# LAPORAN RAPAT TINJAUAN MANAJEMEN

## Fakultas Psikologi

Siklus Tahun

**2025**



Jalan Prof. Mr. Sunario
Kampus Universitas Diponegoro
Tembalang, Semarang, 50275

# DOCUMENT

## MANAGEMENT REVIEW MEETING

## FOLLOW-UP ON INTERNAL QUALITY AUDIT

## INTERNAL QUALITY ASSURANCE SYSTEM

## DIPONEGORO UNIVERSITY

**Management Review Meeting Implementation Report – 2025**

**Lembar Identitas**

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|---|---|---|
| | **UNIVERSITAS DIPONEGORO**<br>Jl. Prof. Soedarto No.13, Tembalang, Semarang, Jawa Tengah 50275<br>Telpon (024) 7460036 URL www.undip.ac.id | **No:** RTM-AMI.2025/UN7.FPSI/PJ/XI/2025 |
| | **Laporan Rapat Tinjauan Manajemen Siklus Tahun 2025**<br>(***Management Review Meeting Report – 2025 Cycle***) | Revisi: 0<br>Halaman :- |

**LAPORAN PELAKSANAAN**
**RAPAT TINJAUAN MANAJEMEN**

**SISTEM PENJAMINAN MUTU INTERNAL**
**UNIVERSITAS DIPONEGORO**

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| Hari, Tanggal | : | Kamis, 13 November 2025 |
| Jam | : | 13.00 – 15.00 WIB |
| Tempat | : | Ruang Rapat 1 Lt. 7 Gedung Fakultas Psikologi |
| Agenda Rapat | : | Pembahasan Hasil AMI Siklus 2025, RTL, Usulan Peningkatan Indikator Kinerja, Kinerja Akademik. |
| Pimpinan Rapat | : | Prof. Dian Ratna Sawitri, S.Psi., M.Si., Ph.D. |
| Tanda Tangan Pimpinan Rapat | | |
| Jabatan Pimpinan Rapat | : | Dekan Fakultas Psikologi |

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# Welcome

We give thanks to Allah SWT, the One and Only God, for His abundant blessings and grace, allowing us to gather for the 2025 Management Review Meeting (RTM) of Diponegoro University in good health and high spirits to continue contributing to the advancement of our beloved institution.

Ladies and gentlemen,

The Management Review Meeting is an important part of the Internal Quality Assurance System (SPMI) cycle, which aims to comprehensively review institutional performance, the effectiveness of quality standards implementation, and opportunities for continuous improvement and development. Through this MRM, we reflect on the achievements, challenges, and strategic opportunities from the results of the internal quality audit, and formulate appropriate corrective and preventive measures to realize Undip's vision of becoming a leading research university.

We all realize that the dynamics of national and global higher education demand adaptive, responsive, and data-driven governance. Therefore, the results of this RTM are an important basis for strategic decision-making by university leaders. The commitment and synergy of all work units are essential so that the quality assurance system is not only an administrative obligation but also a work culture that is rooted in every line of the organization.

I appreciate the hard work of the entire quality assurance team at the university and faculty levels who have consistently carried out Internal Quality Audits and compiled constructive reports and recommendations. Hopefully, through this activity, we can continue to improve the performance of the three pillars of higher education, institutional governance, and community service in a sustainable manner.

In closing, I wish you all the best in conducting the 2025 RTM. May this activity produce strategic recommendations that bring progress to Diponegoro University and strengthen our shared commitment to realizing Undip as a university that is excellent and globally competitive.

# Foreword

We give praise and thanks to God Almighty for His abundant blessings and grace, so that this 2025 Management Review Meeting (RTM) Report of Diponegoro University can be compiled and completed properly.

This report was prepared as a form of institutional accountability in implementing the internal quality assurance cycle through the Management Review Meeting mechanism, which is an integral part of the planning, implementation, evaluation, control, and continuous quality improvement processes at Diponegoro University. The 2025 MRM is a reflection of the institution's performance achievements during the previous academic year and serves as a basis for strategic decision-making to improve the overall quality of higher education.

We would like to express our gratitude to the University Leadership, Faculties/Schools, Study Programs, Auditors, and all parties who have contributed to the preparation of this report, either through the provision of data, active participation in meetings, or constructive input in the evaluation process.

We realize that this report still has shortcomings and room for improvement. Therefore, we welcome any and all input and suggestions for the improvement of future reports. We hope that this report will be of great benefit in the ongoing efforts to improve the quality and governance of Diponegoro University.

Semarang, November 14, 2025

Chairperson of the LP2MP, Diponegoro University

Prof. Anis Chariri, S.E., M.Com., Ph.D., Akt.

# Table of Contents

Identity Page
Foreword
Foreword
Table of Contents
CHAPTER 1. Introduction
CHAPTER 2. Evaluation of Internal Quality Audit at Diponegoro University
    2.1 Faculty of Psychology
        2.1.1 Bachelor's Program
        2.1.2. Master's Program
CHAPTER 3. Monitoring & Evaluation of the Action Plan for AMI Results (2024 & 2025)
CHAPTER 4. Summary of Follow-Up Action Plans for AMI Results in 2025
    4.1. Summary of Follow-Up Plans by Program Level
    4.2. Analysis of the Action Plan
    Analysis of the Follow-Up Plan for the Psychology Undergraduate Program
    Analysis of the Follow-Up Plan for the Master's Program in Psychology
CHAPTER 5. Analysis of Proposed Improvements as Results of the 2025 AMI
    5.1. Increase in Quantitative Performance Indicator Targets
    5.2. Recap of Proposed Components for Faculty Level Improvement
CHAPTER 6. Conclusion
Appendix 1. Minutes of the Faculty/School Management Review Meeting
Appendix 2. Invitation to Faculty/School Management Review Meeting
Appendix 3. Documentation of Faculty/School Management Review Meeting
Appendix 4. Attendance List

# Chapter 1. Introduction

The Internal Quality Assurance System (SPMI) is a mechanism that must be implemented by every higher education institution to ensure the achievement of sustainable higher education quality. Diponegoro University (Undip) implements SPMI based on the Plan Do-Check-Act (PDCA) principle, which has been adapted into the PPEPP cycle, namely Determination, Implementation, Evaluation, Control, and Improvement of Higher Education Standards. The main objective of SPMI is to ensure the achievement and improvement of quality standards in a systematic and sustainable manner. The functions and implementation of SPMI at Diponegoro University are regulated in the Diponegoro University Rector's Regulation Number 18 of 2024 concerning the Internal Quality Assurance System, which is the legal basis for the implementation of all quality assurance activities at Undip.

The 2025 Internal Quality Audit (AMI) of Diponegoro University was held as part of the PPEPP cycle in order to evaluate the conformity of academic and non-academic activities with the established quality standards. The AMI was conducted from August to December 2025 and involved various work units and study programs within Diponegoro University. The number of study programs participating in the 2025 AMI reached 129 study programs from all faculties and schools. This activity involved 129 internal auditors, all of whom had participated in the 2025 Undip AMI Auditor Training and signed an Integrity Pact as a form of commitment to conducting professional, objective, and integrity audits.

This year's AMI implementation was carried out using a risk-based audit approach, which prioritizes audits on performance indicators with high quality risk potential, based on previous audit findings, performance indicator achievement levels, and standard implementation evaluations. This approach aims to ensure that audit activities are focused on areas that most need improvement and quality enhancement, as well as to encourage more efficient and impactful use of audit resources. Several obstacles encountered in the implementation of AMI included delays in the collection of supporting documents by study programs and auditors, limited time for conducting audits, and variations in understanding of quality standards between study programs and auditors, which affected the smooth running of the audit process. These obstacles provided important input for improving the AMI implementation mechanism in the future.

