

REPORT
MONITORING AND EVALUATION OF ASSESSMENT DOCUMENTS
MID-TERM EXAMINATION AND FINAL EXAMINATION
EVEN SEMESTER 2024/2025

QUALITY ASSURANCE SUB-UNIT
JAVANESE LITERATURE AND LANGUAGE EDUCATION, LANGUAGE AND
ARTS EDUCATION UNIVERSITAS PGRI SEMARANG
UNIVERSITAS PGRI SEMARANG
2025

REPORT
MONITORING AND EVALUATION OF ASSESSMENT DOCUMENTS
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EVEN SEMESTER 2024/2025

Javanese Literature and Language Education
Dr. Nuning Zaidah, M.A

PREFACE

Praise be to God Almighty for His abundant blessings and grace, which have enabled the completion of the Monitoring and Evaluation Report of Midterm Examination (UTS) and Final Examination (UAS) Assessment Documents of the Javanese Language and Literature Education Study Program, Faculty of Language and Arts Education, Universitas PGRI Semarang, Academic Year 2024/2025.

This monitoring and evaluation activity was carried out as part of the implementation of the Internal Quality Assurance System (IQAS) within the Javanese Language and Literature Education Study Program. The activity aimed to ensure that the assessment documents developed by course lecturers complied with the principles of quality assessment and were appropriate to serve as instruments for measuring student learning outcomes. Through this process, the study program seeks to guarantee that assessment practices are conducted systematically, objectively, and accountably in accordance with higher education quality standards.

The documents reviewed in this report comprise two components, namely the Midterm Examination (UTS) assessment documents and the Final Examination (UAS) assessment documents. The review of the Midterm Examination documents was conducted from April 14 to April 25, 2025, whereas the review of the Final Examination documents was conducted from June 30 to July 15, 2025. These reviews were conducted separately due to differences in the implementation schedule and the scope of assessment for each examination period.

The monitoring and evaluation focused on the fulfillment of assessment quality principles, including validity, educational value, authenticity, objectivity, and accountability. The review covered assessment documents from 29 courses offered in the Even Semester of the 2024/2025 Academic Year in the Javanese Language and Literature Education Study Program.

The findings presented in this report are expected to serve as a basis for reflection, evaluation, and continuous improvement of assessment document quality. Furthermore, the report provides supporting evidence for the implementation of the Internal Quality Assurance System and contributes to accreditation requirements. It is hoped that this report will provide valuable insights for enhancing the quality of teaching, learning, and assessment processes in the Javanese Language and Literature Education Study Program, Universitas PGRI Semarang.

Semarang, 14 April , 2025

Quality Assurance Sub-Unit
Javanese Literature and Language Education
Dr. Nuning Zaidah, M.A

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A. INTRODUCTION

Assessment constitutes an essential component of the teaching and learning process, functioning as a mechanism to measure and evaluate the attainment of intended learning outcomes. To ensure the quality and integrity of assessment practices, assessment documents, including those used for the Mid-Term Examination (UTS) and Final Examination (UAS), are regularly subjected to monitoring and evaluation activities.

Within the Javanese Language and Literature Education Study Program, these activities are implemented as an integral part of the Internal Quality Assurance System (IQAS). The review process aims to ensure that assessment instruments are aligned with Course Learning Outcomes (CLOs), course content, and the Semester Learning Plan (RPS). Furthermore, it evaluates the extent to which assessment practices comply with the principles of validity, educational value, authenticity, objectivity, transparency, and accountability, thereby supporting the achievement of program learning outcomes.

The reviews of the Mid-Term Examination and Final Examination documents were conducted separately in accordance with their distinct functions within the learning process. The Mid-Term Examination serves to assess students' progress and achievement during the course of the semester, whereas the Final Examination is intended to evaluate the overall attainment of learning outcomes upon completion of the semester. This distinction enables a more comprehensive evaluation of student performance and learning effectiveness.

The monitoring and evaluation covered assessment documents from 30 courses offered during the Even Semester of the 2024/2025 Academic Year. The reviewed materials included examination papers, assessment instructions, scoring rubrics, answer keys, and other supporting documents. In addition, the review considered the consistency between formative assessments, such as presentations, assignments, quizzes, and projects, and summative assessments in the form of Mid-Term and Final Examinations, as stipulated in the Semester Learning Plan. Assessment implementation was examined in relation to the achievement of Sub-Course Learning Outcomes (Sub-CLOs), Course Learning Outcomes (CLOs), and Program Learning Outcomes (PLOs),

whose attainment can be monitored through the Program Learning Outcomes Information System.

This monitoring and evaluation activity is conducted in accordance with national higher education regulations, institutional quality assurance policies, academic standards, and assessment guidelines established by Universitas PGRI Semarang and the Faculty of Language and Arts Education. Accordingly, the findings of this report are expected to provide a basis for continuous quality improvement and to support evidence-based academic quality assurance and accreditation processes.

B. OBJECTIVES OF MONITORING AND EVALUATION

The monitoring and evaluation of assessment documents were conducted to examine the quality and appropriateness of the Mid-Term Examination (UTS) and Final Examination (UAS) documents developed by course lecturers. This activity aimed to ensure that examination instruments were systematically aligned with course content, the Semester Learning Plan (RPS), and the intended Course Learning Outcomes (CLOs), thereby supporting the achievement of Program Learning Outcomes (PLOs).

