



STUDENT WELLBEING EVALUATION REPORT

AY 2025/2026



**QUALITY ASSURANCE INSTITUTION
UNIVERSITAS PGRI SEMARANG**

Striving for Quality

REPORT COMPILER

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FOREWORD

Praise be to Allah SWT for His grace and guidance, so that the Student Wellbeing Evaluation Report of Universitas PGRI Semarang (UPGRIS) for the 2024/2025 Academic Year can be completed well.

This report was compiled as a form of the university's real commitment to achieving Sustainable Development Goals (SDGs) Goal 3, namely Good Health and Well-being, and supports the Rectorate's policy to create a safe, healthy, and culturally noble campus ecosystem in accordance with the values of "Ber-Adab" (Adaptive, Enthusiastic, Integrity). This evaluation provides a comprehensive overview of the level of mental resilience, social comfort, and financial stability of students pursuing studies in the digital era.

We extend our gratitude to the Rector of UPGRIS, Dr. Sri Suciati, M.Hum., the Career Center LPP, the Student Affairs Bureau, and all students who actively participated in completing this evaluation survey. We hope this report will serve as a strategic foundation for the ongoing improvement of student services.



Head of LPM UPGRIS

Dr. Ary Susatyo Nugroho, M.Si.

A. BACKGROUND

Higher education in the era of digital transformation is no longer simply a space for knowledge transfer, but has transformed into a complex ecosystem that impacts all dimensions of students' lives. Generation Z and Alpha students, who dominate today's college campuses, are faced with a dual reality: on the one hand, they have unlimited access to information and technology, but on the other, they experience significant psychological vulnerability due to social disruption, the pressures of global competition, and constant exposure to social media. This ongoing post-pandemic adjustment phenomenon until 2026 has triggered a paradigm shift, where the parameters of a university's success are no longer measured solely by academic cumulative grade point average (GPA), but also by the quality of its students' mental health and emotional well-being, known as student wellbeing.

Student wellbeing is a multidimensional concept encompassing psychological well-being, comfortable social interactions, and a stable, supportive environment that allows students to thrive. High levels of academic stress, future anxiety (*vuca era* anxiety), and even covert threats such as cyberbullying and social exclusion have the potential to significantly reduce academic performance, trigger high dropout rates, and, most fatally, trigger clinical depression. Therefore, investing in student mental well-being programs is essential to creating a sustainable learning environment in line with the Sustainable Development Goals (SDGs) Goal 3 indicator on *Good Health and Well-being*.

In the 2024/2025 Academic Year, Universitas PGRI Semarang (UPGRIS) recorded significant institutional growth dynamics by accepting 3,635 new students for its Undergraduate (S1) and Postgraduate (S2) programs. The highly heterogeneous characteristics of UPGRIS students—coming from various socio-economic backgrounds in Central Java and outside the region—bring their own challenges in the cultural adaptation process in the campus environment. Furthermore, the national macroeconomic situation throughout 2025 to early 2026, marked by fluctuations in people's purchasing power, also has implications for increasing financial anxiety *among* parents and students, which indirectly disrupts the focus of learning concentration.

Responding to these complex challenges, under the leadership of Rector Dr. Sri Suciati, M.Hum., Universitas PGRI Semarang has taken progressive strategic mitigation measures. UPGRIS has not only strengthened the physical infrastructure of its modern Campus 4, but also instilled essential character values through the slogan

"Ber-Adab" (Adaptive, Enthusiastic, and Integrity). These values are translated into various concrete policies, such as the massive "UPGRIS New Generation Without Bullying" movement to create a safe space free from bullying, inclusive emotional resilience training (Self Improvement) by the Professional Development Institute (LPP), and the provision of economic support through massive internal and external scholarship programs.

