



REPORT MANAGEMENT REVIEW MEETING (MRM)

FMPA UNTAN

Faculty Quality Assurance Committee
Faculty of Mathematics and Natural Sciences
Universitas Tanjungpura
2022

VERIFICATION PAGE

College : Tanjungpura University
Faculty : Mathematics and Natural Sciences
Activity implementer : Faculty Quality Assurance Team (PMF)
Susunan Tim :
General Manager : Dr. Gusrizal, M.Si
Technical Responsible Person : Yudha Arman, D.Sc.
Dr. Evi Noviani, M.Si
Drs. Cucu Suhery, M.A.
Head : Dr. Elvi Rusmiyanto, M.Si.
Vice Chairman : Renny Puspta Sari, S.T., M.T.
Secretary : Dr. Endah Sayekti, M.Si
Members : Puji Ardiningsih, S.Si., M.Si
Hasanuddin, Ph.D
Muhardi, M.Sc
Sukal Minsas, M.Si
Yudhi, M.Si
Irma Nirmala, S.T., M.T.
Nurfitri Imro'ah, M.Si
Warsi Kurnia Rahayu, S.Si


Agree
Dean,
Dr. Gusrizal, M.Si..
NIP. 197108022000031001

Pontianak, 28 Nopember 2022

Head of PMF



Dr. Elvi Rusmiyanto, M.Si.
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Foreword

Alhamdulillah, praise be to Allah SWT for His pleasure and abundance of resources, so the preparation of the 2022 Management Review Meeting Report (RTM) has been completed properly. This RTM activity was carried out as a follow-up to the results of the Internal Quality Audit (AMI) of Study Programs at FMIPA UNTAN which was carried out in October 2022. AMI Study Program and RTM activities are a routine agenda every year from the Central Quality Assurance Team in carrying out its role and function in improving the quality of Higher Education.

This RTM activity explained the conformity and incompatibility of the results of the AMI Study Program with the SPMI Untan standards. This activity involved the leadership of FMIPA and its staff, which resulted in recommendations for planning activities for the following year.

We would like to express our deepest gratitude to the leaders of FMIPA and their staff, the Head of the Department, the Secretary of the Department, the Head of the Study Program, lecturers, the Quality Assurance Team of the Faculty of Mathematics and Natural Sciences, students, education staff and the academic community who have helped the implementation of the activity until it was completed properly. We expect constructive criticism and input for the perfection of this report.

Pontianak, Nopember 2022

Implementation Team

1. Background

According to Permenristekdikti No. 62 of 2016 concerning the Tnggi Education Quality Assurance System (SPM Dikti), the quality of higher education is defined as the level of conformity between the implementation of higher education and Higher Education Standards consist of National Higher Education Standards and Higher Education Standards set by Higher Education. The Higher Education Quality Assurance System (SPM Dikti) is a systemic activity to improve the quality of higher education in a planned and sustainable manner, while the Internal Quality Assurance System (SPMI) is a systemic activity to ensure the quality of higher education by each university autonomously to control and improve the implementation of higher education in a planned and sustainable manner.

In carrying out the mandate of the Law and the process of taking part in the accreditation criteria, each study program in a high level must carry out an Internal Quality Audit process. Internal Quality Audit (AMI) is one of the processes for universities to make continuous improvements. System Compliant Internal Quality Assurance, where the stages use the PPEPP (Planning-Implementation-Evaluation-Control-Improvement) cycle, then the activity should begin with the planning and implementation of standards, then AMI is carried out as a process of evaluating the suitability between the process/implementation and the standards that have been set.

Based on Article 5 of Permenristekdikti No. 62 of 2016 concerning the Quality Assurance System of Higher Education paragraph (1), SPMI has a cycle of activities consisting of:

- a. Determination of Higher Education Standards;
- b. Implementation of Higher Education Standards;
- c. Evaluation of the implementation of Higher Education Standards
- d. Control of the implementation of Higher Education Standards; and
- e. Improvement of Higher Education Standards.

While paragraph (2) Evaluation as referred to in paragraph (1) c is carried out through an Internal Quality Audit.

The evaluation of the implementation of Higher Education Standards is carried out by conducting an Internal Quality Audit (AMI), which is checking the fulfillment of Higher Education Standards at the Implementation Stage

Higher Education Standards (when the Higher Education Standards are implemented). Internal Quality Audit is a systematic, independent, and documented testing process to ensure that the implementation of activities in universities is in accordance with procedures and the results are in accordance with standards to achieve institutional goals.

