



## Appendix 13. Academic Dialog

### NEWS

#### **CHEMISTRY DIALOGUE HMK 2020**

#### **DEPARTMENT OF ECOCHESTIC**

Chemistry Dialogue HMK 2020 is a forum for aspirations and complaints from students that will be submitted to the bureaucracy. This activity aims to facilitate and discuss problems regarding education in terms of facilities and academics as well as establish open communication between chemistry lecturers and students in order to improve the quality and quality of education in the chemistry department of FSM UNDIP. The activity has been organized by the Ecochesma Department on:

date and time : Thursday, 03 September 2020

time : 10.00 to 12.10 pm

the place : *Microsoft Teams (71n0bvv)*

participant : 119 students and 27 lecturers

The HMK 2020 Chemistry Dialogue activity was attended by all 2016 - 2019 students and UNDIP FSM Chemistry lecturers. In this activity, an academic dialogue was held between students and lecturers in an effort to improve academic and non-academic quality in the chemistry department. The HMK 2020 Chemistry Dialogue has the theme "Call for Aspirations, Guard Realizations, Realize Synergized Chemistry". The Chemistry Dialogue HMK 2020 activity went smoothly. Evaluation from the committee:

1. The accuracy of the end of the activity took longer than the rundown made
2. Lack of feedback from students due to limited time
3. Lack of awareness of some students to fill in the attendance link

From the HMK 2020 Chemistry Dialogue activity, the questions and aspirations raised by students were answered satisfactorily by the lecturers, as well as increasing the relationship between students and lecturers.

Thus the news of this event we made in truth.





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FAKULTAS SAINS DAN MATEMATIKA  
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Semarang, September 11, 2020

Knowing,  
Head of HMK



**Ricki Wahyudianto**  
NIM. 24030118120047

Chief Executive

**Lidia Puspitasari**  
NIM. 24030118120024



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**PRESS RELEASE**  
**CHEMISTRY DIALOGUE**  
**CHEMISTRY STUDENTS ASSOCIATION**  
**FACULTY OF SCIENCE AND MATHEMATICS**  
**DIPONEGORO UNIVERSITY**  
**2020**

**ACADEMIC QUESTIONS**

- 1. This semester's lectures are conducted online, but there are still practicums, why is there still practicum in this online condition? And are there any innovations for online practicums so that students really understand without practicing directly in the laboratory?**

**Answer :**Online conditions are difficult and unpredictable. So they must be able to survive, they must be able to adapt to what is happening at this time, including those related to lectures. Health is the main thing and college must continue not because of conditions like this everything stops. Students are being chased by time because the study period continues. Practicum is very complicated and dilemmatic, chemistry is a science that is not only reading, there must be field skills, laboratory skills that must be given to students. There are prerequisites where the practicum must be taken before taking other courses. There is still a practicum because to facilitate students so that the lecture process, so that their credits, and so that all the steps that must be passed can be passed by students so that they are not constrained by existing conditions. The practicum will continue to run online with the hope that even if it is online, at least students will have an idea of what practicum is like and can understand the practicum material better. The lecturer hopes that students will not only rely on what is given from the practicum, but can be creative and innovate so that skills that can only be heard or read can be done at home. Let's innovate, don't blame each other or demand that we ourselves can't fulfill it. Rest assured that we have all tried our best so that lectures run as expected and do not burden the students. The practicum will continue to run online with the hope that even if it is online, at least students have an idea of what practicum is like and can understand the practicum material better. The lecturer hopes that students will not only rely on what is given from the practicum, but can be creative and innovate so that skills that can only be





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heard or read can be done at home. Let's innovate, don't blame each other or demand that we ourselves can't fulfill it. Rest assured that we have all tried our best so that lectures run as expected and do not burden the students. The practicum will continue to run online with the hope that even if it is online, at least students will have an idea of what practicum is like and can understand the practicum material better. The lecturer hopes that students will not only rely on what is given from the practicum, but can be creative and innovate so that skills that can only be heard or read can be done at home. Let's innovate, don't blame each other or demand that we ourselves can't fulfill it. Rest assured that we have all tried our best so that lectures run as expected and do not burden the students. students not only then rely solely on what is given from the practicum, but can be creative and innovate so that skills that can only be heard or read can be done at home. Let's innovate, don't blame each other or demand that we ourselves can't fulfill it. Rest assured that we have all tried our best so that lectures run as expected and do not burden the students. students not only then rely solely on what is given from the practicum, but can be creative and innovate so that skills that can only be heard or read can be done at home. Let's innovate, don't blame each other or demand that we ourselves can't fulfill it. Rest assured that we have all tried our best so that lectures run as expected and do not burden the students.