The Management Review Meeting (MRM) is an important stage in the PPEPP cycle, which aims to evaluate the results of internal quality audits, analyze performance achievements, and formulate recommendations for continuous improvement and quality enhancement. The 2025 MRM involved university leaders, faculty/school leaders, heads of quality assurance units, internal auditors, and other stakeholders. The main function of the MRM is to review the effectiveness of SPMI implementation, identify opportunities for improvement, and establish strategic steps for improving higher education quality at Undip.

The evaluation of the 2025 Internal Quality Audit (AMI) results shows that most study programs at Diponegoro University have carried out activities in accordance with established quality standards. These achievements include compliance with standard documents,

implementation of the learning process, and efforts to continuously improve the three pillars of higher education. However, the evaluation also identified several aspects that require special attention, such as academic document management that has not been fully documented systematically, the implementation of learning evaluations that are still not integrated with the academic information system, particularly in CPMK and CPL assessments, and inconsistent reporting of tridharma activities across all units. In addition, the on-time graduation rate at each level of the Study Program remains a major challenge. At the postgraduate level (master's and doctoral), common obstacles include students' ability to conduct research and write scientific publications, the status of students who work full-time, and the length of the publication process in reputable international journals, which is one of the graduation requirements. These obstacles have an impact on delays in completing studies and require systemic support from study programs and universities, including the provision of scientific writing training, journal facilitation, and strengthening of the guidance system.

Meanwhile, at the undergraduate level, problems with timely graduation are generally related to difficulties in finding relevant research topics, obstacles in obtaining research locations/sites, student financial problems that affect the continuity of studies, and the suboptimal process of final project supervision, both in terms of intensity and integration between supervisors and students. The lack of personal and systematic academic guidance is also a factor hindering the acceleration of study completion.

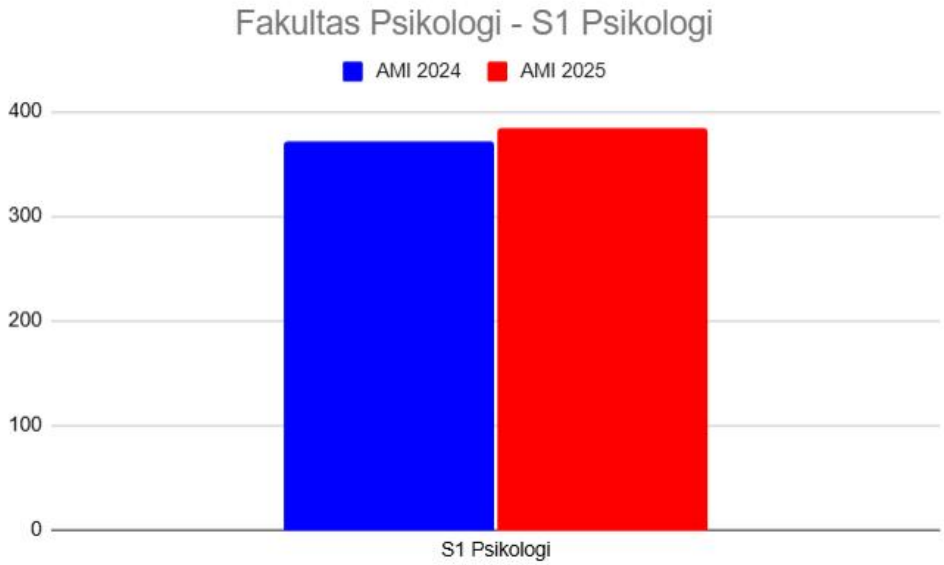
These findings form the basis for the preparation of a work program as a Follow-up Action Plan (RTL) and quality improvement strategies for the next academic year, as well as important input in the formulation of academic policies and quality assurance at the university and faculty levels, in order to strengthen the student guidance, funding, and research support systems. In the RTL document, a risk analysis has been conducted on each negative finding obtained during the AMI process, including the identification of its potential impact on the achievement of quality standards and the continuity of the academic process. Risk mitigation has also been designed systematically so that the same problems do not recur and real continuous improvements are made across all Study Programs.

This introduction has been prepared to provide an overview of the implementation of SPMI, AMI, and RTM at Diponegoro University in 2025. It is hoped that this report can be used as a reference in improving the internal quality assurance system and achieving Undip's vision of becoming a leading research university.

# Chapter 2. Internal Quality Audit Evaluation of the University of Diponegoro

## 2.1 Faculty of Psychology

The Faculty of Psychology at the University of Diponegoro has shown consistent quality improvement in the implementation of the Internal Quality Audit (AMI) for 2025 at both the undergraduate (S1) and master's (S2) levels. The results of the 2025 AMI in both study programs show that the implementation of the PPEPP cycle (Determination, Implementation, Evaluation, Control, and Improvement) is increasingly mature, both in the academic planning process, learning implementation, quality assurance, and management of the three pillars of higher education.



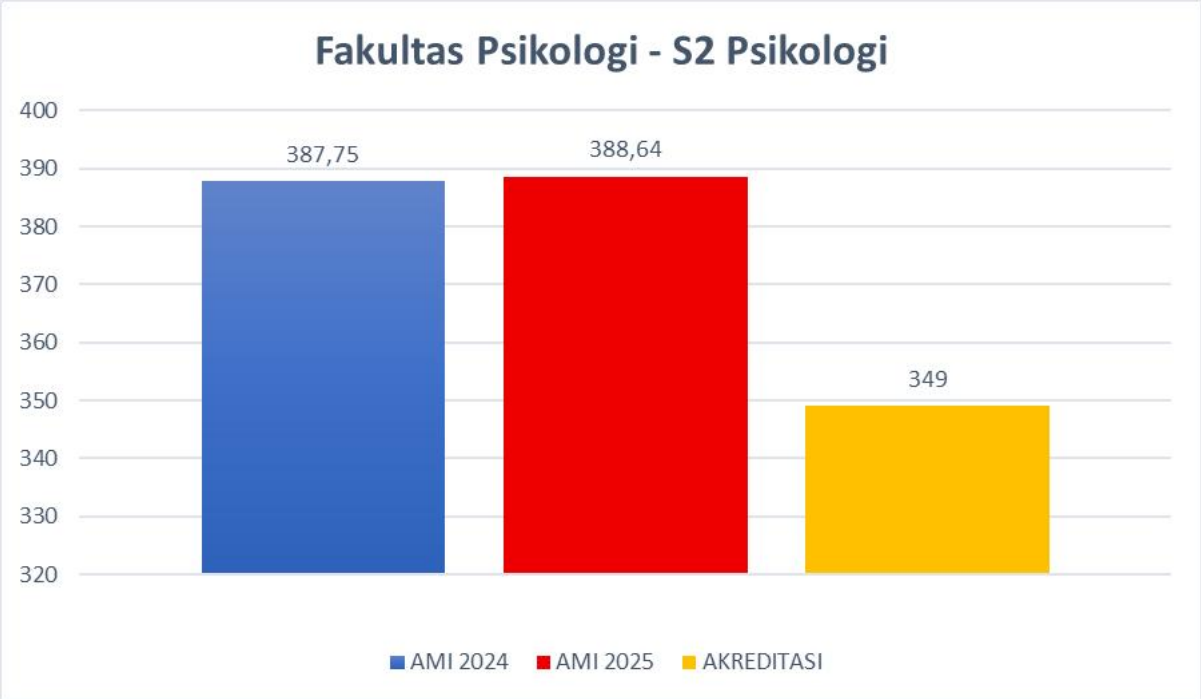

In the Bachelor of Psychology study program, the AMI results improved from 2024 to 2025. This improvement was obtained from several points in governance, human resources, learning assessment, and development programs. This indicates an improvement in quality assurance in all lines of management of the Bachelor of Psychology program, supported by consistent collaboration between the study program and related parties such as students, *stakeholders*, alumni, and other parties. In the implementation of internal audits, there are indicators with limited values such as study period, student and lecturer research collaboration, and research relevance as shown by a consistently monitored research *roadmap*.