Internal Quality Audit is not an assessment/assessment but a matching of conformity between implementation and planning of an activity/program. The results of the Internal Quality Audit can consist of:

- a. The implementation of Higher Education Standards achieves the Higher Education Standards that have been set;
- b. The implementation of the Higher Education Standards exceeds the established Higher Education Standards;
- c. The implementation of the Higher Education Standards has not reached the Higher Education Standards that have been set;
- d. The implementation of the Higher Education Standards deviates from the Higher Education Standards that have been set.

Whatever the results of the Internal Quality Audit for the implementation of the Higher Education Standards, namely reaching, exceeding, not reaching, or deviating from the Standards, universities must take action to Control the Higher Education Standards.

Quality improvement will be more perfect if AMI is preceded by the preparation of a self-evaluation document carried out by the auditee. Self-evaluation needs to be carried out with proper preparation and stages as well as adequate analysis so that recommendations in improving quality are on target/valid. Recommendations are needed for internal and external interests. SWOT analysis is a method that is often used to analyze self-evaluation, especially in improving the quality of higher education in order to obtain appropriate development strategies.

AMI is carried out periodically or according to the client's needs. AMI is carried out by several auditors who have been trained to provide assistance with AMI documents and completeness for each Study Program and who understand university standards well. Auditors should be representatives of each study program and audits are carried out interchangeably. Auditors are given incentives according to university policies, because of their considerable duties and responsibilities.

In accordance with the SOP for the implementation of AMI, there are various series of activities that will be carried out. In order for there to be a common perception between the auditor and also the auditee (study program) before the field assessment is carried out, the

implementation of AMI is preceded by equalization of perception and socialization. The last activity was the assistance of a management review meeting (RTM) with the Dean.

A Management Review Meeting (RTM) is a meeting with a specific period of time that aims to discuss the follow-up of AMI audit findings. The implementation of RTM is carried out to ensure the continuation of the suitability, adequacy and effectiveness of the quality system. This review should include assessments for improvements and changes to the quality system, including quality policies and quality targets. In the RTM, several things were discussed, including, 1). Audit results/findings, 2). Stakeholder feedback (complaints, satisfaction, service satisfaction surveys), 3). Process performance and conformity of PT's Tridarma output, 4) Status of preventive measures and improvements, 5). Follow-up to the previous review, 6). Changes that can affect the Quality Management System, 7). Recommendations for improvement.

The results of the Management Review are expected to be in the form of, 1) Increasing the effectiveness of the quality system and its processes, 2) Improving service results that lead to the fulfillment of customer requirements, 3) Fulfilling resource needs. Based on this background, the Faculty Quality Assurance (PMF) of FMIPA UNTAN carried out RTM as a follow-up to the findings of AMI Study Programs that had been implemented in October 2022.

2. Legal Basis

- a. Law Number 12 of 2012 Chapter III Article 52 concerning Higher Education, Article 52 paragraph (3) of the Higher Education Law concerning the Higher Education Quality Assurance System and National Standards for Higher Education.
- b. Permenristekdikti No. 62 of 2016 concerning the Quality Assurance System for Higher Education (SPM Dikti).
- c. Permendikbud No. 3 of 2020 concerning National Standards for Higher Education
- d. Permendikbud No. 5 of 2020 concerning Accreditation of Study Programs
- e. Letter of Assignment as an AMI Auditor of Study Programs in FMIPA from the Institute for Learning Development and Quality Assurance No. 3712/UN22.11/JM.00/2022 to 3721/UN22.11/JM.00/2022

3. Objectives

The objectives of this activity are:

- a. Ensure the implementation of the management system in accordance with the objectives/objectives.
- b. Ensure the management system meets standards/regulations
- c. As one of the efforts to ensure the sustainability of quality within the Faculty of Mathematics and Sciences, Tanjungpura University

4. Types of Activities

The AMI activity consists of a series of three major activities. First, the implementation of an internal quality audit with the final results of the AMI report. Activities in the form of scientific discussions that are carried out offline/offline are located in their respective study programs for two predetermined days. Then in this activity, field assessment assistance, document preparation and AMI completeness of each Study Program were held. The next activity was to assist the joint management and Dean review meetings. At the same time, the creation of a recap document and mapping of audit results was carried out.