2. **Does chemistry have a connection, in the sense that a chemistry graduate student who excels or has a good IP will be recommended to a certain company or factory channel that already believes in the quality of UNDIP chemistry?**

**Answer :** Chemistry certainly has a connection. PKL will bring students in addition to being able to practice or apply what has been obtained in the study program, students can also get connections and get an overview of what will happen when they graduate. If the PKL is running well and the PKL is in need of human resources, it can be offered to work there. Chemistry always presents resource persons in events, one of which is to make connections so that UNDIP Chemistry students can be known outside. Many upperclassmen get work from these things. An example of a company that already believes in the quality of UNDIP Chemistry, one of which is PT. Pachira, the alumni's performance is satisfactory in working there so it is easier to accept from UNDIP Chemistry. The alumni network is very important which is an indicator in universities and study programs, because the good name of the institution will be determined by the good name of the alumni who work. DCC (Diponegoro Career Center) is a career preparation and development institution, where there is a lot of information, networks, and many activities whose purpose is to empower students before entering the world of







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work. DCC also has links/networks created by the University, so networks are stronger than links from departments. Alumni gathering is to bring together students with alumni where the aim is that students can get the best place. What is important is how to prepare ourselves to become competent alumni, to become qualified chemistry graduates, so that we become pioneers in attracting younger siblings who graduate later.

- 3. Why is there no breakdown of the scores for quizzes, assignments, UTS and UAS in SIAP? and why is the UTS / UAS remedial system only carried out by a small number of lecturers, even though at the beginning of the lecture the lecturers have delivered this system?**

**Answer :** From the side of the lecturers at SIAP there are details of the scores for quizzes, assignments, UTS, and UAS. But on the student side, details of the values do not appear, but if the student asks the lecturer concerned, details of the values will be given. The UTS and UAS remedial systems, of course, are closely related to how lecturers' assessments of these students need to be remedial or not. Remedies are optional, maybe students feel that UTS/UAS is not good/not good but it turns out that assignments/quizzes can cover the UTS/UAS, so the lecturer doesn't need to make remedials. What needs to be underlined, the problem of assessment of each course, please ask the lecturer concerned, he will definitely be notified.

- 4. Why use the odd-even NIM system when filling out the IRS? doesn't this system make students unable to choose the class they want?**

**Answer :** In this semester, there are two classes A and B. In terms of competence, classes A and B have been considered the same as the RPS, materials, and appointed lecturers are in accordance with their competencies. Associated in a technical way in academia it will be easy to divide and draw if based on odd and even NIM. If you are free to choose, there is no balance between one class and another. Class A and B lecturers have the same burden in terms of material, lesson plans, and achievements have been set the same and do not differentiate competencies from one class to another. For teaching techniques / perkuliannya depending on the respective lecturers.

- 5. The level of student satisfaction with bureaucratic services related to filling out the IRS. 55.6% of students chose range 3, on the grounds that when filling out the IRS this semester there were several obstacles. What is the opinion of the lecturers regarding this matter?**





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**Answer** :SIAP is in the process of being perfected. Until now, it is still under construction. The dam has not fully met the expectations. Indeed, there are some obstacles, the hope is that it will not be too much of a problem for learning as a whole. SIAP is a system built by the University, and the study program is only a user. If there are complaints, there are things that become obstacles, please convey them to the lecturer and the lecturer will convey to the university's READY team if the study program/faculty cannot solve it. All of them are tired, maybe they can't provide a solution right away. If you pay attention to SIAP, there are not only courses from the 2 curricula (2017 and 2020) but there are courses from the previous curricula. However, it is still an obstacle and has been submitted to the SIAP team and is currently arranging the construction of the program.