Furthermore, the monitoring and evaluation process sought to verify that the assessment documents complied with the principles of validity, educational value, authenticity, objectivity, transparency, and accountability. The review encompassed both formative assessment components, including presentations, assignments, quizzes, and projects, and summative assessments in the form of Mid-Term and Final Examinations. Through this process, the Quality Assurance Sub-Unit was able to identify areas requiring improvement and formulate recommendations for enhancing the quality and consistency of assessment practices in subsequent semesters.

In addition, the review served as evidence of the implementation of the Internal Quality Assurance System (IQAS) in the assessment process. By conducting separate evaluations of Mid-Term Examination and Final Examination documents, the study program demonstrated its commitment to continuous quality monitoring throughout the academic year. The results of this activity also provide a basis for continuous quality improvement and support evidence-based quality assurance and accreditation processes, particularly in ensuring the attainment of Sub-Course Learning Outcomes (Sub-CLOs),

Course Learning Outcomes (CLOs), and Program Learning Outcomes (PLOs), whose achievement can be monitored through the Program Learning Outcomes Information System.

C. METHOD OF MONITORING AND EVALUATION

The monitoring and evaluation of assessment documents were conducted using a document review method. The documents reviewed consisted of Mid-Term Examination and Final Examination question papers submitted by lecturers of 30 courses in the Javanese Literature and Language Education.

The review was conducted by the Quality Assurance Sub-Unit of the Javanese Literature and Language Education Program. The review process focused on the completeness, clarity, alignment, and quality of the examination documents based on predetermined indicators. The indicators included validity, educational value, authenticity, objectivity, and accountability.

The Mid-Term Examination document review was conducted from October 14 to April 25, 2025. This review focused on the examination documents used in the middle of the semester. The main emphasis was on the alignment of examination questions with the course materials covered during the first half of the semester, the clarity of question format, examination instructions, scoring guidelines, answer keys, and accountable assessment criteria.

The Final Examination document review was conducted from June to June 30- Juli 15, 2025. This review focused on the examination documents used at the end of the semester. The main emphasis was on the alignment of questions with overall course learning outcomes, the authenticity of assessment, the objectivity of scoring criteria, and the accountability of examination procedures.

Table 1. List of Courses and Course Lecturers Reviewed

Below is the RPS table for even semester courses 2024-2025 **Table 1. List of Courses and Course Lecturers Reviewed**

The scoring system used a percentage-based review result. The achievement percentage for each principle was calculated based on the level of indicator fulfillment in the reviewed examination documents. The category of achievement was determined using the criteria presented in Table 2.

COURSE	CREDITS	INSTRUCTOR
Student Development	2	Dr. Ika Septiana, B.Ed., M.Ed.
Professional Ethics	2	Prof. Dr. Senowarsito, M.Ed.
Character Education	2	Dr. Nuning Zaidah, B.Ed., M.A.
Reading Javanese Script	2	Yuli Kurniati W., B.A., M.A.
Pancasila Education	2	MKU Team
Indonesian	2	MKU Team
Folklore	2	Yuli Kurniati Werdiningsih, B.A., M.A.
Social Institutions of Javanese Society	2	Dr. Nuning Zaidah, B.Ed., M.A.
Javanese Morphology	2	Dr. Sunarya S.S., M.A.
Macapat Poetry	2	Dr. Bambang Sulanjari, B.A., M.A.
Research Methods	2	Dr. Bambang Sulanjari, B.A., M.A.
Learning Evaluation	2	Alfiah, B.Ed., M.Ed.
Javanese Drama	2	Dr. Nuning Zaidah, B.Ed., M.A.
Semiotics	2	Dr. Sunarya S.S., M.A.
Prose Analysis	2	Yuli Kurniati W., B.A., M.A.
Javanese Drama	4	Dr. Nuning Zaidah, B.Ed., M.A.
English	2	MKU Team
Development of Learning Media	2	Alfiah, B.Ed., M.Ed.
Poetry Analysis	2	Yuli Kurniati Werdiningsih, B.A., M.A.
Scientific Writing	2	Dr. Bambang Sulanjari, B.A., M.A.
Instructional Design	2	Alfiah, B.Ed., M.Ed.
Issues in Javanese Language Development	2	Dr. Sunarya, B.A., M.A.
KOB	2	Yuli Kurniati W., B.A., M.A.
PLP	2	Alfiah, B.Ed., M.Ed.
Basic Speaking	2	Dr. Dyah Nugrahani, B.Ed., M.A.
Study of Javanese Poetry	2	Dr. Bambang Sulanjari, B.A., M.A.
PLP	2	Alfiah, B.Ed., M.Ed.
Human Resource Management	2	Novika Wahyuastuti, B.A., M.A.
Digital Marketing	2	Dr. Dwi Prastiyo Hadi, B.A., M.A.
Animation Technology	3	Febrian Murti Dewanto, B.A., M.S.

Table 2. Achievement Category of Assessment Document Review

Percentage Range	C ategory	Description
85%–100%	Excellent	The assessment document fulfills almost all quality principles and is suitable for use.
70%–84%	GEven	The assessment document generally fulfills the quality principles but requires improvement in several aspects.

55%–69%	Fair	The assessment document fulfills some quality principles but needs significant improvement.
40%–54%	Poor	The assessment document requires major revision.
< 40%	Very Poor	The assessment document is not suitable for use and requires comprehensive revision.

