

**ACADEMIC YEAR
2024/2025**



INTERNAL QUALITY AUDIT REPORT MATHEMATICS EDUCATION STUDY PROGRAMME



**LEMBAGA PENJAMINAN MUTU
UNIVERSITAS PGRI SEMARANG**

Melaju dengan Mutu

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



By the Auditor:

1. Dr Sri Suneki, M.Si.
2. Nadea Lathifah N, S.H., LL.M

**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, 25th October 2025

Chair of the LPM,



Drs. Ary Susatyo Nugroho, M.Si

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PROCEDURES FOR CONDUCTING INTERNAL QUALITY AUDITS

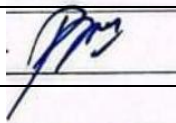
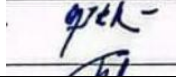
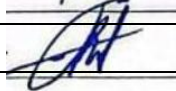
1. The LPM draws up the IQA implementation programme
2. The LPM submits the IQA schedule to the auditee and the auditor no later than 2 days after the programme has been drawn up
3. The auditee downloads the Standard Compliance Form from SIJITU (Form 1)
4. The auditee must complete and upload the Standard 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 (if there is a split score) (Form 3)
9. The LPM draws up a field audit schedule for all auditors
10. The LPM assigns tasks to auditors to carry out field audits.
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. Auditors prepare the audit report and findings if re-verification takes place (Forms 7 and 8)
14. Auditors upload 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 Mathematics Education Study Programme at Universitas Persatuan Guru Republik Indonesia Semarang, conducted on 25 October 2025 by a team of auditors from the Academic Quality Assurance Unit (LPM), with a re-verification carried out on 18 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 need for complete supporting documentation. The conclusions from the AMI activities in the Bachelor's Programme in Mathematics Education 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 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. PENDAHULUAN

Work Unit	Mathematics Education Study Programme	
Address	Jl. SIdodadi Timur No. 24 Dr. Cipto, Semarang	
Head of Study Programme	Dr. Muhammad Prayito, M.Pd.	Signed 
Audit Date	16 th October 2025	
Chair of the Auditors	Dr. Sri Suneki, M.Si.	Signed 
Auditee	Nadea Lathifah Nugraheni, SH, LLM.	Signed 

LL. AUDIT OBJECTIVES

Mark the options (✓) that applies

	Yes	No
ø. Determine whether the findings/corrective action plans from the previous year's audit cycle have been followed up.	✓	
b. Enter the alignment of the direction and implementation of quality assurance Study Programme with the Faculty's academic 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 to improve the Study Programme	✓	
f. Other objectives, please specify:		

I. SCOPE OF 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 Community Service Processes
 - d. Community Service Assessment Standards
 - e. Implementation Standards for Community Service
 - f. Standards for Facilities and Infrastructure for Community Service
 - g. Community Service Management Standards
 - 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 SMEARANG
ACADEMIC YEAR 2024/2025

I. Non-conformities

No Indicator	Indicator	Finding
14	Method Recruitment and selection rigour	Recruitment methods and the rigour of the selection process need to be improved
15	Attractiveness of study programmes and international students	No international students yet
25	Research activities DTSP relevant to the field of study programme	The proportion of research funded by external sources remains low
32	Operational Education Costs	The allocation of the operational budget is not yet fully based on projected needs
33	DTSP Research Funding	Number external external is small compared to internal grants
34	Community Service Fund (DTSP)	Only some lecturers actively apply for external grants
16	Student Services	The number of non-curricular student activities is inappropriate. Year after year, they are simply created with the same number.
59	Results student survey on educational satisfaction	No evidence of implementation

II. Suggestions for improvement

No Indicator	Indicator	Recommendation
15	Attracting programme and international students	Enhancing promotion to attract international students

14	Recruitment methods and selection criteria	Improving recruitment methods and selection standards
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33	DTPS Research Funding	Encouraging lecturers to increase the number of external grant proposals.
16	Student Services	Adjusting the number of non-curricular activities required for each student
59	Results student survey on educational satisfaction	A student survey on educational satisfaction was conducted and the evidence is attached
25	Relevant DTPS research activities with the field of the final study programme	Conducting mini-research groups involving multiple disciplines to improve lecturers' performance in research
32	Educational Operational Costs	Operational budget aligned with projected requirements
34	Community Service Fund DTPS	Encouraging collaboration with the private sector to carry out community service

