

**ACADEMIC YEAR
2024/2025**



INTERNAL QUALITY AUDIT REPORT BIOLOGY EDUCATION STUDY PROGRAMME



**LEMBAGA PENJAMINAN MUTU
UNIVERSITAS PGRI SEMARANG**

Melaju dengan Mutu

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



By the Auditor:

1. Dr Nuning Zaidah, S.Pd., M.A.
2. Setiyawan, S.Pd., M.Or

**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, 15th October 2025
Chair of the LPM,


Drs. Ary Susatyo Nugroho, M.Si

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PROCEDURES FOR CONDUCTING AN INTERNAL QUALITY AUDIT


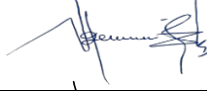

1. The LPM draws up the AMI implementation programme
2. The LPM submits the AMI schedule to the auditee and the auditor no later than 2 days after the programme has been drawn up
3. The auditee downloads the Standard Compliance Form from SIJITU (Form 1)
4. The auditee must complete and upload the Standard 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 no later than 1 week after 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 assigns auditors to carry out the on-site audit.
11. Conduct of the on-site audit. The auditor prepares the Minutes and Audit Findings and submits them to the auditee. (Forms 4, 5, and 6)
12. The grace period for re-verification with the auditee is conducted online (maximum of 5 working days)
13. The auditor prepares the minutes and audit 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 for the auditee to view.
18. The LPM reports the AMI results to the Vice-Chancellor

SUMMARY

The Internal Quality Audit (AMI) for the 2024/2025 academic year was an evaluation of the performance of the Biology Education Study Programme at PGRI University of Semarang, conducted on 15 October 2025 by a team of auditors from the LPM, and re-verified on 16 October 2025. This report presents the IQA scores, IQA findings and recommendations for improvement, requests for corrective action (RCA), conclusions, and supporting appendices containing scans of physical documents resulting from the IQA. Based on the IQA results within the programme, several findings and recommendations for improvement were identified, including: the interest of international students and the lecturer-to-student ratio. The conclusions from the AMI activities in the Biology Education Study Programme are as follows: 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 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.

*) Cross out as appropriate

I. INTRODUCTION

Work Unit	Biology Education	
Address	Jl. Sidodadi Timur, Jalan Dokter Cipto No. 24, Karangtempel, Semarang Timur District, Semarang City, Central Java 50232	
Head of Programme	Praptining Rahayu, S.Si., M.Pd.	
Audit Date	15 th October 2025	
Head of Auditors	Dr Nuning Zaidah, S.Pd., MA	
Audit Panel Member	Setiyawan, S.Pd., M.Or	Signed 

II. AUDIT OBJECTIVES OF THE ‘ ’

Tick (√) the option that applies

	Yes	No
a. Verify whether the 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 academic documents and Faculty Quality	√	
c. Assessing the Study Programme's readiness to undertake the accreditation programme	√	
d. Ensuring the smooth implementation of the management of the e. xml-ph-0000@deepl.internal Mapping opportunities for improving the quality of the Study Programme	√	
e. Mapping opportunities for improving the quality of study programmes	√	
f. Other objectives, please specify:		

III. SCOPE OF THE EDUCATIONAL STANDARDS 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. Standards for Learning Facilities and Infrastructure
 - g. Standards for Learning Management
 - 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. Community Service Process Standards
 - d. Standards for the Assessment of Community Service
 - e. Implementation Standards for Community Service
 - f. Standards for Facilities and Infrastructure in Community Service
 - g. Management Standards for Community Service
 - h. Standards for Funding and Financing 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 OF UNIVERSITAS PERSATUAN
GURU REPUBLIK INDONESIA SEMARANG
ACADEMIC YEAR 2024/2025

Faculty Name : Faculty of Mathematics Natural Sciences and Information Education

Name of Study Programme : Biology Education

I. Non-conformity

Indicator No	Indicator	Finding
15	C.3.4.b) Capacity of the Study Programme	Minor Finding: No international students
20	Ratio of students number in the study programme to the number of DTSP.	Minor Finding: There is an excess of lecturers, resulting in a ratio of 1:6.45

II. Recommendations for improvement

Indicator Numbers	Indicator	Recommendation
15	Attractiveness of the Study Programme	Efforts to increase the interest of new students and international students in applying
20	Ratio of the number of students in the programme to the number of teaching staff	Increasing the number of new students in the coming academic year to achieve a lecturer-to-student ratio of 1:30

III. Audit Conclusions

The audit team concluded:

1. The documentation system is sufficiently comprehensive and structured to support the Internal Quality Assurance System. ~~*(Yes/No/Other)~~
2. The study programme has implemented the Internal Quality Assurance System consistently and continuously. ~~*(Yes/No/Other~~
3. Requests for Corrective Action (RCA) regarding findings from the previous audit have been effectively followed up. ~~*(Yes/No)~~ If not, state the audit team's recommendations:.....