B. STANDARD QUALITY EVALUATION OF STUDENT WELLBEING UPGRIS

The Student Wellbeing Evaluation Quality Standards at UPGRIS refer to several external and internal regulations, including:

1. National Standards for Higher Education (SN-Dikti): Specifically, management standards and infrastructure standards require an academic environment that is conducive to students' psychological growth.
2. Sustainable Development Goals (SDGs) Target 3.4: Reduce stress levels and improve mental health in educational institutions.
3. UPGRIS Internal Quality Policy for the 2024/2025 Academic Year: The standard for student service satisfaction that targets the Student Satisfaction Index (IKM) for the campus' non-academic climate is at least at a score of 3.25 on a scale of 4.00.

C. IMPLEMENTATION OF STUDENT WELLBEING EVALUATION AT UPGRIS

Evaluations are carried out periodically throughout the 2024/2025 Academic Year with the following details:

1. Execution time
October 2024 (Odd Semester Initial Evaluation) to May 2025 (Even Semester Final Evaluation).
2. Evaluation Object
Active students of PGRI Semarang University across faculties, with a sampling focus on students in semester 1 (adaptation period) and semester 3 (organizational transition period).
3. Population and Sample
From the total active student body, a stratified random sampling of 1,122 students was taken *as* the primary respondents to the digital questionnaire. Secondary data was

supplemented by the Career Center LPP program track record and financial aid data from the Student Affairs Bureau.

D. UPGRIS STUDENT WELLBEING EVALUATION INSTRUMENT

instrument used a structured questionnaire distributed online through the campus information system (*Simekar*). The questionnaire was adopted and modified from *the Warwick-Edinburgh Mental Well-being Scale* (WEMWBS) and the inclusive campus climate instrument, which covers three main dimensions:

1. Psychological-Emotional Dimension: Measuring students' ability to regulate emotions, academic stress levels, self-confidence, and self-efficacy.
2. Socio-Environmental Dimension: Measuring the feeling of safety from bullying , inclusiveness of friendships, and comfort in interactions with lecturers/staff.
3. Financial Resilience Dimension: Measuring the level of financial anxiety *related* to college financing amidst changes in macro purchasing power.

E. UPGRIS STUDENT WELLBEING EVALUATION SCORING METHOD

collection method used *an online* questionnaire using the application <https://form.upgris.ac.id/>. The questionnaire results were then processed using Microsoft.

Each statement item in the instrument uses a Likert Scale of 1–4 to avoid mean value bias:

- Score 4: Strongly Agree / Always
- Score 3: Agree / Often
- Score 2: Disagree / Rarely
- Score 1: Strongly Disagree / Never

The accumulated score results are converted into the Student Welfare Index (IKM) with a range of categories:

- 3.51 – 4.00 : Very High / Very Good
- 2.51 – 3.50 : High / Good
- 1.51 – 2.50 : Low / Adequate
- 1.00 – 1.50 : Very Low / Less

F. EVALUATION RESULTS

Based on the results of processing questionnaire data distributed through the *Simekar information system* to 1,122 active student respondents, as well as a compilation of sectoral data from the Student Affairs Bureau and the UPGRIS Professional Development Institute (LPP), the following portrait of *Student Wellbeing achievements* for the 2024/2025 academic year was obtained:

Table 1. Matrix of Student Welfare Index (IKM) Achievements at UPGRIS for the 2024/2025 Academic Year

Evaluation Dimensions	Measured Quality Indicators	Index Score (Scale 1-4)	Achievement Category	Program Realization & Field Facts at UPGRIS
Psychological & Emotional	• Emotional regulation skills	3.38	Good	• Implementation of mass <i>Self Improvement training</i> by the LPP Career Center at the Balairung Building.
	• Level of academic stress management			• Attended by 2,324 3rd semester students.
	• Self - efficacy			• Method: 70% practice, 30% theory.
				• Post-activity results: Student self-efficacy jumped 82%, demonstrating increased mental resilience in the digital era.
Social & Campus Environment	• Safety from <i>bullying</i>	3.72	Very good	• The " <i>New Generation of UPGRIS Without Bullying</i> " campaign was launched by Chancellor Dr. Sri Suciati, M.Hum.
	• Inclusiveness of friendship relationships			• Providing professional ethics at the Student Organization Political School.
	• Quality of student organizations (Ormawa)			• The number of complaints regarding destructive interpersonal and seniority conflicts reached 0% (<i>zero cases</i>).
				• Creating a campus climate that is safe, inclusive, and upholds the values of " <i>Being Civilized</i> ".
Financial Resilience	• Reduce anxiety about college costs (<i>financial anxiety</i>)	3.45	Good	• The university allocated an economic safety net of IDR 8.7 billion.