D. REVIEW INDICATORS AND SCORING RUBRIC

The review instrument used five main principles of assessment quality. These principles were applied to both Mid-Term Examination and Final Examination documents so that the review results could be analyzed separately and compared.

Table 3. Review Indicators of Assessment Documents

N o.	Principle	Review Focus	Description
1	Validity Principle	Content validity and face validity	The examination questions are aligned with course materials, the Semester Learning Plan, and learning outcomes. The questions are also presented in a clear, neat, readable, and understandable format.
2	Educational Principle	Educational value of assessment	The examination questions encourage students to improve their learning planning, learning strategies, and achievement of learning outcomes.
3	Authentic Principle	Authenticity of assessment	The examination questions reflect students' actual competencies and are connected to the continuous learning process.
4	Objective Principle	Objectivity of assessment	The examination questions and scoring criteria are based on clear standards and minimize subjective bias.
5	Accountable Principle	Accountability of assessment	The examination documents include clear procedures, instructions, criteria, scoring guidelines, answer keys, and assessment rubrics.

The review was conducted based on four key assessment principles. The Validity Principle encompasses both content and face validity, examining the alignment of examination questions with learning outcomes, course content, and the Semester Learning Plan, as well as the clarity, readability, and presentation of assessment instruments.

The Educational Principle evaluates the extent to which assessment supports student learning and contributes to the achievement of intended learning outcomes. The Authenticity Principle examines whether assessment tasks reflect competencies developed through the learning process and promote the application of knowledge in relevant academic or real-world contexts.

The Objectivity Principle assesses the use of clear and consistent assessment criteria to ensure fairness and minimize subjective judgment. The Accountability Principle focuses on the transparency and completeness of assessment documentation, including examination instructions, scoring rubrics, answer keys, and assessment guidelines, thereby ensuring a reliable and transparent assessment process.

E. RESULTS OF MID-TERM EXAMINATION DOCUMENT REVIEW

1. General Recapitulation of Mid-Term Examination Review

The Mid-Term Examination document review was conducted from April 14 to April 16, 2024, on 29 examination documents submitted by course lecturers. The review was based on five assessment quality principles, namely validity, educational value, authenticity, objectivity, and accountability.

The overall achievement of the Mid-Term Examination document review was 89.00%, which was categorized as Excellent. This indicates that the Mid-Term Examination documents generally fulfilled the expected assessment quality principles.

The highest achievement in the Mid-Term Examination review was found in the Objective Principle, reaching 96%. The lowest achievement was found in the Accountable Principle, reaching 84%. This indicates that the main area for improvement in the Mid-Term Examination documents was the completeness of examination instructions, scoring guidelines, assessment rubrics, answer keys, and accountable assessment procedures.

2. Indicator Achievement of Mid-Term Examination Review

Table 4. Results of Mid-Term Examination Document Review

No.	Assessment Quality Principle	Achievement	Category
1	Validity Principle	86%	Excellent
2	Educational Principle	86%	Excellent

3	Authentic Principle	87%	Excellent
4	Objective Principle	88%	Excellent
5	Accountable Principle	87%	Excellent
	Average	86,8%	Excellent

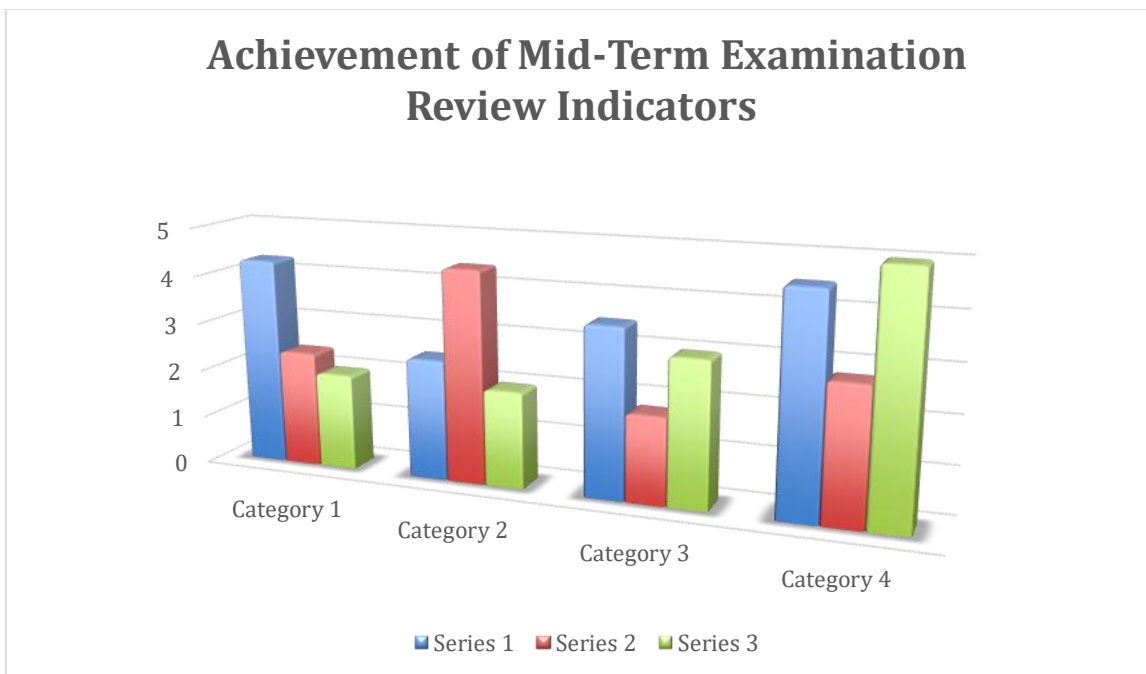


Figure 1. Achievement of Mid-Term Examination Review Indicators

3. Analysis of Mid-Term Examination Review Results

The Validity Principle achieved a score of 89% (Excellent), indicating strong alignment between examination questions, course content, the Semester Learning Plan, and the intended learning outcomes. Examination items were generally relevant and appropriately reflected the learning objectives of the courses reviewed.