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 auditors' recommendations
4. Findings during this audit period are: Non-conformities
*(KTS)/Observations/No findings

Semarang, 16 October 2025

(Dr M. Prayito, S.Pd., M.Pd.)
Auditee

(Dr. Sri Suneki, M.Si.)
Chair of the Auditors

**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		
Department	: Mathematics Education Study Programme		
Head of Programme	: Dr M. Prayito, S.Pd., M.Pd.		
Head of Auditors	: Dr. Sri Suneki, M.Si.	Audit Date	: 16 th October 2025
Description of PTK 1: 15. Enhancing promotion to attract international students 2. Encourage lecturers to increase the number of external grant proposals. 16. Adjusting non-curricular activities for each study programme as required 59. Conduct a student survey on educational satisfaction and attach the evidence			
Indicator No.:.....	Category:	<input checked="" type="checkbox"/> Non-conformity	<input type="checkbox"/> Observation
Description of PTK 2: 26. Collaborate with lecturers from across multidisciplinary programmes to enhance external PKM			
Indicator No.:.....	Category:	<input type="checkbox"/> Non-compliance	<input checked="" type="checkbox"/> Observation

Semarang, 16th October 2025



(Dr Sri Suneki, M.Si.)
Chair of the Auditors

II. AUDIT RESULTS

1. Audit Score

No.	Criteria/Elements/Indicators	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.	4.00	1.00	4.00
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.	4.0	1.0	4.0
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 (PT) and the academic vision of the Study Programme (PS) it manages.	3.50	0.51	1.79
4	Mechanisms and stakeholder involvement in the formulation of the UPPS VMTS.	3.00	1.02	3.07
5	Strategies for achieving objectives are formulated based on systematic analysis, and their implementation is subject to monitoring and evaluation with follow-up actions.	3.50	1.53	5.37

6	<p>C.2. Governance, Management and Cooperation</p> <p>C.2.4. Key Performance Indicators</p> <p>C.2.4.a) Governance System</p> <p>A. The completeness of the organisational structure and the effectiveness of organisational management.</p> <p>B. The realisation of good governance and fulfilment of the five pillars of the governance system, which include: 1) Credibility, 2) Transparency, 3) Accountability, 4) Responsibility, 5) Fairness.</p>	4.00	0.34	1.36
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No.	Criteria/Elements/Indicators	Score Auditor	Weight	Score x Weight
7	<p>C.2.4.b) Leadership and Managerial Skills</p> <p>A. Commitment of UPPS management.</p> <p>B. The 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 actions.</p>	3.00	0.34	2.04
8	<p>C.2.4.c) Collaboration</p> <p>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.</p>	4.00	0.68	1.36

9	A. Education, research, and community engagement collaborations relevant to the study programme and managed by UPPS over the past 3 years. B. International, national, regional/local collaborations relevant to the study programme and managed by the UPPS over the past 3 years. Table 1 LKPS	3.50	0.34	2.39
10	C.2.5 Additional Performance Indicators Exceeding SN-DIKTI (additional performance) set by the UPPS for each criterion.	3.50	0.68	3.58
11	C.2.6 Performance Achievement Evaluation An 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 contributing to success and factors hindering the achievement of standards, and a brief description of the follow-up actions to be taken.	3.50	1.02	3.58

No.	Criteria/Element/Indicator	Score Auditor	Weight	Score x Weight
12	C.2.7. Quality Assurance Implementation of the Internal Quality Assurance System (academic and non-academic), evidenced by the presence of 5 aspects: 1) legal documents establishing the quality assurance implementation units, 2) availability of quality documents: SPMI policies, SPMI manuals, SPMI standards, and SPMI 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 stakeholder satisfaction with management services: students, lecturers, educational staff, graduates, users and partners, covering the following aspects: 1) using satisfaction instruments that are valid, reliable and user-friendly; 2) conducted on a regular basis, with data recorded comprehensively; 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 measurement, and 6) the results are published and easily accessible to lecturers and students.	3.50	1.36	4.77
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	1.48	4.60	6.81
15	C.3.4.b) Programme Appeal A. Increased interest among prospective students. Table 2.a LKPS B. International students Table 2.b LKPS	0.98	3.07	3.01
16	C.3.4.c) Student Services 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. B. Access to and quality of student services.	2	1.53	3.06

No.	Criteria/Element/Indicator	Score Auditor	Weight	Value x 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	0.74	2.97
18	Academic qualifications of DTSPS. Table 3.a.1) LKPS	3.27	0.99	3.24
19	Academic position DTSPS. Table 3.a.1) LKPS	3.56	0.50	1.76