4. Findings for this audit period are: Non-conformities (NC)/Observations/No findings



Praptining Rahayu, BSc, MEd
Auditee

Semarang, 15 October 2025



Dr Nuning Zaidah, B.Ed., MA
Chair of the Audit Panel

**FORM FOR REQUEST FOR CORRECTIVE ACTION
(PTK) INTERNAL QUALITY AUDIT OF PGRI UNIVERSITY
OF SEMARANG**

ACADEMIC YEAR 2024/2025

Faculty	: Faculty of Mathematics Natural Sciences and Information Education		
Study Programme	: Biology Education		
Head of the	: Praptining Rahayu, S.Si., M.Pd.		
Head of Auditors	: Dr Nuning Zaidah, S.Pd., M.A	Audit Date	:15 th October 2025
Description of PTK 1 :			
Student Standards Increasing the interest of new students and international students in enrolling, as well as expanding international cooperation			
Indicator No.: 90	Category:	<input type="checkbox"/> Non-conformity	<input checked="" type="checkbox"/> Observation
Description of PTK 2:			
Standards for Lecturers and Educational Staff: There are too many lecturers, resulting in a ratio of 1:6.45			
Indicator No.: 15	Category:	<input type="checkbox"/> Non-compliance	<input checked="" type="checkbox"/> Observation

Semarang, 15th October 2025
Chair of the Auditors,



Dr Nuning Zaidah, S.Pd., M.A

IV. AUDIT RESULTS

1. Audit Score

No.	Criteria/Element/Indicator	Auditor's Score	Weight	Score x Weight
1	A. External Conditions Consistency with the results of the SWOT analysis and/or other analyses, as well as future development plans.	3.80	1.00	3.80
2	B. Profile of the Programme Management Unit 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 field of study.	3.5	1.0	3.5
3	C. Criteria C.1. Vision, Mission, Objectives and Strategy C.1.4. Key Performance Indicators for the Alignment of 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.	3.75	0.51	1.92
4	Mechanisms and stakeholder involvement in the formulation of the VMTS for Higher Education Institutions (HEIs).	3.75	1.02	3.83
5	Strategies for achieving objectives are formulated based on systematic analysis, and their implementation is subject to monitoring and evaluation with follow-up actions.	3.75	1.53	5.75
6	C.2. Governance, Management and Cooperation C.2.4. Key Performance Indicators C.2.4.a) Governance System A. The completeness of the organisational structure and the effectiveness of the organisation's operations. B. The implementation 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.	3.75	0.34	1.28

No.	Criteria/Element/Indicator	Auditor's Score	Weight	Score x Weight
7	C.2.4.b) Leadership and Managerial Capabilities A. Commitment of UPPS leadership. B. Capabilities of UPPS leadership, covering the following aspects: 1) planning, 2) organising, 3) staffing, 4) implementation, 5) control and supervision, and 6) reporting, which forms the basis for follow-up.	3.80	0.34	1.29
8	C.2.4.c) Collaboration Quality, benefits, satisfaction and sustainability of educational, research and community engagement collaborations relevant to the study programme. UPPS has valid evidence that existing cooperation has fulfilled the following three aspects: 1) providing benefits to the study programme in fulfilling the learning, research and community engagement processes; 2) improving the performance of the three pillars of higher education and the supporting facilities of the study programme; 3) providing satisfaction to industry partners and other cooperation partners, as well as ensuring the sustainability of the cooperation and its outcomes.	3.80	0.68	2.59
9	A. Education, research, and community engagement collaborations relevant to the study programme and managed by UPPS over the past three years. B. International, national, regional and local partnerships relevant to the study programme and managed by the UPPS over the last three years. Table 1 LKPS	4.00	0.34	1.36
10	C.2.5 Additional Performance Indicators for Exceeding SN-DIKTI (additional performance) set by the UPPS for each criterion.	3.50	0.68	2.39