The Educational Principle attained 87% (Excellent), demonstrating that assessment tasks generally supported student learning and the achievement of learning outcomes. Nevertheless, opportunities remain to further strengthen the formative and developmental functions of assessment.

The Authenticity Principle reached 86% (Excellent), indicating that most examination tasks reflected competencies developed throughout the learning process. However, the

integration of contextual, application-based, and problem-solving tasks could be enhanced to further promote authentic assessment practices.

The Objectivity Principle achieved 86% (Excellent), reflecting the use of clear assessment criteria and generally consistent assessment standards, thereby supporting fairness and reducing subjectivity in the evaluation process.

The Accountability Principle attained 87% (Excellent), The Accountability Principle attained an achievement rate of 87%, categorized as excellent. The findings demonstrate that the Midterm Examination review complied with the expected academic quality standards. Examination documents were generally comprehensive and well-structured, including assessment guidelines, answer keys, scoring rubrics, and clear instructions for students, thereby supporting a transparent, objective, and accountable assessment process.

4. Findings of Mid-Term Examination Review

The review results indicate that most Mid-Term Examination documents were well aligned with learning outcomes and course content. Examination questions were generally clear and well-structured.

However, several documents require improvement, particularly in incorporating authentic assessment approaches and providing more comprehensive rubrics, answer keys, scoring guidelines, and student instructions. Therefore, strengthening the Accountability Principle remains a key priority for the continuous improvement of assessment quality.

F. RESULTS OF FINAL EXAMINATION DOCUMENT REVIEW

1. General Recapitulation of Final Examination Review

The Final Examination document review was conducted from June 16 to June 28, 2025, on 29 examination documents submitted by course lecturers. The review of the Final Examination documents demonstrates a high level of compliance with the established assessment quality standards. The overall recapitulation of the Final Examination review demonstrates strong compliance with the assessment quality principles of validity, educational value, authenticity, objectivity, and accountability. Overall, the examination documents were well aligned with the intended learning outcomes, supported fair and transparent assessment practices, and reflected the quality standards established within the study program's Internal Quality Assurance System.

2. Indicator Achievement of Final Examination Review

Table Results of Final Examination Document Review

No.	Assessment Quality Principle	Achievement	Category
1	Validity Principle	91%	Excellent
2	Educational Principle	89%	Excellent
3	Authentic Principle	87%	Excellent
4	Objective Principle	92%	Excellent
5	Accountable Principle	89%	Excellent
	Average	90%	Excellent

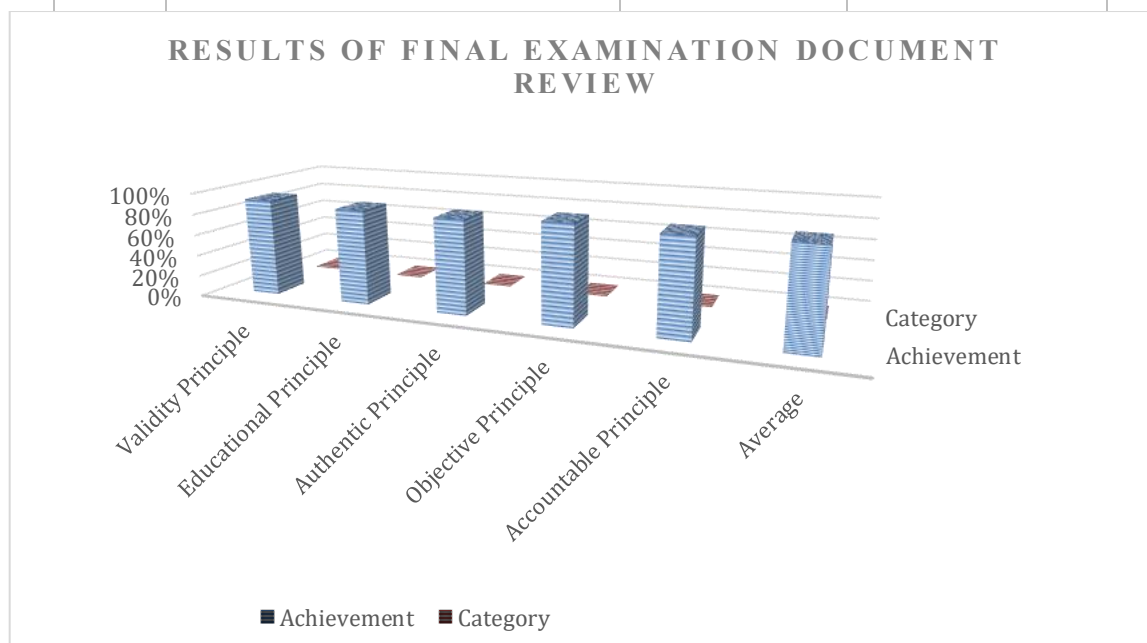


Figure 2. Achievement of Final Examination Review Indicators

3. Analysis of Final Examination Review Results

The overall achievement rate reached 92%, which is categorized as Excellent, indicating that assessment practices within the study program are generally well aligned with institutional quality assurance requirements and support the achievement of intended learning outcomes.