The Psychology undergraduate program will undergo program accreditation in 2026, preceded by the preparation of ACQUIN international accreditation. Synergy between each party is needed to facilitate the external quality assurance system process through both types of accreditation so that the Psychology undergraduate program can maintain its excellent reputation and provide optimal academic services for the entire academic community. An acceleration strategy that considers efficient innovation, digital system updates, and discussions based on user needs is one approach that can be taken to prepare for the accreditation process.

In the Master of Psychology study program, AMI results generally improved from 2024 to 2025. However, when viewed from the accreditation aspect, the Master of Psychology Study Program is still ranked Very Good. This shows that there has been an increase in accreditation scores compared to before. Internally, the quality of the study program shows a positive trend, although it has not yet achieved an excellent rating. A potential reason for not achieving an excellent accreditation rating is the limited capacity of lecturers in terms of academic rank and expertise qualifications. In addition, the outcomes of the three pillars of higher education, such as scientific publications, community service, academic cooperation, and student involvement in research, have shown a significant improvement compared to the program's performance in the previous year. Strengthening is only needed in the area of the three pillars of higher education at the international level.

With the implementation of an integrated acceleration strategy between strengthening lecturer capacity, increasing tridharma outputs, and strengthening the output-based quality evaluation system, as well as national and international cooperation, the Faculty of Psychology is expected to not only be able to consistently improve its AMI score but also successfully encourage the Master of Psychology Study Program to achieve Excellent accreditation in the future. This step is crucial in strengthening the faculty's position as a leading academic institution in psychology that is adaptive to the dynamics of societal needs, advancements in knowledge, and professional challenges at both national and global levels.

Master's Program in Psychology



Based on Figure 2.35, the diagram shows that there is a positive trend in the Internal Audit Quality (AMI) score from 2024 to 2025, where there is an increase in the score from 1.00 to 1.10.

from 2024 to 2025, where there was an increase in the score of the

the Master's program in Psychology at the Faculty of Psychology increased from 387.75 to 388.63. In addition, the Master's program at the Faculty of Psychology has received accreditation from BANPT with a score of 349 and a rating of Very Good in 2025.

### 2.1.1 Undergraduate Program

*Trends in scores and achievements*

The trend in achievement scores for the Psychology undergraduate program shows that there are several aspects that have consistent perfect indicator scores and others that still require attention. For example, several student criteria, such as recruitment methods, program attractiveness, lecturer profiles, human resources, as well as finance, facilities, and infrastructure, have perfect indicator scores in AMI 2024 and 2025. There has been an increase in the development of Tridharma achievements, development programs, and learning assessments. Meanwhile, there has been a decline in assessments from both AMI assessment periods, namely in the relevance of research, study period, and student scientific publications.

Based on these trends, the Bachelor of Psychology study program has generally made improvements and optimal management efforts to improve quality. Consistency in various indicators such as academic atmosphere, monitoring and evaluation of the learning process, and student achievement shows that the Bachelor of Psychology has a mature system to create a good climate for students to learn and actualize themselves. Improvements in various indicators show that there has been a process of improvement in various aspects. The decline in several aspects is related to how students' final projects are organized in various programs, such as scientific publications and linking them to faculty research plans.

*Performance and prominent aspects*

The prominent aspects in the 2024 and 2025 AMI results are categorized as indicators with an increase in value greater than 1. There is an increase in value from SWOT analysis (4 to 8), analysis of the fulfillment of graduate learning outcomes measured by relevant methods (3.84 to 7.2), learning assessment (3.34 to 6.513), development programs (3.34 to 6.513), and the ratio of students to permanent lecturers in the study program (0.77 to 2).

*Issues faced*

The RTL report identifies several root causes that contribute to low scores on certain indicators. In terms of governance and human resources, it was identified that the teaching load of undergraduate lecturers is still high, which has a direct impact on low EWMP scores.

In addition, there are difficulties in tracking data on lecturers with master's/doctoral degrees as well as research and community service data that has not been integrated. Regarding Vision, Mission, Goals, and Strategy (VMTS), it was found that there is no formal strategic plan document that is aligned, and the VMTS review process does not yet comprehensively involve external stakeholders. In terms of curriculum, the main problems lie in monitoring and evaluation, which are not yet optimal, and the RPS, which is not yet fully standardized. Finally, in the field of research and community service, low student involvement is due to a scheme that does not require their participation.

*Strategic steps that can be taken*

To overcome these problems, the RTL Report has formulated measurable strategic steps. In the areas of governance and VMTS, the steps to be taken are to prepare a formal Renstra document and hold a VMTS review workshop by inviting external stakeholders, which is targeted for completion in December 2025. In the field of human resources, the study program will evaluate and redistribute the teaching load of lecturers and create an integrated Tridharma data collection system. In curriculum improvement, the strategic steps are to standardize and review the RPS, as well as form a special team for curriculum monitoring and evaluation. In the field of research and PkM, the study program will develop an integrated information system and create a new PkM scheme that requires student involvement.

### 2.1.2. Master's Program

In general, the results of the 2025 AMI for the Master's Program in Psychology show an improvement trend compared to 2024. This improvement is evident from the 2025 AMI score, which increased by 0.88 points compared to the 2024 AMI score. This can be seen in the AMI and previous accreditation diagrams. The previous AMI score was 387.75 and increased to 388.63 in 2025.

*Performance and prominent aspects*

A significant improvement in performance was seen in areas C.2 (Governance & Cooperation), C.3 (Students) and C.4 (Human Resources), which showed a strengthening of the implementation of the quality management system at the Master of Psychology Program level. Overall, the 2025 trend indicates consistency in strategic planning, strengthening of governance, improvement of student services, and the need for attention to HR sustainability. Improved performance in area C.2 - Governance, Management, and Cooperation shows the strengthening of the effectiveness of GKM and internal audit mechanisms, including improved documentation of PPEPP evidence. More productive cooperation is demonstrated by increased collaborative activities with relevant partners. Improvements in the traceability of SOPs and service flows, especially in the academic and student affairs areas. Thus, this increase in score reflects the strengthening of institutional governance and the success of the unit in responding to the 2024 RTM recommendations. The improvement in C.3 (Students)

performance indicates that student management services and processes will be better in 2025. This includes academic services, such as response speed and consistency in teaching, student assistance, especially in the early and middle stages of study, and the implementation of administrative processes, including study progress monitoring. Meanwhile, area C.4 (Resources) shows a score that is still high, despite a very slight decline. Although the decline is not significant, this trend indicates that the HR area requires special attention, particularly in: Equal distribution of BKD (Budget for Academic Activities) workload. Continuous competency development and ensuring the sustainability of funding for lecturer and educational staff competency activities.

*Issues faced*

Based on the results of AMI 2024–2025, the Master of Psychology Program still faces several major issues, including: Study period and timely graduation that are not yet optimal, influenced by the thesis completion process and traceability of guidance. Limited operational and PkM funding, as well as the need for more sustainable infrastructure. Student progress monitoring still requires improvement due to its connection with the length of students' study periods, despite improvements in academic services.