5. Participants

Participants in this activity are expected to be:

- a. Faculty Leaders (deans, vice deans 1st, 2nd and 3rd)
- b. Head of Department
- c. Head of Study Program
- d. Education Personnel
- e. Auditors in the Faculty of Mathematics and Natural Sciences who already have an AMI certificate.
- f. PMF Team

6. Implementation of Activities

Time and Place

1. Internal Quality Audit of Study Programs

Held on October 3-7, 2022

Venue : Each Study Program

2. Management Training Meeting (RTM)

Held on November 24, 2022

Venue : Senate Room of FMIPA Untan

RTM Activity Schedule

O'clock	Activity	Person responsible
13.00-16.30 WIB	Presentation of the follow-up of the internal quality audit of each study program	All Heads of Study Programs at FMIPA
14.00-15.30 WIB	Dean's response to the presentation of the Head of Study Program	1. Dean 2. Vice Dean for Academic Affairs 3. Deputy Dean for General Affairs and Finance 4. Vice Dean for Student Affairs and Alumni
15.00 - 16.00 WIB	Preparation of recommendations	Head of PMF
16.30 WIB	Closing	

5. Results of the Management Review Meeting (RTM)

Yes	Temuam AMI	Follow-up
1	The teaching materials that are distributed by the lecturer to the students have not yet been can be monitored as a whole because the number of lecturers using LMS is still minimal	• Conducting training and socialization of the use of LMS to lecturers in the study program • It may be necessary to have a strategic way to encourage lecturers to use LMS as a mandatory component of the learning process
2	It was found that there is no SOP mechanism that can ensure that 30% of student thesis themes per year must be related to the research theme on the research roadmap	• There is already a final project SOP document • A team in the field of expertise has been formed to check the content of RPS from each course
3	It was found that the scientific vision has been renewed in 2020. However, the previous scientific vision has not been measured and documented	• Conducting regular vision and mission surveys to lecturers, students, alumni and stakeholders • Improved the new vision and mission
4	PKM outputs have been published in journal form but have not been IPR or patented.	Submit patent proposals on PKM products that have been produced
5	Research results and PKM have not been implemented/utilized for learning Integrating research results and PKM in the learning process	• There has been an increase in the number of lecturer and student publications starting from Sinta 4 – 2 • Increase international journal publications • Require research results and PKM to be used for the learning process as reference libraries in RPS and learning modules • Write down the results of research and PKM as a reference in the preparation of RPS and learning modules
6	Lecturer rooms that are not partitioned (last year's AMI) which has not been followed up	A proposal has been submitted for the construction of a partition in the lecturer's room but has not been approved

7	Special Needs Facilities (last year's AMI that has not been followed up)	There has been no follow-up for this need
8	There are no infrastructure facilities for students with special needs (Braille writing, ramps, chairs with hands) left-handed, embossed map, wheelchair accessible toilet/street)	The study program proposes to the faculty to provide infrastructure facilities for students with special needs
9	A partner satisfaction survey has never been conducted	The study program proposed to the faculty. In October/November, a satisfaction survey of cooperation partners was carried out
10	Monitoring and evaluation of learning has been carried out, but it has not been systematically documented in the form of written and analyzed reports	• The study program carries out an evaluation of the progress of the TA every 4 months, an analysis report will be made every year • The study program will conduct a more systematic analysis of the process and CPMK
11	RPS needs to be equipped with tasks, indicators, and assessment weights	• The study program is reviewing and updating the curriculum, • In the draft new curriculum, a more complete RPS format has been designed
12	Not all RPS is updated no later than 1 month before lectures	Study program will think about mechanisms so that the update RPS can be done periodically
13	• No K3 documents yet • Improvement of facilities and infrastructure with the provisions of K3 and international accreditation	• Make a proposal for a decree on the preparation of K3 documents and prepare K3 documents. • Make proposals for the provision of facilities and infrastructure in accordance with the provisions of K3 and international accreditation
14	Not all RPS study programs are based on case-based and team-based projects	Some Constitutional Court has been directed to case methods and project bases (<40%)

