulir:

1. Hasil Penilaian AMI
2. Form temuan audit
3. Form Permintaan Tindakan Koreksi

Demikian berita acara ini dibuat dengan sebenarnya untuk diketahui dan digunakan sebagaimana mestinya.

Auditee  
Ketua Program Studi,

(Wijayanto, ST., M. Kom)

Semarang, 14 Oktober 2025

Ketua Auditor,

(Dr. Arri Handayani, S.Psi., M.Si)



Mengetahui

Dekan

(Dr. Supandi S.Si., M. Si)



# LEMBAGA PENJAMINAN MUTU (LPM) UNIVERSITAS PGRI SEMARANG

Jl. Sidodadi Timur No. 24 Semarang

Telp/Fax.(024) 8444967 <http://lpm.upgris.ac.id> email : [lpm@upgris.ac.id](mailto:lpm@upgris.ac.id)

## BERITA ACARA PELAKSANAAN AUDIT MUTU INTERNAL PROGRAM STUDI

Nomor: ...../LPM/UPGRIS/X/2025

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Tahun Akademik : 2024/2025

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Demikian berita acara ini dibuat dengan sebenarnya untuk diketahui dan digunakan sebagaimana mestinya.

Semarang, 14 Oktober 2025

Ketua Auditor,

Auditee  
Ketua Program Studi,

(Wijayanto, ST., M. Kom)

(Dr. Arri Handayani, S.Psi., M.Si)

Mengetahui

Dekan



(Dr. Supandi S.Si., M. Si)



**LEMBAGA PENJAMINAN MUTU ( LPM )**  
**UNIVERSITAS PGRI SEMARANG**

Jl. Sidodadi Timur No. 24 Semarang

Telp/Fax.(024) 8444967 <http://lpm.upgris.ac.id> email : [lpm@upgris.ac.id](mailto:lpm@upgris.ac.id)

**SURAT TUGAS**

Nomor: 033/LPM/UPGRIS/X/2025

Lembaga Penjaminan Mutu Universitas PGRI Semarang dengan ini memberi tugas kepada Saudara yang namanya tersebut di bawah ini :

Nama : Setyoningsih Wibowo, S.T, M.Kom.  
NIDN : 0623127501  
Jabatan : Lektor  
Pekerjaan : Dosen Informatika  
Pada Hari, Tanggal : Selasa, 14 Oktober 2025  
Keperluan : Melakukan Audit Mutu Internal (AMI) pada Prodi  
Pendidikan Teknologi Informatika  
Tempat : Ruang Program Studi

Demikian surat tugas ini dibuat untuk dilaksanakan sebaik-baiknya dengan penuh tanggung jawab.

Telah melaksanakan tugas:



Dr. Supandi, S.Si., M.Si.

Semarang, 13 Oktober 2025  
Ketua LPM,



Dr. Ary Susatyo Nugroho, M.Si.  
NIP 196908261994031003



# LEMBAGA PENJAMINAN MUTU ( LPM ) UNIVERSITAS PGRI SEMARANG

Jl. Sidodadi Timur No. 24 Semarang

Telp/Fax.(024) 8444967 <http://lpm.upgris.ac.id> email : [lpm@upgris.ac.id](mailto:lpm@upgris.ac.id)

## BERITA ACARA PELAKSANAAN AUDIT MUTU INTERNAL PROGRAM STUDI Nomor: ...../LPM/UPGRIS/...../2025

Pada hari ini, Selasa tanggal 14 bulan Oktober tahun 2025 Pukul 13.30 WIB, bertempat di Ruang Prodi PTI GU 203 telah dilaksanakan Audit Mutu Internal (AMI) oleh Auditor AMI Universitas PGRI Semarang terhadap:

Program Studi : PTI

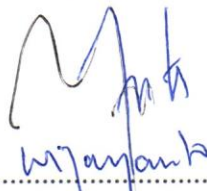
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Demikian berita acara ini dibuat dengan sebenarnya untuk diketahui dan digunakan sebagaimana mestinya.

Auditee  
Ketua Program Studi,

  
(.....)

Semarang, 14 - 10 - 2025  
Ketua Auditor,

  
(Dr. Arri Handayani, S.Ps., M.Si)

Mengetahui  
Dekan

  
(.....)  


Dokumentasi Pelaksanaan AMI