Strategic Steps that can be taken

The Master of Psychology Study Program plans two main RTLs to address the findings of AMI 2025, namely strengthening financial support and increasing the effectiveness of the study process. In terms of educational operations, the study program ensures the continuity of lectures through routine financial reviews, optimization of facilities, and increasing the capacity of lecturers and teaching staff. Meanwhile, in terms of student academics, the program implements strict monitoring of thesis progress, assigns advisors from the first semester, and organizes soft skills development programs to accelerate timely graduation. All RTLs are aimed at reducing operational and financial risks, as well as improving service quality and graduate achievements.

## Chapter 3. Monitoring & Evaluation of the Action Plan for AMI Results (2024 & 2025)

| No. | Negative Findings | Action Plan (Work Program) | Completion Target | PIC (Person In Charge) | Status (Not Started / In Progress / Completed / Not Completed / Cancelled) | Reason | Follow-up |
|---|---|---|---|---|---|---|---|
| Program: Bachelor of Psychology | | | | | | | |
| 1 | Average annual educational operational funding per student (Educational Operational Costs, Score: 0.87) | Requires verification from the finance department and relevant parties, such as the education administration and cooperation department | Coordinate with the University | WD 2 and Human Resources Supervisor - Finance | completed | | 1. Increase revenue from RGA (Undip psychological services)<br><br>2. Efficiency and fund management |
| 2 | Average PkM funds per lecturer (PkM DTPS Funds, Score: 1.28) | Opening opportunities for collaboration with other institutions to increase PkM potential | Socialization of the community service funding program | PPM Coordinator | completed | | The study program, through the faculty, develops international cooperation for community service activities (e.g., IOM) and provides workshops for lecturers to apply for university and national community service funding schemes. |

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| 3 | Community service activities relevant to the study program in the last 3 years (Community Service, Score: 2.47)<br><br>The number of PkM activities is below the standard (foreign funding sources >2 % of the number of faculty members; domestic funding sources >10% of the number of faculty members) | Establishing collaboration opportunities with other institutions to enhance PkM potential and conducting training to improve faculty competencies | Socialization of the community service funding program | Community Service Program Coordinator | completed | | The study program, through the faculty, develops international cooperation for community service activities (e.g., IOM) |
| 4 | Graduates with competency and professional certification (Graduate Competency Certification, Score: | Optimization of the Undip Psychology Bachelor's Degree pipeline -> Undip General Psychologist Bachelor's Degree through the delivery of information in teaching and | There is a specialized unit for competency testing; next year, a Bachelor's Degree in Psychology will be launched, offering a new scheme for | WD2 | completed | | 1. The establishment of the professional program is currently in the stage of submitting academic and non-academic documents to the University Senate<br><br>2. Conducting free training and competency assessments for final-year students under the scheme of Psychology |

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| | 2.00) | mentoring | graduates to meet this requirement | | | | Assistants and HR Staff |
| 5 | Job field alignment (Score: 2.94) | The Faculty Team (Lecturers and Staff) conducted a workshop on improving IKU 1, related to alumni data collection | Faculty Team (Lecturers and Staff) proactively contacted alumni for data collection | WD 1 | completed | | 1. Diversification of internship programs for link & match (including a 1-month independent internship, a structured internship in the 6th semester, and a ministry internship)<br><br>2. Soft skills training for students embedded within or outside of coursework |
| 6 | Student Scientific Publications (Score: 2.95) | The faculty conducts scientific writing training for lecturers and students and provides rewards for publications according to their level to encourage interest in scientific publications | In addition to training and rewards, faculty members are encouraged to always involve students in scientific publications | WD 1 | Completed | | 1. Faculty policy to involve at least 2 students in submitting research funding proposals for faculty members<br><br>2. Conversion of reputable international publications by students into theses<br><br>3. Organizing writing hours and manuscript clinics for faculty members |
| Study Program: Master's | | | | | | | |
| 1 | Assessment of partner satisfaction (Score: 3.00) | Development of satisfaction assessment instruments for partners | Consultation with lecturers who are experts in psychometrics | Head of Program | completed | | The program together with quality assurance has developed a satisfaction survey for partners in tri dharma activities |

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| 2 | Number of LK & GB faculty members (Academic Position DTPS, Score: 2.20) | 1. Development of faculty career maps; 2. Coaching for promotion to LK and GB; 3. Assigning faculty to attend scientific writing training | Monitoring and mentoring | WD II | Completed | | Increase in the number of LK by 2025 |
| 3 | Tracer study, Graduate traceability, Graduate user satisfaction (Score: 0) | Developing a separate survey | Alumni gathering or ben connect | WD I | Completed | | 1. Expand the tracer study by strengthening the involvement of academic advisors (outside the tracer team) to contact alumni<br><br>2. Strengthen the role of alumni associations in organizing gatherings and promoting the importance of completing tracer studies |

# Chapter 4. Summary of Follow-up Action Plans for the 2025 AMI Results

## 4.1 Summary of Follow-Up Action Plans by Program Study Level

The implementation of the 2025 Internal Quality Audit (AMI) at the Faculty of Psychology, Diponegoro University, provides a comprehensive overview of academic performance and governance in the Bachelor's (S1) and Master's (S2) programs. The audit results show that most quality indicators have been achieved well, while some indicators are still below the set standards (scores < 3 on a scale of 4). These findings then form the basis for the formulation of a Follow-up Plan (RTL) oriented towards continuous quality improvement. Through the process of evaluation and synchronization between the AMI results and the RTL, the Faculty of Psychology reaffirmed its commitment to strengthening the integration between faculty quality policies and academic implementation at the study program level. This approach is expected to not only close the quality gap between study programs, but also encourage the creation of an adaptive and results-oriented quality culture.

The follow-up plan focuses on AMI result indicators with scores below 3. Scores below 3 indicate that the evaluation results are not yet adequate with the standards of excellent accreditation, thus posing managerial, operational, and financial risks to the study program.

| **Indicators with Values 0-3** | **Program** | **Follow-up** |
|---|---|---|
| **C.9.4.a5**<br>**[Educational Outcomes] Study period.** | **Bachelor of Psychology** | **1. Review the curriculum so that it can be completed in a maximum of 8 semesters**<br>**2. Digitize all academic processes, including theses**<br>**3. Implement an incentive mentoring program for students at risk of not graduating on time**<br>**4. Soft skills training (English and data analysis)** |
| **C.9.4.b1**<br>**[Research and** | **Bachelor of Psycholo** | **1. Integration of publication values into academic activities, for example by** |

| | | |
|---|---|---|
| **Community Service Outputs] Scientific publications by students, produced independently or in collaboration with DTPS, with titles relevant to the field of study in the last 3 years** | **gy** | **converting course assignments into short articles**<br><br>**2. Mentoring and research communities through student research groups based on interests and experience-sharing sessions from students who have published** |
| **C.7.4.a**<br><br>**[Research Relevance] Research relevance at UPPS includes the following elements** | **Bachelor of Psycholo gy** | **Developing guidelines for integrating the roadmap into faculty research topics and student theses, requiring 90% of new research to be mapped to one of the roadmap clusters, and conducting annual monitoring to map the distribution of research topics against the roadmap clusters.** |
| **C.5.4.a1**<br><br>**[Finance] Educational operational costs.** | **Master's Degree in Psycholo gy** | **1. Enhancing faculty and support staff capacity development for managing program operational activities.**<br><br>**2. Revising the RKAT to accommodate the needs of hybrid learning and digital psychology tools.**<br><br>**3. Monitoring budget utilization based on output indicators (number of** |

| | | |
|---|---|---|
| | | **practicums, seminars, student publications).** |
| **C.9.4.a5**<br>**[Educational Outcomes] Study period.** | **Master's Degree in Psychology** | **Conducting activities to enhance soft skills and competencies that support students' abilities in thesis preparation and scientific article writing for publication.** |

The priority scale of indicators is determined based on the risk value calculated during the preparation of the RTL. In the Psychology undergraduate program, the study period indicator received a risk value of 16, while the student scientific publication indicator received a value of 12, and the research relevance indicator at UPPS received a value of 8. Both are classified as strategic risks that directly impact the reputation of student performance during academic activities. For the Master's program in Psychology, the study period indicator received a risk value of 9. Both are classified as strategic risks that directly impact the academic realm.