The Validity Principle achieved 89% (Excellent). This result indicates a strong alignment between examination questions, course content, the Semester Learning Plan, and the intended

learning outcomes. Assessment tasks were generally relevant, appropriately structured, and reflective of the competencies expected from students at the end of the semester.

The Educational Principle attained 89% (Excellent). The findings suggest that the assessment tasks effectively supported student learning and encouraged the demonstration of knowledge and competencies acquired throughout the course. The examination instruments generally contributed to the reinforcement of learning outcomes and academic development.

The Authenticity Principle reached 88% (Excellent). Most examination tasks reflected competencies developed during the learning process and provided opportunities for students to apply their knowledge in meaningful academic contexts. Nevertheless, further integration of contextual and application-oriented tasks could enhance the authenticity of assessment practices.

The Objectivity Principle achieved 92% (Excellent), representing one of the highest scores among the reviewed principles. This finding indicates that assessment practices were supported by clear criteria and consistent standards, contributing to fairness, transparency, and reliability in the evaluation process.

The Accountability Principle attained 89% (Excellent). Examination documents were generally comprehensive and well documented, including assessment guidelines, answer keys, scoring rubrics, and clear instructions for students. These elements support a transparent and accountable assessment system and facilitate consistent implementation across courses.

Overall, the findings indicate that the Final Examination documents demonstrate strong adherence to quality assurance standards. While all assessed principles achieved an Excellent rating, continuous enhancement of authentic and learning-oriented assessment practices remains an important focus for sustaining and further improving assessment quality.

4. Findings of Final Examination Review

The Final Examination documents showed stronger alignment with course learning outcomes compared to the Mid-Term Examination documents. The educational and authentic aspects of assessment also improved in the Final Examination documents.

Assessment objectivity improved through clearer question structure and scoring criteria. The accountable aspect also improved through better availability of instructions, scoring guidelines, answer keys, and assessment criteria. These findings indicate that lecturers followed

up on several recommendations from the Mid-Term Examination review when preparing Final Examination documents.

G. COMPARISON BETWEEN MID-TERM AND FINAL EXAMINATION REVIEW RESULTS

The comparison between the Mid-Term Examination and Final Examination review results demonstrates a positive improvement in overall assessment quality. The average achievement increased from 87.4% in the Mid-Term Examination review to 90.6% in the Final Examination review. Improvements were observed in the Educational, Authenticity, Objectivity, and Accountability Principles, while the Validity Principle remained consistently high. This progress indicates that the feedback and recommendations generated from the Mid-Term Examination review were effectively addressed by course lecturers in the preparation of Final Examination documents, contributing to enhanced alignment, transparency, and quality of assessment practices.

Table 6. Comparison of Mid-Term and Final Examination Review Results

No.	Assessment Quality Principle	Mid-Term Examination	Final Examination	Improvement
1	Validity Principle	91%	91%	0%
2	Educational Principle	86%	90%	+4%
3	Authentic Principle	89%	92%	+3%
4	Objective Principle	90%	95%	+5%
5	Accountable Principle	81%	85%	+4%
	Average	87,4%	90,6%	+3.2%