11	<p>C.2.6 Performance Achievement Evaluation</p> <p>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.</p>	3.50	1.02	3.58
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No.	Criteria/Element/Indicator	Auditor's Score	Weight	Score x Weight
12	C.2.7. Quality Assurance 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.	3.50	1.36	4.77
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.	4.00	1.36	5.45
14	C.3. Students C.3.4. Key Performance Indicators C.3.4.a) Quality of Student Intake A. Recruitment methods and selection rigour. Table 2.a LKPS	4.00	4.60	18.40
15	C.3.4.b) Programme Appeal A. Increased interest among prospective students. Table 2.a LKPS B. International students Table 2.b LKPS	0.67	3.07	2.04

16	<p>C.3.4.c) Student Services</p> <p>A. Availability of student services in the areas of: 1) reasoning, interests and talents, 2) well-being (guidance and counselling, scholarship services, and health services), and 3) career guidance and entrepreneurship.</p> <p>B. Access to and quality of student services.</p>	3.80	1.53	5.83
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No.	Criteria/Element/Indicator	Auditor's Score	Weight	Scorex Weight
17	C.4. Human Resources C.4.4. Key Performance Indicators C.4.4.a) Lecturer Profile Adequacy of the number of DTSPS. Table 3.a.1) LKPS	4.00	0.74	2.97
18	Academic qualifications of DTSPS. Table 3.a.1) LKPS	3.80	0.99	3.77
19	Academic position DTSPS. Table 3.a.1) LKPS	4.00	0.50	1.98
20	Ratio of the number of students in the study programme to the number of DTSPS. Table 2.a LKPS Table 3.a.1) LKPS	4.00	0.50	1.98
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	0.99
23	Non-permanent lecturer. Table 3.a.4) LKPS	4.00	0.50	1.98
24	C.4.4.b) Lecturer Performance Recognition of expertise, achievements and performance of DTSPS. Table 3.b.1) LKPS	4.00	0.81	3.24
25	DTSPS research activities relevant to the field of study in the last 3 years. Table 3.b.2) LKPS	3.30	0.81	2.67
26	DTSPS Community Service Activities relevant to the field of study in the last 3 years. Table 3.b.3) LKPS	4.00	0.41	1.62
27	Scientific publications on topics relevant to the field of study produced by DTSPS in the last 3 years. Table 3.b.4) LKPS	4.00	0.81	3.24
28	Scientific articles by DTSPS cited in the last 3 years. Table 3.b.5) LKPS	4.00	0.81	3.24
29	Research and Community Engagement outputs produced by DTSPS over the last three years. Table 3.b.7) LKPS	4.00	0.81	3.24
30	C.4.4.c) Lecturer Development Efforts to develop lecturers.	4.00	2.23	8.92

No.	Criteria/Elements/Indicators	Auditor's Score	Weight	Score x Weight
31	C.4.4.d) Educational Staff A. Qualifications and adequacy of educational staff based on their job type (administration, librarians, technicians, etc.) B. Qualifications and adequacy of laboratory assistants to support the learning process in accordance with the needs of the study programme.	3.50	1.12	3.90
32	C.5. Finance, Facilities and Infrastructure C.5.4. Key Performance Indicators C.5.4.a) Finance Operational costs for education. Table 4 LKPS	4.00	0.77	3.07
33	DTPS research funds. Table 4 LKPS	4.00	0.77	3.07
34	DTPS community service funds. Table 4 LKPS	4.00	0.38	1.53
35	Implementation of investment (human resources, facilities and infrastructure) supporting the implementation of the three pillars of higher education.	4.00	0.38	1.53
36	Sufficiency of funds to ensure the achievement of learning outcomes.	3.50	0.77	2.68
37	C.5.4.b) Facilities and Infrastructure Adequacy, accessibility and quality of facilities and infrastructure to ensure the achievement of learning outcomes and enhance the academic environment.	3.50	3.07	10.73
38	C.6. Education C.6.4. Key Performance Indicators C.6.4.a) Curriculum A. Stakeholder involvement in the curriculum evaluation and updating process. B. Alignment of learning outcomes with graduate profiles and KKNI/SKKNI levels. C. Appropriateness of the curriculum structure in the formulation of learning outcomes.	3.60	2.51	9.03
39	C.6.4.b) Characteristics of the Learning Process 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.	3.75	0.84	3.14