6. **How is the quality of the teaching and learning process and current study program graduates? Is it decreasing, stagnant, or increasing compared to before? If it needs to be improved again, what is the most effective system to improve the quality?**

**Answer** :Quality of course needs to be improved, because we are always not satisfied with what we have today. Twice accredited A, of course not complacent, always wants to improve quality and performance. Regarding the current condition, even if it is not like what has been (normal), it is hoped that it will not reduce the quality of the students. Of course, it all has to be done together, in terms of programs, departments, lecturers, and students. Currently we are required to be creative and innovate so that from the lecturer's perspective, we can convey material that should be conveyed to students well, while students should be able to innovate and be creative so that the material provided can be understood in accordance with what is expected by lecturers and students to be more active. Quality is not static but dynamic without peak. The development of Chemistry is quite significant, but of course this will not have much effect if the students are not total in their learning because no matter how great the facilities are but the intention of the students is not the totality of the results are not optimal. Still progressing but the synergy of students and lecturers is enough to lead to higher success. The proof is that the chemical accreditation value is already A, even though it is A, it cannot be satisfied because there are still many shortcomings, so there are continuous improvements. Still progressing but the synergy of students and lecturers is enough to lead to higher success. The proof is that the chemical accreditation value is already A, even though it is A, it cannot be satisfied because there are still many shortcomings, so there are continuous improvements. Still progressing but the synergy of students and lecturers is enough to lead to higher success. The proof is that the chemical accreditation value is already A, even though it is A, it cannot be satisfied because there are still many shortcomings, so there are continuous improvements.





## NON ACADEMIC QUESTIONS

- 1. How is the continuation of the Chemical IUP program? Why is the number of students decreasing every year? If you look at the IUP facilities, the difference is not too far from the regular one, what is your response / solution regarding this? Will there be other facilities/programs offered for IUP children? Moreover, when studying online, the IUP facilities remain the same as regular ones?**

**Answer :**For now, the Chemical IUP program is still ongoing. IUP students are decreasing even more related to student interest in the sense that when registering for Chemistry it also depends on the prospective interest. Chemistry does not force prospective students to choose chemistry programs. Many efforts have been made to attract high school graduates to enter the IUP program. The hope is that to raise something can not only from one side but from all sides. The contribution of IUP students is also important, in the sense of giving out promotions like regular students usually give promotions to their classmates. Regarding the facilities, the field is not a department, for curriculum issues, the IUP has provided the things needed. The IUP program has the same curriculum as the regular one and is appropriate. Suggestions are always submitted to the top. Regarding the IUP, the current IUP coordinator is Mr. Basid. The guardian lecturer for the 2018 batch is held by Mr. Basid to facilitate further management.

- 2. The level of student satisfaction with bureaucratic services. Regarding the continued use of the lab for TR1. 56.4% of students choose range 3, on the grounds that there is no clarity on the TR1 mechanism during this pandemic, which is needed for thesis work. Some students also complained about the inadequate facilities in the lab. What is your response from the lecturers?**

**Answer :**Regarding TR1, a mechanism for using the laboratory has been carried out in such a way that it continues to implement health protocols according to the circular letter so that conditions in the laboratory do not interfere with health. In addition, according to the circular, the activities in the laboratory for now are only for final project activities. Opening the laboratory in stages, in the initial sense that it was opened for TR2 who really had to finish the thesis. Then TR1 has to take turns to picket or take turns, it's not







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as usual that everyone can enter the lab but there are certain times. In TR2, each student can only take data a maximum of 2 times a week (2 days), the other day they have to work at home in the sense of writing, discussing with supervisors is done online. TR1 has allocated its time to enter the lab on October 5 and there will be evaluation, preparation, and socialization. The lab quota is only given a maximum of half so that lecturers are looking for a balance so that all can adapt and adapt to this pandemic because the main thing is health.

- 3. Now there is a curriculum for the Merdeka Campus, Merdeka Learning (KMMB) in every campus. For chemistry, has there been a discussion about it and will there be socialization to chemistry students?**