Evaluation Dimensions	Measured Quality Indicators	Index Score (Scale 1-4)	Achievement Category	Program Realization & Field Facts at UPGRIS
	• Accessibility of educational financial assistance			• Distributed through scholarships: KIP Kuliah, Hafidz Quran, Dhuafa, Siblings, PPA, and Foundations.
				• Impact: Able to reduce the impact of declining macro purchasing power and maintain the retention rate of college students (<i>retained students</i>) above 96.5%.
Physical & Supporting Facilities	• Availability of fitness facilities	3.52	Very good	• Optimization of modern and representative sports facilities at UPGRIS Campus 4.
	• The comfort of green open public spaces			• Utilization of open communal spaces as functional <i>stress-relief spaces</i> during lecture hours.
AGGREGATE INDEX	Average Student Welfare	3.51	Very good	<i>AppliedHE's</i> ranking of 7th in ASEAN for most employable graduates, as mental well-being is directly correlated with learning productivity.



Chart 1. Internal Quality Targets with Actual Achievement Scores from 4 Dimensions of *Student Wellbeing* at Universitas PGRI Semarang (UPGRIS) for the 2024/2025 Academic Year

G. EVALUATION AND FOLLOW-UP

Through the compilation of quantitative data from the Simekar questionnaire and qualitative data from the periodic reports of the Student Affairs Bureau and the UPGRIS Professional Development Institute (LPP), the team conducted an in-depth analysis to map the gap (*gap analysis*) between quality targets and realization in the field.

1. Problem Analysis Matrix and Action Plan (RTL)

The following is a root cause analysis matrix *and* a strategic follow-up plan (RTL) formulation:

No	Problem Findings & Gaps	Root Cause Analysis	Impact on Student Wellbeing	Follow-up & Mitigation Plan (2026/2027 FY)	Responsible Person (Pari Passu)
1	- <i>Graduation Anxiety Symptoms</i>	Lack of integration between academic curriculum readiness and simulation of real world work pressure (<i>digital workplace stress</i>) before graduation.	Students experience demotivation in completing their thesis/final assignment because they are afraid of facing job competition.	• Launching a <i>Career-Wellbeing Assessment program</i> before graduation.	LPP Career Center & Head of Study Program
				• Providing <i>Mental Health Prep for Career classes</i> by LPP Career Center.	
	There was a downward trend in emotional scores (average 2.98) specifically in the 7th and 8th semester student groups.				
2	Psychological Barriers to Counseling Access (<i>Stigma Barrier</i>)	There is reluctance or a feeling of awkwardness (<i>stigma</i>) among students if they are seen physically visiting the counseling room by colleagues.	The psychological problems faced by students are piling up (<i>bottleneck</i>) and risk triggering a sudden decline in academic performance.	• Developing a "<i>Virtual Chat Corner</i>" feature that is anonymous and integrated into the Simekar UPGRIS application .	Student Affairs Bureau & UPTTIK
				• Promote the <i>Peer-Counselor Ambassador campaign</i> at the Ormawa level.	