No.	Criteria/Element/Indicator	Auditor's Score	Weight	Score x Weight
40	C.6.4.c) Learning Process Plan A. Availability and completeness of the semester learning plan (RPS) documents. B. The depth and breadth of the RPS are in line with graduate learning outcomes.	3.75	1.67	6.27
41	C.6.4.d) Implementation of the Learning Process A. Forms of interaction between lecturers, students and learning resources. B. Monitoring of the alignment of the process with the learning plan. C. Learning processes related to research must refer to the Higher Education Research Standards: 1) research results: must contribute to the development of science and technology, improve public 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: must cover planning, implementation, and reporting. 4) Research assessment must fulfil the elements of being educational, objective, accountable, and transparent. D. The learning process associated with Community Engagement (PkM) must comply with the Higher Education Directorate General's (SN Dikti) PkM guidelines: 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 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. E. Alignment of teaching methods with learning outcomes. Examples: RBE (research based education), IBE (industry-based education), teaching factory/teaching industry, etc.	3.58	1.12	4.00
42	Learning conducted in the form of practical sessions, studio practice, workshop practice, or field practice. Table 5.a LKPS	4.00	0.56	2.23

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>	3.75	2.51	9.41
44	<p>C.6.4.f) Learning Assessment</p> <p>A. The quality of the implementation of learning assessment (of both the learning process and student learning 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. 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 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 evidence of plans and having implemented improvement processes based on the results of assessment monitoring and evaluation.</p>	3.50	1.67	5.85
45	<p>C.6.4.g) Integration of research and community engagement activities into teaching</p> <p>Integration of research and community engagement activities into teaching by the DTSP over the last three years. Table 5.b LKPS</p>	4.00	1.67	6.69

No.	Criteria/Elements/Indicators	Auditor's Score	Weight	Score x Weight
46	C.6.4.h) Academic Atmosphere The 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.	3.80	2.51	9.53
47	C.6.4.i) Student Satisfaction A. Level of student satisfaction with the educational process. Table 5.c LKPS B. Analysis and follow-up of the results of the student satisfaction survey.	3.40	3.35	11.36
48	C.7. Research C.7.4. Key Performance Indicators C.7.4.a) Research Relevance The relevance of research at UPPS encompasses the following elements: 1) having a roadmap that encompasses the research themes of lecturers and students, 2) lecturers and students carry out research in accordance with the lecturers' research agenda, which is based on the research roadmap; 3) assess the alignment of lecturers' and students' research with the roadmap; and 4) use the results of this assessment to enhance the relevance of the research and to advance the academic development of the degree programme.	3.75	1.53	5.75
49	C.7.4.b) Lecturer and Student Research DTPS research involving students from the study programme over the last 3 years. Table 6.a LKPS	4.00	3.07	12.27

No.	Criteria/Element/Indicator	Auditor's Score	Weight	Score x Weight
50	C.8. Community Service C.8.4. Key Performance Indicators C.8.4.a) Relevance of Community Service The relevance of Community Service at UPPS encompasses the following elements: 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, 2) lecturers and students carrying out PkM in accordance with the PkM roadmap, 3) evaluating the alignment of lecturers' and students' PkM with the roadmap, and 4) using the evaluation results to improve the relevance of PkM and the academic development of the study programme.	3.74	0.51	1.91
51	C.8.4.b) PkM for Lecturers and Students PkM DTSPS which, in its implementation, involved students from the study programme over the last 3 years. Table 7 LKPS	4.00	1.02	4.09
52	C.9. Outputs and Achievements of the Tridharma C.9.4. Key Performance Indicators C.9.4.a) Educational Dharma Outcomes 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.	3.75	1.92	7.19
53	Graduates' GPA. Table 8.a LKPS	4.00	1.92	7.67
54	Student academic achievements over the last 3 years. Table 8.b.1) LKPS	4.00	2.88	11.50
55	Student achievements in non-academic fields over the last 3 years. Table 8.b.2) LKPS	4.00	0.96	3.83
56	Duration of study. Table 8.c LKPS	4.00	1.92	7.67
57	On-time graduation. Table 8.c LKPS	4.00	1.92	7.67
58	Academic success. Table 8.c LKPS	3.77	1.92	7.22