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	0.50	2
21	Assignment of DTSPS as the main supervisor for students' final projects. Table 3.a.2) LKPS	4	0.99	3.96
22	Full-time teaching equivalence (DTSPS). Table 3.a.3) LKPS	4	0.25	0.99
23	Non-permanent lecturers. Table 3.a.4) LKPS	4	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	0.81	3.24
25	DTSPS research activities relevant to the field of study in the last 3 years. Table 3.b.2) LKPS	0.76	0.81	0.61
26	DTSPS Community Engagement Activities relevant to the field of study over the last 3 years. Table 3.b.3) LKPS	3	0.41	1.23
27	Scientific publications on topics relevant to the field of study produced by the DTSPS in the last 3 years. Table 3.b.4) LKPS	4	0.81	3.24
28	Scientific articles by DTSPS cited in the last 3 years. Table 3.b.5) LKPS	4	0.81	3.24
29	Research and Community Engagement (PkM) outputs produced by DTSPS over the last 3 years. Table 3.b.7) LKPS	4	0.81	3.24
30	C.4.4.c) Lecturer Development Efforts to develop lecturers.	3.50	2.23	7.81

No.	Criteria/Elements/Indicators	Score Auditor	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. The qualifications and competence of laboratory assistants to support the learning process in line with the needs of the degree 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 of education. Table 4 LKPS	0	0.77	0
33	DTPS research funds. Table 4 LKPS	0.02	0.77	0.01
34	DTPS community service funds. Table 4 LKPS	0.10	0.38	0.04
35	Realisation of investment (human resources, facilities and infrastructure) supporting the implementation of the three pillars of higher education.	3.50	0.38	1.34
36	Sufficient funding 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.	3.50	2.51	8.78
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.	3.50	0.84	2.93

No.	Criterion/Element/Indicator	Score Auditor	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.	3.50	1.67	5.85

41	<p>C.6.4.d) Implementation of the Learning Process</p> <p>A. The nature of interaction between lecturers, students and learning resources.</p> <p>B. Monitoring 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 (SN Dikti Penelitian): 1) research outcomes: must contribute to the development of science, technology, engineering and mathematics (STEM), improve community 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: 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>	3.50	1.12	3.90
42	<p>Learning conducted in the form of practical sessions, studio practice, workshop practice, or field practice.</p> <p>Table 5.a LKPS</p>	4	0.56	2.23

No.	Criteria/Element/Indicator	Score Auditor	Weight	Value 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>	3.50	2.51	8.78
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 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) maintaining 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 carried out improvement processes based on monitoring and evaluation results rating.</p>	3.50	1.67	5.85

45	C.6.4.g) Integration of research and community engagement activities into teaching Integration of research and community engagement activities into teaching by DTSPS over the last 3 years. Table 5.b LKPS	4	1.67	6.69
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No.	Criteria/Elements/Indicators	Score Auditor	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.	3.50	2.51	8.78
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.	3.67	3.35	12.27
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 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.	3.50	1.53	5.37
49	C.7.4.b) Lecturer and Student Research DTSPS research involving students from the study programme over the last 3 years. Table 6.a LKPS	4	3.07	12.27

No.	Criteria/Element/Indicator	Score Auditor	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 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.	3.50	0.51	1.79
51	C.8.4.b) Community Engagement by Lecturers and Students: Community Engagement by the Department of Tourism, Hospitality and Services (DTPS), which has have involved students from the study programme over the last 3 years. Table 7 LKPS	4	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.	3.50	1.92	6.71
53	Graduates' GPA. Table 8.a LKPS	4	1.92	7.67
54	Student academic achievements over the last 3 years. Table 8.b.1) LKPS	4	2.88	11.50
55	Student achievements in non-academic fields over the last 3 years. Table 8.b.2) LKPS	3.72	0.96	3.56

56	Duration of study. Table 8.c LKPS	4	1.92	7.67
57	On-time graduation. Table 8.c LKPS	4	1.92	7.67
58	Academic success. Table 8.c LKPS	4	1.92	7.67