**Answer :** It's done discussing it so just carry it out. In the sense that the KMMB curriculum at UNDIP is translated into the 2020 curriculum. So the 2020 students who will fully follow the KMMB curriculum. However, the activities involved in the KMMB can still be carried out for the 2017 curriculum but later there will be special arrangements. In the sense that for those of you who have read on KMMB there are 8 activities that students can do outside of campus. If you look at these activities for students who are not 2020, actually many have been carried out but they are not explicitly stated as in the 2020 curriculum. For example, internships are PKL, KKN, and for example research with lecturers such as TR1, PKT. So if you look at the activities related to the KMMB, there are actually a lot of things contained in the 2017 curriculum, but they are not explicitly written as a KMMB program. That's actually what students need to know. The KMMB already exists and can be implemented by students. Regarding socialization, KMMB is more related to the 2020 class because the one who really uses the curriculum is the 2020 class so that lecturers think they will be socialized after the 2020 batch is on campus so they don't go back and forth. So the hope is that after the 2020 children are present, they will do some kind of socialization. Regarding socialization, KMMB is more related to the 2020 class because the one who really uses the curriculum is the 2020 class so that lecturers think they will be socialized after the 2020 batch is on campus so they don't go back and forth. So the hope is that after the 2020 children are present, they will do some kind of socialization. Regarding socialization, KMMB is more related to the 2020 class because the one who really uses the curriculum is the 2020 class so that lecturers think they will be socialized after the 2020 batch is on campus so they don't go back and forth. So the hope is that after the 2020 children are present, they will do some kind of socialization.

- 4. With the vision of becoming an excellent research University, is there a specific way to achieve it? especially the chemistry department is very closely related to research**







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Answer: For university research problems, it is already in the vision and mission and in every activity it is directed to that. So maybe if you can give an example that the lecturers do not do less research, where the research is then asked for grant funds to the Directorate of Higher Education and to others. Whereas most of the PKT topics are topics of evaluation by the lecturers and for the lecturers who received the grant, the students then received support from the lecturers for their research and PKT. Meanwhile, the department always encourages lecturers to conduct research according to their interests. From a student perspective, the department encourages students to take part in various events related to these studies. The key to research is discipline and hard work.

## Appendix I

### Attendance for 2020 Chemistry Dialogue Participants

#### 2020 CHEMISTRY STUDENTS ATTENDANCE

NO	NAME	NIM	FORCE
1.	Desy Ismawati	24030118120030	2018
2.	Meria Mahsya Diva Throne	24030119120003	2019
3.	Dien Azizah	2403011819015	2018
4.	Resa Putri Sherina	24030118140063	2018
5.	Lidia Puspitasari	24030118120024	2018
6.	Rinjani AP	24030118140073	2018
7.	Ayuningtyas Putri Bintari	24030118130067	2018
8.	Faza Ilya Sururim Masfuf	24030118120054	2018
9.	Fitri Nisa	24030119140134	2019
10.	Pramuditya Wuryaningsih	24030118120003	2018
11.	Princess Denandha	24030118130089	2018





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12.	Ulin Ni'mah Damayanti	24030118120018	2018
13.	Fidya Azahro Nur Mawad	24030118130088	2018
14.	Raja Reswara Bima Arsw	24030119120041	2019
15.	Theresia Ananda Pudjow	24030119140122	2019
16.	Ricki Wahyudianto	24030118120047	2018
17.	Talitha Amalia	24030118130081	2018
18.	Tasya Rizki Fitria	24030118130104	2018
19.	Princess Dyah	24030118130093	2018
20.	Queen Indra's Light of the Moon	24030119130082	2019
21.	Kyla Rahma Sanchia	24030118140134	2018
22.	Salsabila Aurelia Sulistiyo	24030119140118	2019
23.	Vania Kristiahadi	2403011813012	2018
24.	Radhita Jumiattull Fazriah	24030119120012	2019
25.	Akbar Setiawan	24030119140111	2019
26.	Rakka Gustyan Pratama	24030119120039	2019
27.	Listya Agustin	24030118140141	2018
28.	Regita Pramesti	24030119120017	2019
29.	Arisa Dwi O	24030118130061	2018
30.	Muhammad Rafi Diyansy	24030119130055	2019
31.	Dinda Anggita Dipah Putra	24030120130070	2020
32.	Nia Utami	24030118120026	2018



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33.	Ajeng Anindhita	24030119140101	2019
34.	Malika Putri Adella	24030119120005	2019
35.	Syanigo Wahyu	24030119140103	2019
36.	Shalsabila Jihan	24030118130060	2018
37.	Salsabila Syifa Meilia	24030119130057	2019
38.	Nabila Putri Aninda	24030119130049	2019
39.	Sahda Nadia Putri Sasi K	24030118140059	2018
40.	Dayan Men Afildzan	24030119130046	2019
41.	Tria Fathiyatus Syarifah	24030118120039	2018
42.	Silva Sagita	24030118130119	2018
43.	Rivany eshamia farada	24030118120019	2018
44.	Diamond Jewel Sari	24030119120008	2019
45.	Rizka Indra Nareswari	24030118120006	2018
46.	Rifa Kunti Rizki Agustin	24030119120013	2019
47.	Lanni Rahma Aulia	24030119130053	2019
48.	Seli Fiji Aprilia	24030119130067	2019
49.	Princess Elisa	24030119120035	2019
50.	Nailul Muna	24030118130076	2018
51.	Isningtyas Tri Restufiani	24030119130064	2019
52.	aditia fadhil	24030119120037	2019
53.	Anafika Dinda Maharani	24030118120013	2018