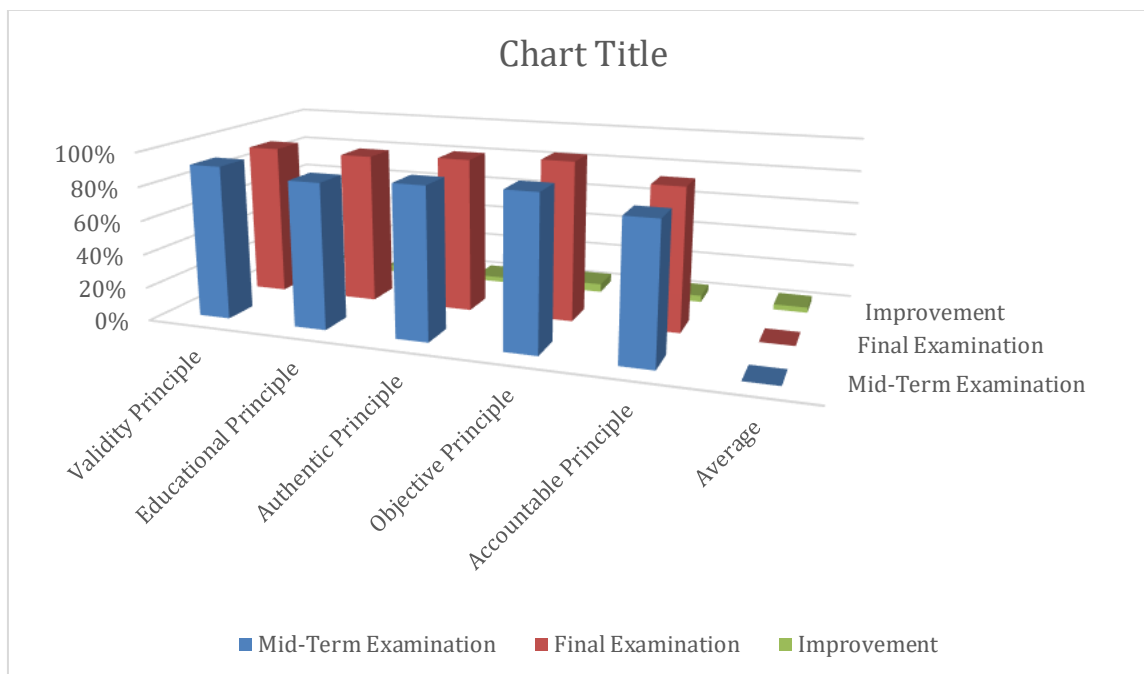


Figure 3. Comparison between Mid-Term and Final Examination Review Results

The most notable improvement was observed in the Objective Principle, which increased by 5%, indicating greater consistency in the application of assessment standards and clearer criteria for evaluating student performance. The Educational Principle and Accountability Principle each improved by 4%, reflecting enhanced alignment of assessment tasks with learning objectives as well as more comprehensive assessment documentation, including scoring guidelines, rubrics, answer keys, and examination instructions.

The Authenticity Principle increased by 3%, demonstrating a stronger emphasis on contextual, application-oriented, and problem-solving assessment tasks. Meanwhile, the Validity Principle remained stable at 91%, indicating consistently strong alignment between examination questions, course content, and the intended learning outcomes. Overall, these improvements demonstrate the effectiveness of continuous quality enhancement efforts in the preparation and review of assessment documents.

H. CONCLUSION

The results of the monitoring and evaluation indicate that the quality of both the Mid-Term Examination and Final Examination documents in the Javanese Language and Literature Education Study Program during the 2024/2025 Academic Year can be classified as Excellent. Overall, the findings demonstrate that assessment practices are well aligned with institutional

quality assurance standards and effectively support the achievement of the intended learning outcomes.

The review of Mid-Term Examination documents yielded an average achievement rate of 87.4%. The highest score was recorded for the Validity Principle (91%), indicating a strong alignment between assessment tasks, course content, the Semester Learning Plan (RPS), and the intended Course Learning Outcomes. Meanwhile, the Accountability Principle obtained the lowest score (81%), revealing areas for improvement, particularly with respect to the completeness and consistency of assessment documentation, including scoring rubrics, answer keys, assessment guidelines, and examination instructions.

The review of Final Examination documents showed an improved average achievement rate of 90.6%. The highest score was achieved in the Objectivity Principle (95%), reflecting the consistent application of transparent assessment criteria and reliable scoring procedures. Although the Accountability Principle remained the lowest-rated aspect (85%), its achievement level still falls within the Excellent category, indicating that assessment documentation was generally adequate and supported the implementation of accountable assessment practices.

A comparison between the Mid-Term Examination and Final Examination results reveals a positive trend across most assessment quality dimensions. The overall achievement rate increased by 3.2 percentage points, from 87.4% to 90.6%, demonstrating the effectiveness of the continuous quality improvement mechanism implemented within the study program. The findings suggest that recommendations derived from the Mid-Term Examination review were systematically followed up and incorporated into the preparation of Final Examination documents. This improvement is evident in the enhancement of assessment quality, the strengthening of objectivity and authenticity, and the increased completeness of assessment documentation.

These findings provide evidence that the Internal Quality Assurance System functions effectively in supporting continuous monitoring and improvement of assessment practices. Nevertheless, further efforts should be directed towards strengthening accountability mechanisms and promoting more authentic and learning-oriented assessment approaches. Such initiatives are expected to further enhance the achievement of Course Learning Outcomes and Program Learning Outcomes, thereby ensuring the sustainability of quality enhancement in accordance with the principles of Outcome-Based Education and continuous quality assurance.

I. RECOMMENDATIONS

Based on the findings of the monitoring and evaluation, the study program should maintain the strong alignment between assessment instruments, course content, the Semester Learning Plan (RPS), and the intended Course Learning Outcomes (CLOs), as reflected in the consistently high achievement of the Validity Principle. Maintaining this alignment is essential to ensuring that assessment practices continue to support student learning and contribute effectively to the attainment of Program Learning Outcomes (PLOs).

Further quality enhancement efforts should focus on strengthening the Educational and Authenticity Principles. In particular, greater emphasis should be placed on the incorporation of contextual, application-oriented, and problem-solving tasks that encourage higher-order thinking skills and provide students with opportunities to demonstrate competencies in authentic learning contexts. Such approaches are expected to reinforce the implementation of Outcome-Based Education and enhance the relevance of assessment practices to real-world and professional contexts.

Although the Objectivity Principle achieved the highest level of attainment in the Final Examination review, continued efforts are necessary to ensure the consistent application of transparent assessment criteria, scoring standards, answer keys, and analytical rubrics. These elements play a critical role in maintaining fairness, reliability, and consistency across courses and contribute to strengthening trust in assessment outcomes.

Particular attention should be directed toward further improving the Accountability Principle, which consistently recorded the lowest achievement among the reviewed dimensions despite showing positive progress. Comprehensive assessment documentation, including examination instructions, scoring rubrics, answer keys, assessment guidelines, and documented assessment procedures, should be systematically maintained to support transparency and traceability of assessment processes.