No.	Criteria/Elements/Indicators	Score Auditor	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	2.88	5.76
60	Waiting time. Table 8.d.1) LKPS	4	2.88	11.50
61	Job suitability. Table 8.d.2) LKPS	4	1.92	7.67
62	Level and size of graduates' workplaces. Table 8.e.1) LKPS	3.14	1.92	6.02
63	Graduate user satisfaction levels. Table 8.e.2) LKPS	3.99	3.83	15.29
64	C.9.4.b) Research and Community Engagement Outputs: Students' scientific publications, produced independently or in collaboration with the DTSPS, with titles relevant to the field of study within the last three years. Table 8.f.1) LKPS	4	2.88	11.50
65	Research and Community Engagement (PkM) outputs produced by students, either independently or in collaboration with DTSPS, over the last 3 years. Table 8.f.4) LKPS	4	0.96	3.83

66	D Analysis and Determination of Development Programmes D.1 Analysis and Performance Achievement Comprehensive coverage (completeness, breadth and depth), accuracy, precision and relevance of the 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	Score Auditor	Weight	Value of x Weight
69	D.4 Sustainability Programme UPPS has policies, available resources, the capacity to implement, and the feasibility of the programme.	3.50	1.00	3.50
TOTAL SCORE				336.77

The score obtained is 336.77 out of a total of 400.

2. Conclusion

The conclusions from the AMI activities in the Mathematics 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.





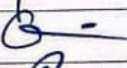
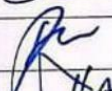
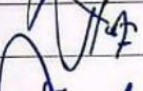
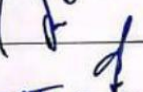
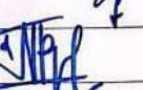


III. APPENDIX

1. Documentation
2. Minutes
3. Letter of Assignment

**cross out what is not required*

**DAFTAR HADIR PELAKSANAAN AMI
UNIVERSITAS PGRI SEMARANG**

Nama Prodi/Auditee : Pendidikan Matematika
 Nama Ketua Auditor : Dr. Sri Suneki, M.Si.
 Tanggal Audit : 16 Oktober 2025
 Tempat Audit : Laboratorium Pengembangan GU. 302

No	Nama	Jabatan	Tanda Tangan
1.	Supriadi	Delecom	
2.	Nadea	Asisten	
3.	Sri Suneki	Auditor	
4.	Ernawati S	WD U	
5.	Lili/ Arizato		
6.	Muh. Prayito	Kaprosdi	
7.	Lukman Harun	Sekprodi	
8.	Bambang U	Lpm	
9.	Dewi Wulandari	Kolab	
10.	Noviana Dini R.	SUPMPS	
11.	Aurora Nur Aini	cupmps	
12.			

Semarang, 16 Oktober 2025



(Dr. M. Prayito, S.Pd. M.Pd.)
Auditee



(Dr. Sri Suneki, M.Si.)
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/X/2025

Pada hari ini, Kamis tanggal 16 bulan Oktober tahun 2025 Pukul 12.00 WIB, bertempat di Ruang Laboratorium Pengembangan GU. 302 telah dilaksanakan Audit Mutu Internal (AMI) oleh Auditor AMI Universitas PGRI Semarang terhadap:

Program Studi : Pendidikan Matematika
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.

Semarang, 16 Oktober .2025
Ketua Auditor,

Auditee
Ketua Program Studi,

(Dr. Muhammad Prayito, M.Pd.)

(Dr. Sri Suneki, M.Si.)

Mengetahui
Dekan

(Dr. Supandi, M.Si.)



Surat Tugas Pelaksanaan AMI



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

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 : Dr. Sri Suneki, M.Si
NIDN : 0601036503
Jabatan : Lektor Kepala
Pekerjaan : Dosen Pendidikan Pancasila dan Kewarganegaraan
Pada Hari, Tanggal : Selasa, 14 Oktober 2025
Keperluan : Melakukan Audit Mutu Internal (AMI) pada Prodi Pendidikan Matematika
Tempat : Ruang Program Studi

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

Telah melaksanakan tugas:

Semarang, 13 Oktober 2025
Ketua LPM,


Dr. Supandi, S.Si., M.Si.
NUPTK 7953 7526 53130102


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

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 : Nadea Lathifah Nugraheni, SH, LLM.
NIDN : 0618089601
Jabatan : Tenaga Pengajar
Pekerjaan : Dosen Hukum
Pada Hari, Tanggal : Selasa, 14 Oktober 2025
Keperluan : Melakukan Audit Mutu Internal (AMI) pada Prodi
Pendidikan Matematika
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.
NUPTK 7953752653130102

Semarang, 13 Oktober 2025
Ketua LPM,



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