

**ACADEMIC YEAR
2024/2025**



INTERNAL QUALITY AUDIT REPORT ELEMENTARY TEACHER EDUCATION STUDY PROGRAMME



**LEMBAGA PENJAMINAN MUTU
UNIVERSITAS PGRI SEMARANG**

Melaju dengan Mutu

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



By the Auditor:

1. Prof. Dr. Endah Rita Sulistya Dewi, S.Si., M.Si.
2. Dr. Pi. Rizky Muliani Dwi Ujianti, S.Pi., M.Si.

**QUALITY ASSURANCE
INSTITUTE, PGRI UNIVERSITY
OF SEMARANG 2025**

FOREWORD BY THE

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 PGRI University of 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 PGRI University of Semarang, particularly for continuous quality improvement.



Semarang, 14 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 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 Vice-Chancellor

SUMMARY

The Internal Quality Audit (AMI) for the 2024/2025 Academic Year is an evaluation of the performance of the Elementary Teacher Education Study Programme at Universitas Persatuan Guru Republik Indonesia Semarang, which was conducted on 14 October 2025 by a team of auditors from the LPM, with re-verification on 15th October 2025. This report presents the AMI results, AMI findings and recommendations for improvement, requests for corrective action (PTK), conclusions, and supporting appendices containing scans of physical documents from the AMI results. Based on the AMI results within the Programme, several findings and recommendations for improvement were identified, including: the addition of evidence links for certain items. The conclusions from the AMI activities in the Elementary Teacher Education Study Programme are as follows: 1) A comprehensive and structured documentation system to support the Internal Quality Assurance System (SPMI); 2) The unit has been implementing the internal SPMI consistently and sustainably, and it is well-documented; 3) Corrective Action Requests (PTK) from the previous year have been addressed; 4) Findings during this audit period are of a minor nature.

*) Cross out what is not needed

I. INTRODUCTION

Work Unit	Elementary Teacher Education Study Programme	
Address	Jl. Sidodadi Timur No. 14, Semarang	
Head of Programme	Ervina Eka S, S.Si., M.Pd.	
Audit Date		
Chair of the Auditors	Prof. Dr. Endah Rita S.D., M.Si.	
Auditee	Dr. Pi. Rizky Muliani D.U., S.Pi., M.Si.	

II. AUDIT OBJECTIVES OF THE

Tick (✓) the relevant box

	Yes	No
a. Ensure that 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 quality assurance of the Study Programme with the Faculty's academic and quality documents	✓	
c. Mapping the readiness of the Study Programme to carry out the accreditation programme	✓	
d. Ensuring the smooth implementation of the management of the Study Programme	✓	
e. Identifying opportunities for improving the quality of 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

No. Indicator	Indicator	Finding
14	Recruitment methods and selection rigour.	Government policy regarding the recruitment of CPNS and PPPK for primary schools, which allows for the appointment of graduates from programmes other than Primary School Teacher Education (PGSD). Expected impact: A decline in the number of applicants
15	The study programme is admitting up to five times its capacity.	Possible scenario: The study programme is not yet recognised in other countries. Consequence: No international students have enrolled in the study programme.

II. Recommendations for improvement

No Indicator	Indicator	Recommendation
14	Recruitment methods and selection criteria.	Maximise the Student Admission Process (PMB) for prospective domestic students
15	Study programmes accept up to five times the capacity of the programme.	Maximising the student intake process for international prospective students

III. Audit Conclusions

The audit team concluded:

- The documentation system is sufficiently comprehensive and structured to support the Internal Quality Assurance System Yes No Other, please specify:.....
- The study programme has implemented the Internal Quality Assurance System in a Consistent and sustainable Yes No Other, please specify:.....
- Requests for Corrective Action (RCA) on previous audit findings have been effectively addressed. Yes No, if not, state the audit team's recommendations:.....