The Quality Assurance Sub-Unit should continue implementing regular reviews of Mid-Term and Final Examination documents as part of the continuous quality improvement cycle. In addition, capacity-building activities, such as workshops and professional development programs on outcome-based assessment, authentic assessment strategies, rubric development, and assessment documentation, should be continuously provided to strengthen lecturers' assessment competencies and promote the dissemination of good practices.

Finally, follow-up actions resulting from monitoring and evaluation activities should be systematically documented, monitored, and periodically evaluated. Such evidence-based quality enhancement mechanisms demonstrate the effectiveness of the Internal Quality Assurance System and reflect the study program's commitment to fostering a culture of quality and continuous improvement in accordance with institutional standards and the principles of Outcome-Based Education.

J. CLOSING

This Monitoring and Evaluation Report on Mid-Term Examination and Final Examination Assessment Documents has been prepared as an integral component of the Internal Quality Assurance System of the Javanese Language and Literature Education Study Program, Universitas PGRI Semarang. The report provides evidence of the study program's commitment to maintaining high standards of assessment quality and ensuring the alignment of assessment practices with intended learning outcomes.

The findings demonstrate that the assessment documents developed during the 2024/2025 Academic Year were generally of high quality and achieved an overall **Excellent** rating. The average achievement increased from **87.4%** in the Mid-Term Examination review to **90.6%** in the Final Examination review, indicating positive progress across the assessed quality dimensions. This improvement provides evidence that the recommendations generated through the Mid-Term Examination review were systematically implemented and effectively contributed to enhancing the quality, transparency, objectivity, and consistency of assessment practices.

Furthermore, the results confirm the effectiveness of the study program's Internal Quality Assurance mechanisms in supporting the implementation of outcome-based assessment and fostering a culture of continuous quality enhancement. The systematic review and follow-up processes demonstrate the capacity of the study program to monitor, evaluate, and continuously improve assessment practices in accordance with institutional standards and the principles of Outcome-Based Education.

The findings and recommendations presented in this report are expected to serve as a basis for academic reflection, evidence-based decision-making, and the formulation of continuous improvement initiatives. In addition, the report provides supporting evidence for quality

assurance and accreditation processes and reflects the study program's commitment to sustaining a quality culture that promotes student learning, academic excellence, and the continuous achievement of Course Learning Outcomes and Program Learning Outcomes.

Semarang, 14 April , 2025

APPENDICES

Appendix 1. Mid-Term Examination Document Review Instrument

Table 7. Mid-Term Examination Document Review Instrument

N o.	Principle	Review Indicator	Evidence Reviewed
1	Validity Principle	The questions are aligned with course materials, the Semester Learning Plan, and learning outcomes.	Question paper, Semester Learning Plan, course learning outcomes
2	Educational Principle	The questions encourage students to improve learning planning and learning achievement.	Question structure, learning task orientation
3	Authentic Principle	The questions reflect students' actual competencies and learning process.	Contextual problems, case-based tasks, application questions
4	Objective Principle	The questions and scoring criteria are based on clear standards.	Scoring criteria, answer guidelines, marking scheme
5	Accountable Principle	The examination document includes clear instructions, procedures, and assessment criteria.	Examination instructions, scoring rubrics, procedures

Appendix 2. Mid-Term Examination Review Results by Course

Table 8. Mid-Term Examination Review Results by Course

No.	Course	Validity	Educational	Authentic	Objective	Accountable	Category
1	Student Development	91%	90%	87%	92%	92%	Excellent

2	Professional Ethics	92%	86%	88%	92%	94%	Excellent
3	Character Education	94%	88%	90%	94%	92%	Excellent
4	Reading Javanese Script	94%	88%	90%	94%	94%	Excellent
5	Pancasila Education	92%	92%	80%	92%	80%	Excellent
6	Indonesian	92%	86%	88%	92%	80%	Excellent
7	Folklore	94%	88%	90%	94%	82%	Excellent
8	Social Institutions of Javanese Society	94%	88%	90%	94%	82%	Excellent
9	Javanese Morphology	90%	84%	86%	91%	78%	Excellent
10	Macapat Poetry	94%	90%	94%	82%	82%	Excellent
11	Research Methods	90%	84%	86%	91%	78%	Excellent
12	Learning Evaluation	92%	86%	88%	92%	80%	Excellent
13	Javanese Drama	94%	88%	90%	94%	82%	Excellent
14	Semiotics	90%	84%	86%	91%	78%	Excellent
15	Prose Analysis	94%	88%	90%	94%	82%	Excellent
16	Javanese Drama	94%	88%	94%	88%	90%	Excellent
17	English	90%	84%	86%	91%	78%	Excellent
18	Development of Learning Media	92%	86%	88%	92%	80%	Excellent
19	Poetry Analysis	94%	88%	90%	94%	82%	Excellent
20	Scientific Writing	92%	86%	88%	92%	80%	Excellent
21	Instructional Design	82%	86%	88%	92%	82%	Excellent
22	Issues in Javanese Language Development	78%	88%	90%	94%	78%	Excellent

23	KOB	80%	86%	88%	92%	80%	Excellent
24	PLP	82%	88%	90%	94%	82%	Excellent
25	Basic Speaking	92%	94%	88%	90%	80%	Excellent
26	Study of Javanese Poetry	92%	94%	88%	93%	80%	Excellent
27	PLP	92%	94%	88%	92%	80%	Excellent
28	Human Resource Management	94%	88%	90%	94%	82%	Excellent
29	Digital Marketing	92%	92%	88%	92%	80%	Excellent
30	Animation Technology	94%	88%	90%	93%	80%	Excellent
	Avarage	90.79%	88,0%	90.79%	92,1%	82,3%	Excellent