No	Problem Findings & Gaps	Root Cause Analysis	Impact on Student Wellbeing	Follow-up & Mitigation Plan (2026/2027 FY)	Responsible Person (Pari Passu)
	Despite the high social satisfaction index, the utilization of face-to-face counseling units by students experiencing severe stress is still below 15%.				
3	Potential for Recurring Financial Vulnerability	The impact of the decline in national macro purchasing power has put pressure on the real income of students' parents, even though tuition fees have been reduced by scholarships.	Disturbances in learning focus and the high tendency of students to take irregular part-time work (<i>overworking</i>).	Expanding the <i>Student Entrepreneurship Incubator program</i> .	Vice Rector II & Student Affairs Bureau
				Opening up internal campus part-time job opportunities (<i>On-Campus Student Part-Time</i>) in UPGRIS work units.	
	As many as 12% of students still reported moderate concerns regarding monthly living costs beyond the single tuition fee.				
4	Inequality in the Use of Fitness Facilities	The current concentration of modern sports facility updates is still centered in the	Students on the Main Campus (Campus 1) have more limited	Organize scheduled inter-campus fitness recreation programs.	Vice Chancellor II & Facilities and Infrastructure

No	Problem Findings & Gaps	Root Cause Analysis	Impact on Student Wellbeing	Follow-up & Mitigation Plan (2026/2027 FY)	Responsible Person (Pari Passu)
		development area of UPGRIS Campus 4.	physical stress - <i>relief options</i> on campus.	• Revitalization of the mini communal space on Campus 1 with the <i>Active Rest Area concept</i> .	
	Campus 4's sports facilities were rated as excellent, but Campus 1 students felt that geographical distance was an obstacle to their use.				

2. Analysis of Achievement and Sustainability

1. Analysis of the Effectiveness of Psychological Interventions (PIP)

Self-Improvement training program , which targeted 1,122 third-semester students at the Balairung Building, proved to be a key component of this year's psychological success. With 70% emotional regulation practice, the program successfully mitigated the *sophomore slump phenomenon* —the boredom or decline in motivation that commonly occurs in the second year of college. Going forward, this intervention should not be a one -*off event* , but rather should be adopted as a form of *Micro-Credentialing* or recognition of SKPI (Diploma Companion Certificate) points.

2. Analysis of Organizational Culture and the *Zero-Bullying Movement*

The success of reducing bullying rates to 0% (*zero cases*) among new students demonstrates that Rector Dr. Sri Suciati, M.Hum.'s commitment is not merely a slogan. This success is analyzed as occurring due to a firm top-down approach (academic sanction regulations) combined with a bottom-up approach through the School of Political Ethics for student organization officials. This inclusive climate provides valuable social capital that fosters a strong *sense of belonging among students at UPGRIS*.

3. Financial Resilience Analysis on Study Retention

The allocation of social assistance and scholarship funds amounting to Rp 8.7 billion has proven to be *a game-changer* in maintaining college retention rates at 96.5%. Amid the economic uncertainty of 2024/2025, this intervention breaks the chain of student stress stemming from family financial anxieties. Efficiency analysis shows that *Simekar's data targeting accuracy* in screening scholarship recipients (specifically those in the Poor and KIP Kuliah categories) is at 94.2%. This needs to be maintained and improved through regular data integration with relevant social services.

H. CONCLUSION

Based on the results of quantitative data analysis, questionnaire distribution through the Simekar system, and qualitative evaluation of sectoral work programs during the 2024/2025 Academic Year, several main conclusions can be drawn as follows:

1. Superior Aggregate Welfare Index

Overall, the Student Wellbeing Index (SWI) of Universitas PGRI Semarang (UPGRIS) for the 2024/2025 academic year reached a score of 3.51 on a scale of 4.00,

placing UPGRIS's student wellbeing in the Very Good category. This demonstrates that the educational ecosystem at UPGRIS has successfully balanced academic achievement with the fulfillment of students' psychological, emotional, and social rights.

2. The Absolute Success of the *Zero-Bullying Policy*

The Social & Environmental Dimension recorded the highest score of 3.72 (Very Good). This impressive achievement aligns with the field's findings of zero bullying complaints *among* new students and destructive seniority within Student Organizations (Ormawa). The Rectorate's commitment to upholding the "Ber-Adab" (Civilized) value and the campus-free bullying movement has proven effective in creating an inclusive, safe, and humane academic climate.