Findings for this audit period are: Non-conformities (KTS), Observations
 No findings

Semarang, 14th October 2025



(Ervina Eka S, S.Si., M.Pd.)
Auditee



(Prof. Dr. Endah Rita S.D., M.Si.)
Chair of the Auditors

**cross out as appropriate*

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

Faculty	: Education		
Study Programme	: Bachelor of Elementary Teacher Education		
Head of the Study Programme	: Ervina Eka S, S.Si., M.Pd.		
Head of Auditors	: Prof. Dr. Endah Rita S.D., M.Si.	Audit Date	: 14/10/2025
Description of PTK 1: Recruitment methods and the rigour of selection for new student admissions and promotions should be further improved			
Indicator No.: 14	Category:	<input type="checkbox"/> Non-conformity	√ Observation
Description of PTK 2: The study programme admits up to five times the number of prospective students compared to its capacity. Improve strategies for recruiting prospective students and increase cooperation with education authorities or districts and overseas			
Indicator No.: 15	Category:	<input type="checkbox"/> Non-compliance	√ Observation

Semarang, 14th October 2025



(Prof. Dr. Endah Rita S.D., M.Si.)
Chair of the Auditors

IV. 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.	3.0	1.0	3.0
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.	4.00	0.51	2.04
4	Mechanisms and stakeholder involvement in the formulation of the UPPS VMTS.	4.00	1.02	4.09
5	Strategies for achieving objectives are formulated based on systematic analysis, and their implementation is subject to monitoring and evaluation with follow-up actions.	4.00	1.53	6.13
6	C.2. Administration, Governance 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.	4.00	0.34	1.36

No.	Criteria/Elements/Indicators	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.	4.00	0.34	1.36
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.	4.00	0.68	2.73
9	A. Educational, research and community engagement collaborations relevant to the study programme and managed by the UPPS over the past three years. B. International, national, regional/local collaborations relevant to the study programme and managed by the UPPS over the past three years. Table 1 LKPS	4.00	0.34	1.36
10	C.2.5 Additional Performance Indicators Exceeding SN-DIKTI (additional performance) set by the UPPS for each criterion.	4.00	0.68	2.73

No.	Criteria/Element/Indicator	Auditor's Score	Weight	Score x Weight
11	<p>C.2.6 Evaluation of Performance Achievement</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 achievement is measured using appropriate methods, and the results are analysed and evaluated, and 2) the analysis of performance achievement 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>	4.00	1.02	4.09
12	<p>C.2.7. Quality Assurance</p> <p>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,</p> <p>2) availability of quality documents: SPMI policies, SPMI manuals, SPMI standards, and SPMI forms,</p> <p>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 in quality improvement.</p>	4.00	1.36	5.45

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
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No.	Criteria/Element/Indicator	Auditor's Score	Weight	Score x Weight
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	2.74	4.60	12.58
15	C.3.4.b) Programme Appeal A. Increased interest among prospective students. Table 2.a LKPS B. International students Table 2.b LKPS	1.06	3.07	3.24
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.	4.00	1.53	6.13
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 DTPS. Table 3.a.1) LKPS	3.95	0.99	3.92
19	Academic position DTPS. 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 DTPS. Table 2.a LKPS Table 3.a.1) LKPS	3.92	0.50	1.94
21	Assignment of DTPS as the main supervisor for students' final projects. Table 3.a.2) LKPS	4.00	0.99	3.96
22	Full-time Teaching Equivalence (DTPS). 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