## 4.2 Analysis of the Action Plan

### Analysis of the Follow-Up Plan for the Psychology Undergraduate Program

In developing the Action Plan, the Psychology undergraduate program considered the risks and impacts discussed with the auditors during the AMI visit. Based on these discussions, the study program traced the root causes of the low indicator scores. These factors were based on (a) student satisfaction survey reports and learning outcome evaluations for each semester, (b) monitoring or observations from the academic community compiled by the study program and the quality assurance team, and (c) comparisons of work procedures related to indicators with other study programs.

From the root causes identified, it was found that in terms of the study period indicator, many students in their final semester had shifted their focus to non-academic activities. In addition, mental health problems experienced by students, causing them to feel anxious about working on their thesis, were another reason. Another problem was that, according to the curriculum, it was impossible for students to graduate in the 7th semester, resulting in a very small margin for accuracy in terms of time (within 4 years). To follow up on these issues, the study program will review the curriculum so that it can be completed in a maximum of 8 semesters and digitize the academic process to facilitate the completion of theses and avoid administrative obstacles. An intensive mentoring program for students who are at risk of not graduating on time and *soft skills* training such as English and data analysis are needed to address mental health issues.

Regarding the indicator of student scientific publications, it was found that the main problem lies in the fact that students do not yet see publication as an academic requirement, as they are more focused on graduating quickly than producing quality scientific work. In addition, academic activities of organizations, work, focus on thesis approval without conversion to publication articles, and mandatory publication policies have not been implemented operationally. Therefore, integrating publications into academic activities from course assignments into short articles, mentoring and research communities, plus sharing experiences can be a solution.

In relevant research indicators, it was found that the dissemination of the roadmap to lecturers and students was not yet evenly distributed, there was no mechanism for mapping research topics to the roadmap clusters, and lecturers did not yet have guidelines for integrating student research into the roadmap. Based on this, it is necessary to integrate the roadmap and research plans that are monitored regularly.

### Analysis of the Psychology Master's Program Action Plan

In developing the Follow-up Plan, the Master's Program in Psychology considered the risks and impacts that had been discussed with the auditors during the AMI visit. Based on these discussions, the program traced the root causes of the low indicator scores. (a) Dependence on specific items (psychological testing tools, statistical software) that require special procurement, (b) The process of coordination across units (finance, academic, lab) is not yet optimal, (c) Lack of capacity development for lecturers, especially in the Master of Psychology Study Program that handles BOP, and (d) Students' study period is more than 2 years.

From the root causes identified, it is known that the indicator of dependence on specific items (psychological testing tools, statistical software) is not yet optimal. This is due to the continued dependence of teaching and learning activities, especially in practical work, on these testing tools/statistical software. Special procurement is needed to fulfill these test tools/statistical software. The use of these test tools is intended for the teaching and learning process, which will later support the completion of student studies. Therefore, the study program will revise the RKAT to accommodate the needs of hybrid learning and these digital psychology tools.

The indicator for cross-unit coordination (finance, academics, labs) is still not optimal. This certainly has an impact on delays in support for the teaching and learning process carried out by students and lecturers. Therefore, the study program will monitor the use of the budget based on output indicators (number of practicums, seminars, student publications).

The indicator of insufficient capacity development for lecturers, particularly in the Master of Psychology program that handles BOP, is still ineffective. The impact is seen in the suboptimal coordination of internal seminars for lecturers and students (case discussions & case studies) as well as the development of evidence-based practice (EBP) learning

materials, which need to be improved. Therefore, it is necessary to improve the capacity development of faculty members and supporting staff for the management of program operational activities.

The indicator of a study period of more than two years is generally a problem in the Master of Psychology program. Internal student problems, guidance time, and a lack of awareness among students to meet graduation requirements other than a thesis are the root causes of this indicator. Therefore, the Master of Psychology program will conduct periodic monitoring and evaluation of student studies. Additionally, the Psychology Master's program will also organize activities to enhance soft skills and competencies that support students' abilities in thesis preparation and scientific article writing for publication. It is hoped that this will increase students' motivation to complete their studies promptly.

# Chapter 5. Analysis of Improvement Proposals as Results of AMI 2025

The Faculty of Psychology at Diponegoro University implements an internal quality assurance system using the PPEPP stages. These stages act as the main driving force in continuous quality improvement efforts. PPEPP begins with the Determination (P) stage, which focuses on the formulation and ratification of Quality Standards as a reference. These standards must be relevant, measurable, and refer to the National Higher Education Standards (SN Dikti) and accreditation institution criteria. Next, the Implementation (P) stage is oriented towards the operational implementation of these standards in all work units, including the development of standard operating procedures (SOP) and ensuring the availability of resources. The third stage is Evaluation (E), which is an assessment activity to measure the extent to which the standards have been achieved. This evaluation is carried out through Internal Quality Audits (AMI) and Monitoring and Evaluation (Monev) to collect and analyze performance data objectively. Based on the evaluation results, the Control (C) stage ensures that any deviations or deficiencies found are immediately addressed through an Action Plan (AP). This stage serves as a monitoring mechanism to ensure that improvements are actually implemented. Finally, the cycle is closed with the Improvement (P) stage, which aims to refine quality standards to a higher level in the next cycle, reflecting the spirit of continuous improvement.

The implementation of the PPEPP cycle requires the full commitment of leaders and implementers and is carried out in a structured and periodic manner, usually annually or semiannually. All units, such as Study Programs and Faculties, are required to prepare quality documents in line with institutional standards. In practice, each stage must be well documented. The implementation of standards is monitored through AMI and Monev on a regular basis. The results of this evaluation and control are then summarized in the Annual Quality Report, which serves as the main reference for formulating improvement measures in the next cycle.

Although systematic, the implementation of PPEPP often faces various challenges. The main difficulty is instilling a strong culture of quality, so that quality assurance is not seen merely as fulfilling accreditation requirements, but as an internal necessity. Other challenges include limited resources such as budget and expert personnel, as well as difficulties in collecting accurate and consistent data from various units. In addition, weaknesses often occur at the Control stage, where audit recommendations are not followed up consistently or proactively. Institutions must also continuously adjust their internal standards to the dynamics of changes in higher education regulations and evolving accreditation criteria.

## 5.1. Increase in Quantitative Performance Indicator Targets

The indicators in the quality assurance system are sourced from the BAN-PT study program accreditation indicators. Below are the indicators used to increase targets for undergraduate and graduate programs.