15	The study program has not prepared a study program level and the measurement mechanism for evaluating vision and mission has not been carried out periodically	Follow-up on the creation of renop (in process)
16	There are still some lecturers in the Sisfo and Mathematics study programs who do not have an educator competency certificate (educator certification)	Not all lecturers have lecturer certification (Time Effect of Functional Ownership Period)
17	The curriculum document has not been ratified by the faculty but has been determined 1 year in advance	-
18	Not all lecture halls have air conditioning	Make a proposal for the installation of air conditioners in the class AC has not been installed in the Faculty.
19	Research output results have been implemented for teaching but have not yet been granted IPR	-
20	Tracer study results have not been followed up for institutional development and quality improvement. The study program has not yet conducted tracer studies for users.	The study program is currently collecting alumni data massively for study tracers. The study program is inviting several alumni users to provide input on improving the quality of the study program through the FDG for compiling the study program curriculum within the Faculty of Mathematics and Natural Sciences
21	The breadth and depth of the learning material is not yet appropriate KKNi , the number of general skills is greater than specific skills	-
22	The curriculum is already based on KKNi, but the learning outcomes in the form of CPMK in the RPS refer to the final learning outcomes of graduates.	The Geophysics Curriculum has been revised starting from (curriculum map, graduate learning outcomes, CPMK, Sub CPMK) and temporarily submitted to APPGI (Association of Geophysics Study Program Management All of Indonesia) for review and then it will be submitted to the faculty for approval.

23	Study Program lecturers provide guidance to the main students in structured research in the context of preparing the final assignment (TA), there is no visible even distribution of supervising lecturers to students every year so that the burden in guiding students could be excessive.	-
24	Evidence of mandatory PKM outputs in the form of publications has not been systematically documented.	-
25	There is no external PKM funding for 2022	-
26	The response rate for tracer studies needs to be increased, the results of tracer studies need to be analyzed periodically and documented completely in the form of reports.	-
27	It is necessary to measure student satisfaction with student services, analyze it regularly and document it well	-
28	It is necessary to evaluate the validity period of the MoU that was carried out by study programmes in accordance with the domestic cooperation SOPs that apply in UNTAN	-
29	- Students' performance abilities are not optimal because methods, materials, and instruments are relatively limited. - There is a need to increase the number and competence of education staff/ laboratory staff to improve the quality of laboratory services in an effort to improve students' performance skills.	Requesting additional contract laboratory staff (already fulfilled by the Faculty)
30	- The curriculum structure needs to be equipped with a clear distribution of courses and a RPS that shows that students' CPL has experience in a particular field. - Newly completed curriculum documents (compilation guidelines, study materials, curriculum maps and matrices, RPS MK related to MBKM)	Improvement of curriculum and RPS documents (on progress)

31	• RPS Courses that use the project team method and case method need to be equipped with a detailed explanation of the assessment method and rubric. • Implementation of research results and PKM needs to be written in the form of weekly activities in the RPS and appear in the references.	-
32	Measurement of the depth and breadth of learning materials has not been carried out systematically. An instrument is needed to measure the depth and breadth of learning materials (course portfolio).	-
33	Learning methods are relatively limited and are mostly carried out using lecture methods	-
34	Evaluation of learning methods has not been carried out systematically Systematic and periodic. Evaluation results need to be followed up with socialization and agreement at the lecturer and student levels.	-
35	There is collaborative research and joint publications that have been carried out by study program lecturers, but they have not been institutionalized and covered by MoUs and MoAs at the Faculty level.	-
36	There is a need for evaluation, measurement and analysis of the number of research outputs in the form of international journal articles every year.	-
37	There has been no ongoing collaboration initiated by the Physics study program with other agencies or institutions that would enable researchers to conduct collaborative research	-
38	Completeness of vision and mission documents has not been approved	Approval of vision and mission documents
39	Unclear assessment in the Constitutional Court based on PTBM and CM marine study program	-

40	Laboratories, studios, experimental gardens, workshops, or facilities according to the scientific field are not sufficient to support community service activities.	-
41	The workload of lecturers and educational staff in the Mathematics study program exceeds the workload required by ministerial regulations.	-
42	The curriculum used in 2015 is a new curriculum in progress. arranged	The new curriculum has been approved by the FMIPA senate and will be implemented in the 2022/2023 academic year
43	There are no K3 guidelines for PKM activities	It may be possible to hold/arrange
44	The number of students participating in the MBKM Chemistry study program has not yet been determined. meet the target of 100 students per year according to the Chancellor's IKU 2	The study program has initiated collaboration with several agencies as the MBKM program locations (to meet the target, at least 7 agencies may be needed for external exchange).
45	Chemistry Study Programs do not yet have SOPs for implementing MBKM techniques at the study program level	SOPs have been prepared at the Chemistry study program level
46	The learning process needs to be monitored and evaluated periodically and systematically.	Method: collect attendance information from Untan's online presence, compare with the RPS, if possible have an integrated monitoring system for compliance between the plan (RPS) and implementation