No.	Criteria/Element/Indicator	Auditor's Score	Weight	Score x Weight
24	C.4.4.b) Lecturer Performance Recognition of expertise, achievements, and performance of DTPS. Table 3.b.1) LKPS	4.00	0.81	3.24
25	DTPS research activities relevant to the field of study over the past three years. Table 3.b.2) LKPS	4.00	0.81	3.24
26	DTPS Community Service Activities relevant to the field of study over 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 the DTPS in the last 3 years. Table 3.b.4) LKPS	4.00	0.81	3.24
28	Scientific articles by DTPS cited in the last 3 years. 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. 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
31	C.4.4.d) Educational Support Staff A. The qualifications and competence of support staff according to their job roles (administrative staff, librarians, technicians, etc.) B. Qualifications and adequacy of laboratory assistants to support the learning process in accordance with the needs of the study programme.	3.00	1.12	3.35
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	Realisation of investment (human resources, facilities and infrastructure) supporting the implementation of the three pillars of higher education.	4.00	0.38	1.53

No.	Criteria/Element/Indicator	Auditor's Score	Weight	Score x Weight
36	Sufficiency of funds to ensure the achievement of learning outcomes.	3.00	0.77	2.30
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.	4.00	3.07	12.27
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.	4.00	2.51	10.04

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.	4.00	0.84	3.35
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.	4.00	1.67	6.69

No.	Criteria/Elements/Indicators	Auditor's Score	Weight	Score x Weight
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 for Community Service (SN Dikti PkM): 1) Community Service 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>	4.00	1.12	4.46
42	<p>Learning conducted in the form of practical sessions, studio practice, workshop practice, or field practice.</p> <p>Table 5.a LKPS</p>	4.00	0.56	2.23

43	C.6.4.e) Monitoring and Evaluation of the Learning Process 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.	3.00	2.51	7.53
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No.	Criteria/Elements/Indicators	Auditor's Score	Weight	Score x Weight
44	C.6.4.f) Assessment of Learning 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) transparency, carried out in an integrated manner. 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. 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	4.00	1.67	6.69

	results of assessment monitoring and evaluation.			
45	C.6.4.g) Integration of research and community engagement activities into teaching Integration of research and PkM activities into learning by DTSP over the last 3 years. Table 5.b LKPS	4.00	1.67	6.69
46	C.6.4.h) Academic Atmosphere The implementation and regularity 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.	4.00	2.51	10.04

No.	Criteria/Elements/Indicators	Auditor's Score	Weight	Score x Weight
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.	4.00	3.35	13.38
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.	4.00	1.53	6.13
49	C.7.4.b) Lecturer and Student Research DTSP research involving students from the study programme over the last 3 years. Table 6.a LKPS	4.00	3.07	12.27
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.	4.00	0.51	2.04

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
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No.	Criteria/Element/Indicator	Auditor's Score	Weight	Score x Weight
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.	3.00	1.92	5.75
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	3.70	0.96	3.55
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	4.00	1.92	7.67
59	The implementation of the tracer study covers 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.	4.00	2.88	11.50

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	3.45	1.92	6.62
63	Graduate user satisfaction levels. Table 8.e.2) LKPS	3.92	3.83	15.02

No.	Criteria/Element/Indicator	Auditor's Score	Weight	Score x Weight
64	C.9.4.b) Research and Community Engagement Outputs Student scientific publications, produced independently or in collaboration with DTSPS, with titles relevant to the field of study within the last 3 years. Table 8.f.1) LKPS	3.34	2.88	9.60
65	Research and Community Service (PkM) outputs produced by students, either independently or in collaboration with DTSPS, over the last 3 years. Table 8.f.4) LKPS	4.00	0.96	3.83
66	D Analysis and Establishment of Development Programmes D.1 Analysis and Performance Achievements: Comprehensiveness (completeness, breadth and depth), accuracy, precision and relevance of the performance analysis, as well as consistency with each criterion.	4.00	1.50	6.00
67	D.2 SWOT Analysis or Other Relevant Analysis The accuracy of the SWOT analysis or relevant analysis in developing the strategy.	4.00	2.0	8.00
68	D.3 Development Programme Accuracy in setting development programme priorities.	4.00	1.50	6.00
69	D.4 Sustainability Programme UPPS has policies, available resources, the capacity to implement, and the feasibility of the programme.	4.00	1.00	4.00
TOTAL SCORE				374.21

The score obtained is 374.21 out of a total of 400.