Bachelor's Degree in Psychology Indicator Targets

| No | IKU/IKT | Reference Document | Component | Target |
|---|---|---|---|---|
| 1 | IKU | RTL | Scientific publications by students, produced independently or in collaboration with DTPS, with titles relevant to the field of study in the last 3 years | 100 |
| 2 | IKU | RTL | Study period | 80 |
| 3 | IKU | RTL | The relevance of research at UPPS includes the following elements | 60 |

Target indicators for Master's Degree in Psychology

| No | IKU/IKT | Reference Documents | Component | Target |
|---|---|---|---|---|
| 1 | IKU | RTL | Education operating costs | 18,912,119,347 |
| 2 | IKU | RTL | Study period | 60 |

## 5.2. Summary of Proposed Faculty Level Improvement Components

In the Psychology undergraduate program, the proposal for faculty level improvement is based on indicators that have shown an increase in value of more than 1. A comparison is made between the AMI for 2024 and 2025.

| No. | Component | Year 2024 | Year 2025 |
|---|---|---|---|
| C.4.4.a4 | [Lecturer Profile] Ratio of the number of students in the study program to the number of DTPS. | 1.54 | 4 |
| C.2.5 | Additional Performance Indicators | 2 | 4 |
| D.2.U | SWOT Analysis or Other Relevant Analysis | 2 | 4 |
| D.3.U | Development Program | 2 | 4 |

| | | | |
|---|---|---|---|
| C.6.4.f | Learning Assessment | 2 | 3.9 |
| C.9.4.a1 | [Educational Outcomes] Analysis of the fulfillment of graduate learning outcomes (CPL) measured using valid and relevant methods. | 2 | 3.75 |
| C.4.4.b3 | [Faculty Performance] DTPS Community Service Activities relevant to the field of study in the last 3 years. Table 3.b.3) LKPS | 2.08 | 3.48 |
| B.U2 | Program Study Management Unit Profile | 3 | 4 |
| C.1.4.a | Alignment of the Vision, Mission, Goals, and Strategies (VMGS) of the Program Study Management Unit (UPPS) with the VMGS of the Higher Education Institution (PT) and the academic vision of the Program Study (PS) it manages. | 3 | 4 |
| C.2.4.a | Governance System | 2.67 | 3.67 |

In the Master's program in Psychology, proposals to increase the faculty level were made for indicators that had increased in value by more than 1. Comparisons were made between AMI in 2024 and 2025.

| No. | Component | Year 2024 | Year 2025 |
|---|---|---|---|
| C.2.5 | Additional Performance Indicators | 0 | 2.8 |
| C.3.4.b | Attractiveness of Study Programs | 3.6 | 4 |
| C.4.4.b3 | Community Service Activities (PKM) relevant to the field of study in the last 3 years | 2.13 | 4 |
| C.6.4.i | Student satisfaction | 2.67 | 4 |

# Chapter 6. Closing

Diponegoro University expresses its highest appreciation to all Study Programs and Quality Control Groups that have actively participated in a series of internal quality assurance activities, ranging from filling out self-evaluation instruments, conducting Internal Quality Audits (AMI), to preparing Follow-up Plans (RTL).

Thanks are also extended to all internal auditors who have carried out their duties with full responsibility and professionalism, as well as to the leaders of Faculties and Schools and the Faculty/School Quality Assurance Teams who have held Faculty/School-level Management Review Meetings (MRM), provided assistance in the preparation of the 2025 RTL, and carried out monitoring and evaluation of the implementation of the RTL resulting from the 2024-2025 AMI. We would also like to thank the university's ad hoc internal quality assurance team for helping to design the quality assurance policies, systems, mechanisms, and documents that form the foundation for the PPEPP cycle at Diponegoro University. The contributions and synergy of all parties are the main strengths in building a strong, consistent, and sustainable quality culture to realize Diponegoro University as a world-class higher education institution.

The results of the implementation of AMI Diponegoro University in 2025 reflect the commitment of all elements of the university to a sustainable culture of quality. However, there are a number of opportunities for improvement that can be the focus of improvement in the next quality cycle, including:

- Strengthening the role of an integrated quality assurance information system that is responsive to the needs of work units can be achieved through the implementation of centralized data management based on a data pool application. With this centralized system, all quality data from various work units is stored in a standardized platform, facilitating real-time data access, tracking, and analysis. This reduces redundancy, avoids data inconsistencies, and speeds up the decision-making process. In addition, integration between work units becomes more efficient because each party can access the same data with high accuracy, supporting collaboration and continuous quality improvement.
- Improving the capacity of human resources in the field of quality assurance, including lecturers and educational staff, especially as controllers of documents and information and implementers of SPMI activities.
- Improvement of the electronic tridharma reporting system to make it more systematic and documented.
- Improving the effectiveness of the academic guidance process, especially in supporting timely graduation.

Management Review Meeting Implementation Report – 2025

- Development of university policies to support strategic quality indicators that cannot be addressed at the program, faculty/school, or university level;

- Enhancing synergy between academic and non-academic units to ensure integration in the Internal Quality Assurance System.
- Diponegoro University is committed to continuously strengthening a comprehensive culture of quality through synergy between units, improved governance, and data-driven policy support.

May this report serve as a basis for developing better quality strategies in the future and encourage the achievement of Universitas Diponegoro's vision as a world-class research university.

Appendix 1. Minutes of the Faculty/School Management Review Meeting

# NOTULENSI
# RAPAT TINJAUAN MANAJEMEN

KEMENTERIAN PENDIDIKAN TINNGI, SAINS, DAN TEKNOLOGI
**FAKULTAS PSIKOLOGI**
**UNIVERSITAS DIPONEGORO**
**Jalan Prof. Mr. Sunario, Kampus Universitas Diponegoro**
**Tembalang Semarang Kode Pos 50275, Telp. (024) 7460051,**
**http://www.psikologi.undip.ac.id, Email: psikologi@live.undip.ac.id**

NOTULENSI

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **TANGGAL** | 13/11/2025 | **MULAI** | 13.00 | **SELESAI** | 15.30 | **TEMPAT** | Ruang Rapat 1, Lt.1 |

| | |
|---|---|
| **PERIHAL** | Rapat Tinjauan Manajemen Tahun 2025 |
| **JENIS RAPAT** | Rapat luring |
| **KOMPONEN/ (Narasumber, Moderator, Pengampu)** | Pemimpin Rapat: Dekan Fakultas Psikologi<br>Pengisi Rapat: Dekan beserta struktural dan TPMF |
| **PESERTA RAPAT** | 1. Dekan<br>2. Wakil Dekan Akademik dan Kemahasiswaan<br>3. Wakil Dekan Sumber Daya<br>4. Supervisor Akademik dan Kemahasiswaan<br>5. Supervisor Sumber Daya<br>6. Ketua Program Studi Sarjana Psikologi<br>7. Ketua Program Studi Magister Psikologi<br>8. Sekretaris Program Studi Sarjana Psikologi<br>9. Dr. Anggun Resdasari Prasetyo, S.Psi., M.Psi<br>10. Dito Aryo Prabowo, S.Psi., M.Si<br>11. Kristiani Nira Wijayanti, S.Psi<br>12. Rofifatun Nisa, S.K.M<br>13. Tsara Firdaus, S.Psi<br>14. Ariel Gemilang Jaya, S.Kom |

| | **SIMPULAN** |
|---|---|
| 1. | Paparan dari Ketua TPMF mengenai laporan AMI dan RTL dari pelaksaaan Audit Mutu Internal tahun 2025 yang telah diselenggarakan pada Rabu, 24 September 2025 (prodi S1) dan 29 Serptember 2025 (prodi S2)<br><br>Ringkasan Rapat:<br><br>a. Belum ada update evaluasi-evaluasi, perlu di munculkan *pop up* dalam hal evaluasi disetiap lini Fakultas yang muncul dan pemberitahuan tersebut harapannya muncul memlaui email baik dosen, tendik mauapun mahasiswa. Ada timenya dan waktu-waktu tertentu yang mengatur kapan seharusnya pemberitahuan itu muncul. *Pop up* tersebut bisa dibantu oleh IT untuk proses pada sistem. |