6. Recommendations

Draft Activity Recommendations as Follow-up to Internal Quality Audit (AMI) Results Study Programs in 2022:

- *Learning Management System (LMS)* Training
- Occupational Safety and Health (K3) Training
- Training in preparing RPS based on Out Based Education (OBE)
- Implementation of risk-based internal quality audits
- CPL achievement measurement training
- Improvement of facilities for students with special needs according to the real conditions of FMIPA students like a chair for left-handed people.
- Increasing collaboration initiatives for MBKM implementation
- A systematic partner satisfaction survey is conducted, the results are analyzed and further socialized
- Article and patent writing training
- Proposing Practicing Lecturers through the Ministry of Education and Culture program to address lack of lecturers in study programs
- Improvement of laboratory facilities and infrastructure
- FGD evaluation of MBKM activities with stakeholders

Activity Documentation







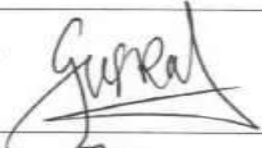
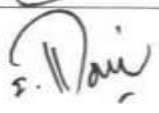


DAFTAR HADIR
RAPAT TINJAUAN MANAJEMEN FMIPA TAHUN 2022

Hari/Tanggal : Senin, 24 Nopember 2022

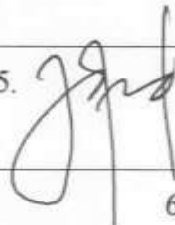
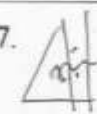
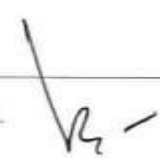
Pukul : 13.00-16.30 WIB

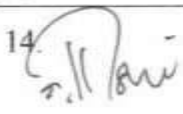
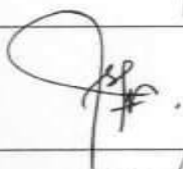
Tempat : Ruang Senat Lt.2 FMIPA

No.	Nama	Jabatan	Paraf
1.	Dr. Gusrizal, M.Si	Dekan	1. 
2.	Yudha Arman, D.Sc	Wakil Dekan Bidang Akademik	
3.	Dr. Evi Nofiani, M.Si	Wakil Dekan Bidang Umum dan Keuangan	3. 
4.	Drs. Cucu Suhery, M.A.	Wakil Dekan Bidang Kemahasiswaan dan Alumni	 4.

DAFTAR HADIR
RAPAT TINJAUAN MANAJEMEN FMIPA TAHUN 2022

Hari/Tanggal : Senin, 24 Nopember 2022
Pukul : 13.00-16.30 WIB
Tempat : Ruang Senat Lt.2 FMIPA

No.	Nama	Jabatan	Paraf
1.	Kustiati	Kajur/Kaprodi	1. 
2.	Evy Sulistianingsih	Dosen PS. Statistika	2. 
3.	Andi Ihuans	Dosen Geografi	3. 
4.	Hasanuddin	Dosen /PMF	4. 
5.	Ibnu Rusi	Sek. Jur Sisfo	5. 
6.	Bayu Prihandono	Kapradik Mtk	6. 
7.	Rahmi Hidayati	Sek. jur Re. Ekom	7. 
8.	Yudha Arman	WD I	8. 
9.	Arie Anasari k.	Kajur Ilmu Kelah	9. 
10.	Arul	Fisika	10. 
11.	TONI		11. 
12.	MUHARDI	PMF	12. 

13.	Imelda A. Sidiqhi	Kaprosdi Kimia	13. 
14.	Eti Noviani	WD2 FMIPA	14. 
15.	Puri Ardiningih	PMK	15. 
16.	Irma Nirmala	PMK	16. 
17.	Anis Shofiyani	Kaprosdi S2 Kimia	17. 
18.	Enah Sayekti	PMK	18. 
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