3. Effectiveness of Psychological and Financial Safety Nets

Psychological intervention through mass Self Improvement training by LPP at the Balairung Building successfully boosted the self *-efficacy scores* of 3rd semester students to 82%.

However, the evaluation results identified a turning point of vulnerability in the form of post-graduation anxiety *in* final year students (semesters 7 and 8) as well as the existence of stigma barriers towards the physical counseling unit, which became the main focus in preparing the institution's follow-up plan.

I. RECOMMENDATION

Based on the evaluation findings, root cause analysis, and formulated conclusions, the Internal Quality Assurance Evaluation Team provides several strategic recommendations to the ranks of the Rectorate, Deans, Heads of Institutions, and Study Program Managers at Universitas PGRI Semarang (UPGRIS) as follows:

1. Short-Term Recommendations (Odd Semester of 2025/2026 Academic Year)

a. Provision of the "Virtual Chat Corner" Feature on the Simekar Application

The UPTTIK, in collaboration with the Student Affairs Bureau, is recommended to immediately establish an integrated online counseling system (*Online Counseling Corner*) that guarantees anonymity . This step is crucial for breaking down the stigma *barrier* and making it easier for students experiencing mental health crises to receive first aid from campus psychologists without feeling awkward.

- b. Activation of the Peer-Counselor Movement at the Student Organization Level
The Student Affairs Bureau needs to conduct standardized psychological counseling training for student organization administrators (BEM, DPM, HIMA, and UKM). With responsive peer counselors, early detection of symptoms of academic stress or interpersonal conflict in students can be addressed more quickly at the root level.
 2. Long-Term Recommendations and Institutional Sustainability
 - a. Resilience Training Module Extension for Final Year Students
The Professional Development Institute (LPP) Career Center is recommended to replicate the success of the 3rd semester Self Improvement training into a new program called " *Career-Wellbeing Prep* " specifically for 7th and 8th semester students. The training module focuses on managing post-graduation anxiety , mental readiness to face job rejection, and adapting to digital workplace *stress* .
 - b. Institutionalization of Character Training into SKPI Points
In order for the student mental strengthening program to run sustainably and be followed with full commitment, student participation in the emotional regulation and character training "Ber-Adab" must be formally recognized in the points weighting of the Diploma Accompanying Certificate (SKPI).
 - c. Synergy of Scholarships and Internal Part-Time Work Programs (*On-Campus Part-Time*)
To anticipate fluctuating macroeconomic dynamics, the Vice Rector II, along with the Student Affairs Bureau, is advised to formulate a part-time work policy on campus for students with financial vulnerabilities not covered by regular scholarships. Students can be professionally empowered in the library, laboratories, or campus administration, with compensation that can alleviate their financial anxieties without disrupting their class schedule.

J. CLOSING

Student Wellbeing Evaluation Report of Universitas PGRI Semarang (UPGRIS) for the 2024/2025 Academic Year is not merely an administrative document fulfillment in the internal quality assurance system, but rather a reflection of the university's humanitarian commitment. The aggregate index result of 3.51 (Very Good) achieved is the result of hard work, dedication, and collective synergy from all elements of the academic community,

starting from the Rectorate's firmness in enforcing the *zero-bullying policy* , the innovation of resilience modules by LPP, to the sensitivity of the Student Affairs Bureau in distributing financial safety nets.

However, today's success is the minimum standard for tomorrow. Future psychosocial and economic challenges will continue to evolve dynamically. Therefore, the recommendations and follow-up plans formulated in this report—particularly the digitalization of counseling services through Simekar and the mitigation of anxiety among final-year students—must be implemented immediately with full commitment and consistency in the following semester.

Finally, the compilation team expresses its deepest appreciation to all those who have contributed to the preparation of this report. May God Almighty always bless all our efforts in preserving, caring for, and growing the nation's pearls on the beloved campus of Universitas PGRI Semarang, toward our shared vision of becoming a superior, humanistic, and internationally reputable university.

K. REFERENCE

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