| | |
|---|---|
| | b. Saat evaluasi harapannya kita sudah memiliki aitem yang jelas dan setle sesuai kebutuhan audit dan akreditasi, akan dilakukan koordinasi dengan prodi perihal penyusunan aitem-aitem dalam setiap evaluasi. Ketika melakukan evaluasi melalui MMC respon rate cenderung sedikit, sehingga evaluasi bisa dilakukan secara langsung disampaikan oleh Dosen pada PT 15 diawal kuliah dan tidak dilakukan di akhir kuliah (bisa dengan anonim untuk pengisiannya sehingga tidak mempengaruhi penillaian dosen terhadap mahasiswa).<br>c. Perlu menjalin bounding di 15 menit sebelumnya, sehingga mahasiswa tidak takut saat melakukan pengisisan evaluasi.<br>d. Untuk survei kepuasan terhadap *stakeholder* atau pengguna lulusan dapat dikirimkan setiap bulan, misalnya dikirimkan setiap tanggal 1 dan dilakukan *follow up* kembali pada tangggal 1 bulan berikutnya.<br>e. Mengirim surat permonohonan survei kepada Pimpinan/stakeholder pengguna lulusan disertai dengan memberikan souvenir misalnya. Di dalam surat tersebut tertulis alamat link yang bisa diakses untuk mengisi survei oleh *stakeholder*<br>f. Perlu adanya pemetaan dan penghitungan Pendanaan souvenir terkait survey kepuasan untuk stakeholder dan pengguna lulusan (misalnya di eksekusi secepatnya di tanggal 1 atau awal Desember)<br>g. Setiap prodi membuat rencana anggaran masing-masing sehingga dari WD 2 bisa langsung memisahkan kebutuhan dengan bidang 1. Dengan adanya penganggaran yang direncanakan sendiri oleh masing-masing prodi harapanya penganggaran tersebut tidak bercampur dengan penganggaran Fakultas. Pada kondisi sekarang yang terjadi adalah fakultas yang mengalokasikan anggaran dan mengatur penggunaan, sedangkan seharusnya yang ideal dilakukan adalah dari prodi mengajukan anggaran kepada Fakultas untuk kemudian dilakukan pengaturan sendiri oleh prodi sesuai rencana anggaran yang disetujui oleh Fakultas. Contohnya perlu dilakukan rapat akhir tahun oleh Prodi S2 Sendiri.<br>h. Perlu menganggarkan dan memetakan kegiatan lomba untuk mahasiswa S2 dengan melihat riwayat kegiatan lombar yang diikuti oleh mahasiswa S2 dalam kurun waktu 3 tahun terakhir<br>i. Tambahan update dari rencana akreditasi Internasional :<br>- Pada Website perlu ada informasi lengkap yang memuat isian borang. Dalam mengisi borang tidak pelu dituliskan narasi terlalu banyak yang terpenting adalah data yang akan menceritakan kondisi dilapangan.<br>- SK mengajar akan dijadikan rasio beban mengajar Dosen, apabila tidak terdapat SK mengjar, pembimbing dan menguji tersendiri, SK DTPS bisa menjadi pertimbangan dalam mengakomodir rasio mengajar yang dilengkapi dengan 1 bukti sahih yakni SK DTPS<br>- Data mahasiswa harus clear pada PD Dikti dan sesuai dengan sistem akademik agar tidak terlalu banyak data mangkir yang masih berada di sistem. |

| | |
|---|---|
| | -Perlu dipikirkan untuk tenaga khusus atau staff TPMF yang bisa dimasukan di RGA. Staff TPMF tersebut akan di ambil dari Mahasiswa magang KIP yang memiliki kualifikasi yang sesuai untuk bidang pekerjaan di TPMF |

Penyusun notulensi,

Kristiani Nira Wijayanti, S.Psi

Appendix 2. Invitation to Faculty/School Management Review Meeting

KEMENTERIAN PENDIDIKAN TINGGI, SAINS, DAN TEKNOLOGI
UNIVERSITAS DIPONEGORO
FAKULTAS PSIKOLOGI

Jalan Prof. Mr. Sunario
Tembalang, Semarang, Kode Pos 50275
Telepon (024) 7460051 , Faksimile: (024) 76405530
Laman: www.psikologi.undip.ac.id
Pos-el: psikologi[at]live.undip.ac.id

Semarang, 7 November 2025

**UNDANGAN**
Nomor: 133 /UN7.F11.1/AK/XI/2025

Kepada Yth. Bapak/Ibu (terlampir)
Fakultas Psikologi
Universitas Diponegoro

Mengharap kehadiran Bapak/Ibu, pada acara Rapat Tinjauan Manajemen (RTM) tindak lanjut atas temuan Audit Mutu Internal (AMI) tahun 2025 Fakultas Psikologi yang akan dilaksanakan pada:

| | |
|---|---|
| Hari/ Tanggal | : Kamis, 13 November 2025 |
| Jam | : 13.00 – 15.00 WIB |
| Tempat | : Ruang Rapat 1 Lt.7 |
| Agenda | : Rapat Tinjauan Manajemen AMI tahun 2025 |

Demikian undangan dari kami. Atas perhatian dan kehadiran Bapak/Ibu, kami sampaikan terima kasih.

a.n Dekan
Wakil Dekan Akademik dan Kemahasiswaan,

Juti Ariati, S.Psi., M.Psi., Ph.D
NIP 197912122008012017

Tembusan :
- Sub-Bagian UPA Fakultas Psikologi

KEMENTERIAN PENDIDIKAN TINGGI, SAINS, DAN TEKNOLOGI
UNIVERSITAS DIPONEGORO
FAKULTAS PSIKOLOGI

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Telepon (024) 7460051 , Faksimile: (024) 76405530
Laman: www.psikologi.undip.ac.id
Pos-el: psikologi[at]live.undip.ac.id

Lampiran : Rapat Tinjauan Manajemen AMI tahun 2025
Nomor : 133 /UN7.F11.1/AK/XI/2025

1. Dekan
2. Wakil Dekan Sumber Daya
3. Manajer Tata Usaha
4. Supervisor Akademik dan Kemahasiswaan
5. Supervisor Sumber Daya
6. Ketua Program Studi S1 Psikologi
7. Ketua Program Studi S2 Psikologi
8. Sekretaris Prodi S1 Psikologi
9. Dr. Anggun Resdasari prasetyo, S.Psi., M.Psi (Ketua TPMF Fakultas)
10. Dito Aryo Prabowo, S.Psi, M.Si (Ketua GPM S1)
11. Arif Triman, S.Psi., M.Ed. (Ketua GPM S2)
12. Kristiani Nira Wijayanti, S.Psi (Sekretaris TPMF)
13. Soetarto (Anggota TPMF)
14. Rofifatun Nisa, S.K.M (Operator S2)
15. Tsara Firdaus, S.Psi (Anggota GPM S2)
16. Ariel Gemilang Jaya, S.Kom (Anggota GPM S1)