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 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.	3.75	2.88	10.78
60	Waiting time. Table 8.d.1) LKPS	4.00	2.88	11.50
61	Job suitability. Table 8.d.2) LKPS	4.00	1.92	7.67
62	Level and size of graduates' workplaces. Table 8.e.1) LKPS	3.08	1.92	5.90
63	Graduate user satisfaction levels. Table 8.e.2) LKPS	3.92	3.83	15.03
64	C.9.4.b) Research and Community Engagement Outputs: Students' scientific publications, produced independently or in collaboration with the DTSP, with titles relevant to the field of study within the last three years. Table 8.f.1) LKPS	3.78	2.88	10.85
65	Research and Community Service (PkM) outputs produced by students, either independently or in collaboration with DTSP, over the last 3 years. Table 8.f.4) LKPS	4.00	0.96	3.83
66	D Analysis and Determination of Development Programmes D.1 Analysis and Performance Achievements in terms of comprehensiveness (completeness, breadth, and depth), accuracy, precision, and appropriateness of performance achievement analysis as well as consistency with each criterion.	3.50	1.50	5.25
67	D.2 SWOT Analysis or Other Relevant Analysis The accuracy of the SWOT analysis or relevant analysis in developing the strategy.	3.50	2.00	7.00
68	D.3 Development Programme Accuracy in setting development programme priorities.	3.50	1.50	5.25

No.	Criteria/Elements/Indicators	Auditor's Score	Weight	Score x Weight
69	D.4 Sustainability Programme UPPS has policies, available resources, the capacity to implement, and the feasibility of the programme.	3.75	1.00	3.75
TOTAL SCORE				369.23

The score obtained is 369.23 out of a total of 400.

2. Conclusion

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

1) The documentation system ~~is complete/incomplete~~* and ~~structured/less structured~~* to support the 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 ~~follow~~ed up; 4) Findings during this audit period are of a minor/major* nature. _____






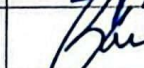
V. APPENDIX

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

**cross out what is not needed*


**DAFTAR HADIR PELAKSANAAN AMI
UNIVERSITAS PGRI SEMARANG**

Nama Prodi/Auditee : Pendidikan Biologi
 Nama Ketua Auditor : Dr. Nuning Zaidah, S.Pd.,M.A
 Tanggal Audit : 15 Oktober 2025
 Tempat Audit : Ruang 203 (Ruang Dosen P. Biologi)

No	Nama	Jabatan	Tanda Tangan
1.	Dr. Nuning Zaidah, S.Pd.,M.A	Ketua Auditor	
2.	Setiawan, S.Pd., M.Or	Anggota Auditor	
3.	Dr. Supandi, M.Si	Dekan FPMIPATI	
4.	Dr. Ernawati Saptaningrum, M. Pd	Wakil Dekan II	
5.	Praptining Rahayu, M.Pd	Ketua Prodi	
6.	Rivanna Citraning Rachmawati, M.Pd	Sekretaris Prodi	
7.			
8.			
ds t			

Semarang, 15 Oktober 2025


 (Praptining Rahayu, M.Pd)
 Auditee


 (Dr. Nuning Zaidah, S.Pd.,M.A)
 Ketua Auditor



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

BERITA ACARA PELAKSANAAN AUDIT MUTU INTERNAL PROGRAM STUDI

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

Pada hari ini, Rabu tanggal 15 bulan Oktober tahun 2025 Pukul 14.00 WIB, bertempat di Ruang FPMIPATI telah dilaksanakan Audit Mutu Internal (AMI) oleh Auditor AMI Universitas PGRI Semarang terhadap:

Program Studi : Pendidikan Biologi

Tahun Akademik : 2024/2025

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

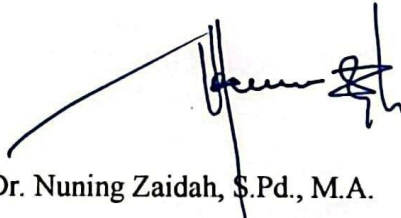
1. Hasil Penilaian AMI
2. Form temuan audit
3. Form Permintaan Tindakan Koreksi

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

Auditee
Ketua Program Studi,


Praptining Rahayuningsih, S.Si.,M.Pd

Semarang, 15 Oktober 2025
Ketua Auditor,


Dr. Nuning Zaidah, S.Pd., M.A.

Mengetahui

Dekar, S.Si.,M.Pd



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