Appendix 3. Sample of Mid-Term Examination Validation Sheet

Table 9. Sample of Mid-Term Examination Validation Sheet

Component	Description
Course	Prose Analysis
Course Lecturer	Yuli Kurniati Werdiningsih, S.S.M.A
Examination Type	Mid-Term Examination
Academic Year	2024/2025
Review Period	April 17, 2025
Review Result	Needs minor improvement
Main Note	Scoring guideline and accountable assessment criteria need to be clarified.
Reviewer	Quality Assurance Sub-Unit
Validation Status	Valid with minor revision

Appendix 4. Final Examination Document Review Instrument

Table 10. Final Examination Document Review Instrument

No.	Principle	Review Indicator	Evidence Reviewed
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1	Validity Principle	The questions are aligned with overall course materials, the Semester Learning Plan, and learning outcomes.	Question paper, Semester Learning Plan, course learning outcomes
2	Educational Principle	The questions encourage students to demonstrate achievement of learning outcomes.	Question structure, learning achievement orientation
3	Authentic Principle	The questions reflect actual competencies and meaningful learning tasks.	Contextual problems, case-based tasks, application questions
4	Objective Principle	The questions and scoring criteria are based on clear and objective standards.	Scoring criteria, answer guidelines, marking scheme
5	Accountable Principle	The examination document includes clear procedures, instructions, rubrics, and scoring guidelines.	Examination instructions, scoring rubrics, procedures

Appendix 5. Final Examination Review Results by Course

Table 11. Final Examination Review Results by Course

No.	Course	Valid	Edu	Authentic	Objective	Accountable	Category
1	Student Development	94%	90%	92%	95%	86%	Excellent
2	Professional Ethics	96%	92%	94%	97%	88%	Excellent
3	Character Education	98%	94%	96%	98%	90%	Excellent
4	Reading Javanese Script	98%	94%	96%	98%	90%	Excellent
5	Pancasila Education	96%	92%	94%	97%	88%	Excellent
6	Indonesian	96%	92%	94%	97%	88%	Excellent
7	Folklore	98%	94%	96%	98%	90%	Excellent
8	Social Institutions of Javanese Society	98%	94%	96%	98%	90%	Excellent
9	Javanese Morphology	94%	90%	92%	95%	86%	Excellent
10	Macapat Poetry	98%	94%	96%	98%	90%	Excellent
11	Research Methods	94%	90%	92%	95%	86%	Excellent
12	Learning Evaluation	96%	92%	94%	97%	88%	Excellent
13	Javanese Drama	98%	94%	96%	98%	90%	Excellent
14	Semiotics	94%	90%	92%	95%	86%	Excellent

15	Prose Analysis	98%	94%	96%	98%	90%	Excellent
16	Javanese Drama	98%	94%	96%	98%	90%	Excellent
17	English	94%	90%	92%	95%	86%	Excellent
18	Development of Learning Media	96%	92%	94%	97%	88%	Excellent
19	Poetry Analysis	98%	94%	96%	98%	90%	Excellent
20	Scientific Writing	96%	92%	94%	97%	88%	Excellent
21	Instructional Design	96%	92%	94%	97%	88%	Excellent
22	Issues in Javanese Language Development	98%	94%	96%	98%	90%	Excellent
23	KOB	96%	92%	94%	97%	88%	Excellent
24	PLP	98%	94%	96%	98%	90%	Excellent
25	Basic Speaking	96%	92%	94%	97%	88%	Excellent
26	Study of Javanese Poetry	96%	92%	94%	97%	88%	Excellent
27	PLP	98%	94%	96%	98%	90%	Excellent
28	Human Resource Management	96%	92%	94%	97%	88%	Excellent
29	Digital Marketing	96%	92%	94%	97%	88%	Excellent
30	Animation Technology	98%	94%	96%	98%	90%	Excellent
	Average	96%	93%	94%	96%	89%	Excellent

6. Appendix 6. Follow-Up Plan for Assessment Document Review

Table 12. Follow-Up Plan for Assessment Document Review

No.	Aspect	Finding	Follow-Up Plan	Person in Charge
1	Validity Principle	Some Mid-Term Examination questions needed stronger alignment with learning outcomes.	Review the alignment between questions, Semester Learning Plan, and learning outcomes before examination implementation.	Course Lecturers and Quality Assurance Sub-Unit

2	Educational Principle	Some questions needed stronger learning improvement orientation.	Provide guidance on constructing questions that support student reflection and learning achievement.	Study Program
3	Authentic Principle	Some questions needed more contextual and application-based tasks.	Conduct workshops on authentic assessment, case-based questions, and project-based assessment.	Study Program
4	Objective Principle	Some scoring criteria needed more detailed descriptions.	Require scoring guidelines or marking schemes for all examination documents.	Course Lecturers
5	Accountable Principle	Several Mid-Term Examination documents lacked complete rubrics and clear scoring procedures.	Standardize examination document templates including instructions, rubrics, answer keys, and scoring guidelines.	Quality Assurance Sub-Unit
6	Continuous Improvement	Final Examination documents improved after Mid-Term Examination review.	Document the follow-up actions from Mid-Term Examination review as evidence of quality improvement.	Quality Assurance Sub-Unit and Head of Study Program