Appendix 3. Documentation of Faculty/School Management Review Meeting







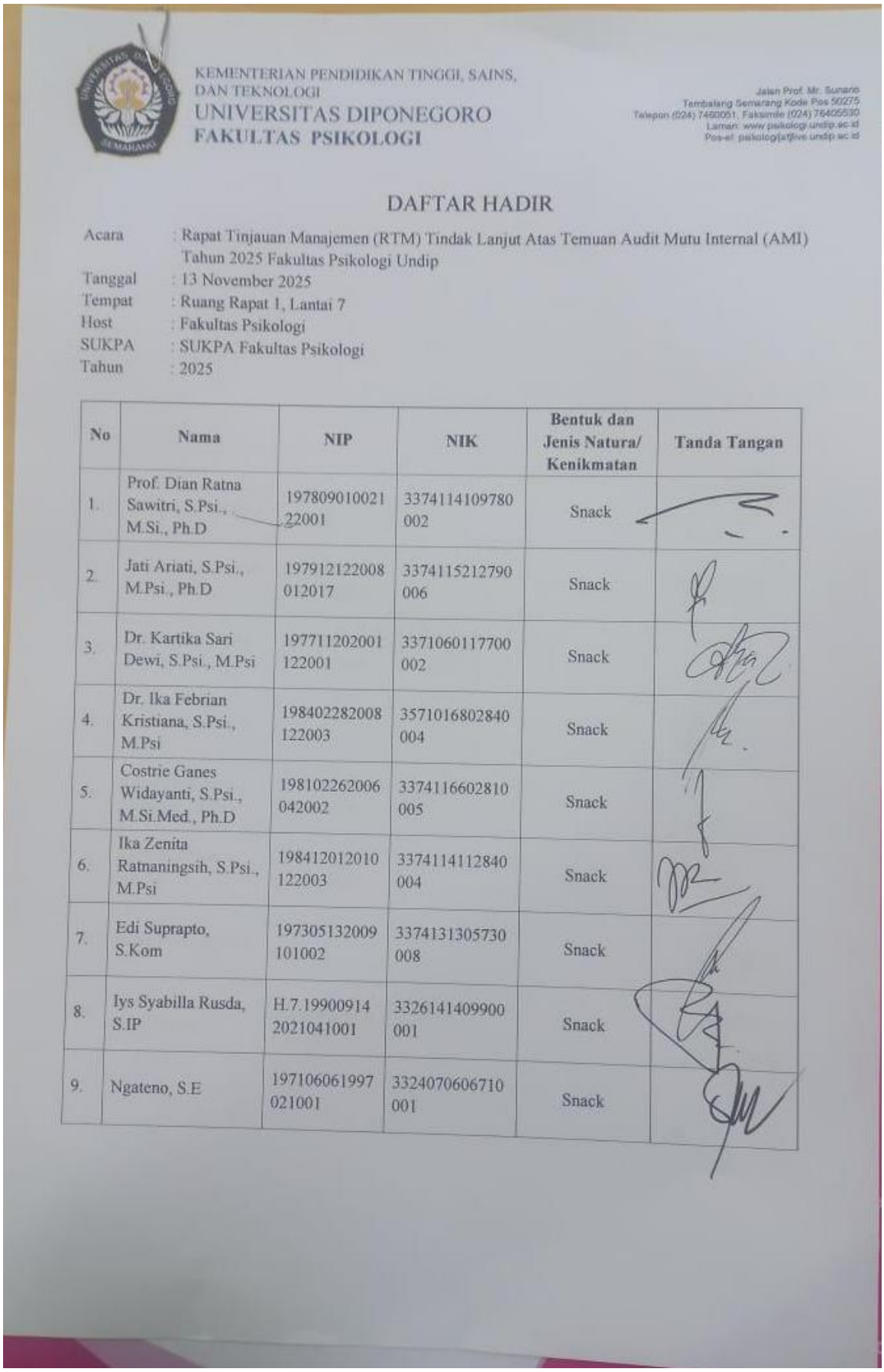









Appendix 4. Attendance List



KEMENTERIAN PENDIDIKAN TINGGI, SAINS, DAN TEKNOLOGI
UNIVERSITAS DIPONEGORO
FAKULTAS PSIKOLOGI

Jalan Prof. Mr. Sunario
Tembalang Semarang Kode Pos 50275
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Pos-el: psikologi[at]live.undip.ac.id

## DAFTAR HADIR

Acara : Rapat Tinjauan Manajemen (RTM) Tindak Lanjut Atas Temuan Audit Mutu Internal (AMI) Tahun 2025 Fakultas Psikologi Undip
Tanggal : 13 November 2025
Tempat : Ruang Rapat 1, Lantai 7
Host : Fakultas Psikologi
SUKPA : SUKPA Fakultas Psikologi
Tahun : 2025

| No | Nama | NIP | NIK | Bentuk dan Jenis Natura/ Kenikmatan | Tanda Tangan |
|---|---|---|---|---|---|
| 1. | Prof. Dian Ratna Sawitri, S.Psi., M.Si., Ph.D | 197809010021 22001 | 3374114109780 002 | Snack | |
| 2. | Jati Ariati, S.Psi., M.Psi., Ph.D | 197912122008 012017 | 3374115212790 006 | Snack | |
| 3. | Dr. Kartika Sari Dewi, S.Psi., M.Psi | 197711202001 122001 | 3371060117700 002 | Snack | |
| 4. | Dr. Ika Febrian Kristiana, S.Psi., M.Psi | 198402282008 122003 | 3571016802840 004 | Snack | |
| 5. | Costrie Ganes Widayanti, S.Psi., M.Si.Med., Ph.D | 198102262006 042002 | 3374116602810 005 | Snack | |
| 6. | Ika Zenita Ratnaningsih, S.Psi., M.Psi | 198412012010 122003 | 3374114112840 004 | Snack | |
| 7. | Edi Suprapto, S.Kom | 197305132009 101002 | 3374131305730 008 | Snack | |
| 8. | Iys Syabilla Rusda, S.IP | H.7.19900914 2021041001 | 3326141409900 001 | Snack | |
| 9. | Ngateno, S.E | 197106061997 021001 | 3324070606710 001 | Snack | |

Sebn

# Management Review Meeting Implementation Report – 2025

KEMENTERIAN PENDIDIKAN TINGGI, SAINS, DAN TEKNOLOGI
UNIVERSITAS DIPONEGORO
FAKULTAS PSIKOLOGI

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# DAFTAR HADIR

Acara : Rapat Tinjauan Manajemen (RTM) Tindak Lanjut Atas Temuan Audit Mutu Internal (AMI) Tahun 2025 Fakultas Psikologi Undip
Tanggal : 13 November 2025
Tempat : Ruang Rapat 1, Lantai 7
Host : Fakultas Psikologi
SUKPA : SUKPA Fakultas Psikologi
Tahun : 2025

| No | Nama | NIP | NIK | Bentuk dan Jenis Natura/ Kenikmatan | Tanda Tangan |
|---|---|---|---|---|---|
| 10. | Dr. Anggun Resdasari Prasetyo, S.Psi., M.Psi | 198305252009 122006 | 3578206505830 005 | Snack | |
| 11. | Dito Aryo Prabowo, S.Psi., M.Psi | H.7.19951018 2022101001 | 3276021810950 011 | Snack | |
| 12. | Arif Triman, S.Psi., M.Ed | H.7.19900124 2024081001 | 1306122401900 001 | Snack | |
| 13. | Soetarto | 197203012000 031002 | 3374090103720 003 | Snack | |
| 14. | Kristiani Nira Wijayanti, S.Psi | H.7.19870908 2021042001 | 3322134809870 001 | Snack | |
| 15. | Rofifatun Nisa, S.K.M | H.7.19990315 2024052001 | 3305175503990 003 | Snack | |
| 16. | Tsara Firdaus, S.Psi | 199507170223 012175 | 3307095707950 002 | Snack | |
| 17. | Ariel Gemilang Jaya, S.Kom | 199909300225 030073 | 3374083009990 001 | Snack | |