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54.	Tiara Tunjung Asyifa	24030119120019	2019
55.	Sonia Grace Manik	24030119130128	2019
56.	Mohammad D Fayiz	24030118130106	2018
57.	Salma Nur Hidayati	2403011913009	2019
58.	Sofyan Adetya	24030119120010	2019
59.	Jauhar Indriani Novita	24030118140082	2018
60.	Alifhia Safira Evanezza	24030118120004	2018
61.	Octavia Nur Wulandari	24030118120012	2018
62.	Isna Fitrotul Aini	24030118130137	2018
63.	Dede Agustina	24030118120001	2018
64.	Rafly Aqsa Gultom	24030118130075	2018
65.	Anindya Nadhifa	24030119140105	2019
66.	Reza Lailul Farobi	24030119130059	2019
67.	Alviyani Pratiwi	24030119140119	2019
68.	Paul Dyanendra Isnuta	24030118120020	2018
69.	Yulita Rista p	24030118120037	2018
70.	Ahmad Riyadi	24030119130088	2019
71.	Nadira Rahma Nurfalalah	24030117140030	2017
72.	Dephen	24030118190147	2018
73.	Siti Hajar	24030119120034	2019
74.	Intan Gita Lestari	24030118130097	2018



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75.	Afiina Putri	24030117140015	2017
76.	Ahmad Aldi Muhadir	24030119120011	2019
77.	Ariztha Delivia Putri	24030119120021	2019
78.	Sallima Lailatul	24030119120016	2019
79.	Rehan	24030119130113	2019
80.	Ari Setyorini	24030119130078	2019
81.	Thohari	24030116130055	2016
82.	Nimas Ajeng A	24030118120009	2018
83.	Alya Fauziah	24030119140099	2019
84.	Fitroh Jani Analysis	24030118130079	2018
85.	Anisatul Asiyah	24030116120047	2016
86.	Sita Kumala Devi	24030119120018	2019
87.	Eva Kusuma Mardiana	24030118130115	2018
88.	Linatul Khusna	24030119130081	2019
89.	Princess Widiastuti	24030118120029	2018
90.	Zumrotul Ulya	24030118120050	2018
91.	Pearl Sirait	24030118120031	2018
92.	Tarisa Safitri	24030119130070	2019
93.	Anjaly Figo	24030118130105	2018
94.	Novemi Eliza	24030117120031	2017
95.	Rafly Aqsa G	24030118130075	2018



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96.	Juniero Martind	24030117130090	2017
97.	Rangga Andhika Permana	24030117140007	2017
98.	Cahyani Gesti F	24030116130058	2016
99.	Afif Baihaqi	24030118130114	2018
100	Agnes Mianina	24030118120051	2018
101	Ahmad Sholikin	24030117120029	2017
102	Annisa Syifaurahma	24030116120023	2017
103	Avior Puspanorita	24030117130096	2017
104	Dandy Andika F	24030118140066	2018
105	Princess Desy	24030118130095	2018
106	Dilla Dayanti	24030118130103	2018
107	Jihan Khansa	24030117130098	2017
108	Kamilia Hijriani K	24030119140135	2019
109	M Ridho S	24030119130093	2019
110	Nabila Amalia	24030119120023	2019
111	Nabila Rona	24030119130124	2019
112	Nebrina's advice	24030117140019	2017
113	Princess Widiarti	24030119120026	2019
114	Raehan Maulana M	24030119130113	2019
115	Rangga Andika P	24030117140007	2017
116	Tazkiya Isma	24030119130062	2019



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117	Vanka Septian H	24030117140021	2017
118	Amanda Jasinta	24030117120021	2017
119	Tantri Putri A	24030119130074	2019



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## Appendix II

### Documentation of HMK Dialogue Chemistry Activities 2020