2. Conclusion

The conclusions of the AMI activities in the Elementary Teacher Education Study Programme are as follows: 1) A comprehensive and structured documentation system to support the Internal Quality Assurance System (SPMI); 2) The department has been implementing the internal SPMI consistently and sustainably, and this is well documented;








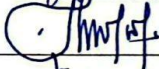
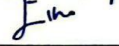

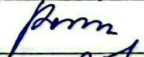

3) Corrective Action Requests (CARs) from the previous year have been addressed; 4) Findings during this audit period are of a minor nature.

V. APPENDIX

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


**DAFTAR HADIR PELAKSANAAN AMI
UNIVERSITAS PGRI SEMARANG**

Nama Prodi/*Auditee* : S1 Pendidikan Guru Sekolah Dasar
 Nama Ketua Auditor : Prof. Dr. Endah Rita SD, S.Si., M.Si.
 Tanggal Audit : 14 Oktober 2025
 Tempat Audit : Ruang Dosen PGSD

No	Nama	Jabatan	Tanda Tangan
1.	Prof. Dr. Endah Rita SD, S.Si., M.Si.	Ketua Auditor	
2.	Dr.Pi. Rizky Muliani D.U., S.Pi., M.Si.	Anggota Auditor	
3.	Dr. Arri Handayani, S.Psi., M.Si.	Dekan	
4.	Ervina Eka S, S.Si., M.Pd.	Ketua Prodi	
5.	Filia Prima A., S.Pd., M.Pd	Sekretaris Prodi	
6.	Dr. Arfilia Wijayanti, S.Pd., M.Pd.	Ka. Lab Prodi	
7.	Henry Januar Saputra, S.Pd., M.Pd.	Dosen PGSD	
8.	Aries Tika Damayanti, S.Pd., M.Pd	Dosen PGSD	
9.	Dr. Lina Putriyanti, S.Pd., M.Pd	Dosen PGSD	
10.	Mira Azizah, M.Pd	Dosen PGSD	
11.	Prasena Arisyanto, M.Pd	Dosen PGSD	
12.	Qoriati Mushafanah, S.Pd., M.Pd.	Dosen PGSD	

Semarang, 14 Oktober 2025


 (.....)
Auditor


 (Prof. Dr. Endah Rita SD, S.Si., 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, Selasa tanggal 14 bulan Oktober tahun 2025 Pukul 08.00 WIB, bertempat di Ruang Dosen PGSD telah dilaksanakan Audit Mutu Internal (AMI) oleh Auditor AMI Universitas PGRI Semarang terhadap:

Program Studi : Pendidikan Guru Sekolah Dasar
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,

()

Semarang, 14 Oktober 2025
Ketua Auditor,



(Prof. Dr. Endah Rita SD, S.Si., M.Si.)

Mengetahui

Dekan


()

Documentation of the Implementation of AMI



Letter of Assignment for the Implementation of 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 : Prof. Dr. Endah Rita Sulistya Dewi, M.Si.
NIDN : 0623087001
Jabatan : Guru Besar
Pekerjaan : Dosen Magister Pendidikan IPA
Pada Hari, Tanggal : Selasa, 14 Oktober 2025
Keperluan : Melakukan Audit Mutu Internal (AMI) pada Prodi
Pendidikan Guru Sekolah Dasar
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. 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 : Dr.Pi. Rizky Muliani Dwi Ujianti, S.Pi., M.Si.
NIDN : 0602068602
Jabatan : Lektor
Pekerjaan : Dosen Teknologi Pangan
Pada Hari, Tanggal : Selasa, 14 Oktober 2025
Keperluan : Melakukan Audit Mutu Internal (AMI) pada Prodi
Pendidikan Guru Sekolah Dasar
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. Ary Susatyo Nugroho, M.Si.
NIP 196908261994031003