

**MONITORING AND EVALUATION REPORT
CONDUCT OF THESIS EXAMINATIONS
LANGUAGE AND LITERATURE EDUCATION PROGRAM
ACADEMIC YEAR 2024/2025**



**QUALITY ASSURANCE UNIT
REGIONAL LANGUAGE AND LITERATURE EDUCATION PROGRAM
FACULTY OF LANGUAGE AND LITERATURE
PGRI UNIVERSITY OF SEMARANG
2024–2025**

CHAPTER I

INTRODUCTION

A. Background

Ensuring the quality of higher education requires systematic monitoring and evaluation (M&E) of all academic processes, including thesis examinations. As a key component of quality assurance, thesis examinations serve not only as a graduation requirement but also as an important mechanism for assessing students' academic achievement, research competence, analytical skills, and readiness to contribute to their respective fields of study.

In accordance with the Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 62 of 2016 concerning the Internal Quality Assurance System (SPMI), higher education institutions are required to implement continuous monitoring and evaluation to ensure that academic activities are conducted in accordance with established standards and quality objectives. Within this framework, the monitoring and evaluation of thesis examinations constitute an essential instrument for assessing the effectiveness, transparency, consistency, and accountability of the examination process.

The implementation of M&E aims to determine the extent to which thesis examinations are conducted according to institutional regulations, academic standards, and predetermined procedures. Furthermore, it provides valuable information regarding strengths, challenges, and areas requiring improvement in the examination process. The findings generated through M&E activities support evidence-based decision-making and contribute to the enhancement of academic quality and institutional performance.

Maintaining high standards in thesis examination processes is particularly important in an evolving higher education environment characterized by technological developments, changing learning modalities, and increasing stakeholder expectations. Regardless of contextual changes, universities must ensure that thesis examinations remain rigorous, fair, objective, and aligned with learning outcomes and graduate competency standards.

The monitoring and evaluation process also emphasizes the importance of comprehensive planning, including the establishment of clear assessment criteria, effective scheduling, qualified examiners, and transparent examination procedures. These elements collectively contribute to the credibility and reliability of thesis examination outcomes.

Moreover, the effectiveness of monitoring and evaluation depends on the active participation of all stakeholders, including thesis supervisors, examiners, study program management, and students. Their engagement ensures the collection of valid and reliable information that can be utilized to strengthen quality assurance mechanisms and foster a culture of continuous improvement.

Therefore, the monitoring and evaluation of thesis examinations in the Regional Language and Literature Education Study Program represents a strategic effort to ensure academic quality, uphold institutional standards, and support the continuous enhancement of educational processes and outcomes.

B. Objectives

The objectives of monitoring and evaluating the thesis examination process include:

1. To gather information regarding the implementation of thesis examinations in the PBSO Program
2. To evaluate the effectiveness of the thesis examination implementation strategies established by the PBSO Program leadership

C. Benefits

The benefits of this monitoring and evaluation of thesis examination implementation can be utilized by the program leadership as a basis for evaluating the thesis examination implementation strategies that have been applied, thereby identifying more ideal strategies for conducting thesis examinations.

D. Objectives

The target of this activity is students in the Language and Literature Study Program who will take their thesis exams from August 2024 to December 2024. Monitoring and evaluation will be carried out using a thesis exam implementation form distributed via Google Forms, which has been mutually agreed upon by UPMF and SUPMPS at PGRI University of Semarang.

CHAPTER II

DISCUSSION

A. Exam Schedule

Implementation of Monitoring and Evaluation

The monitoring and evaluation (M&E) of thesis examinations in the Indonesian Language and Literature Education Study Program was conducted in December 2024 as part of the study program's continuous quality assurance activities. The implementation schedule was established through coordination between the faculty quality assurance unit and the study program management to ensure alignment with the academic calendar and institutional quality assurance procedures.

To facilitate data collection, students who participated in thesis examinations were requested to complete an evaluation questionnaire. The questionnaire was distributed electronically through a dedicated WhatsApp group established for examination participants, enabling efficient communication and timely submission of responses. The collected data served as an important source of evidence for evaluating the effectiveness, transparency, and quality of the thesis examination process.

The thesis examination period was conducted from August to December 2024, with the final examination taking place on December 24, 2024. During this period, students completed their thesis defenses in accordance with the academic regulations and examination procedures established by the study program.

Based on the evaluation questionnaires completed by students, the findings indicate that the thesis examinations were implemented according to the predetermined schedule. The examination process was conducted as planned, with students, thesis supervisors, and examiners participating in accordance with the assigned timetable. No significant delays or major schedule adjustments were reported during the examination period.

These findings demonstrate effective coordination among the study program management, faculty members, and students in organizing and implementing thesis examinations. The adherence to the established schedule reflects the study program's commitment to maintaining academic standards, ensuring procedural compliance, and supporting the efficient administration of thesis examinations. Furthermore, the results

provide evidence that the examination process was carried out in an orderly and systematic manner, contributing to the overall quality assurance framework of the study program.

B. Thesis Examination Methods

Thesis examinations can be conducted in-person with a panel of examiners and the examinee present; regarding the choice of method, the program director grants flexibility to the examination panel and students to determine the examination method to be used.

The following is an overview of the examination process for students:

C. Examination Implementation

Regarding the exam implementation, there are several regulations for thesis exams established by the PBSD Program. One of these pertains to the dress code required for examinees. Based on the form responses, all examinees present were wearing the required uniform and university attire as stipulated.

Examinees reported the sequence of the examination process that had been carried out. The report on the sequence of the examination process is as follows:

1. Opening ceremony of the session by the chairperson (Dean of the Faculty of Education and Humanities), attended by the PBSD Program Coordinator/Secretary, examiners, and all participants according to the examination schedule
2. Opening of the session by the head of the examination panel,
3. Students gave their presentations
4. The examination panel conducts a question-and-answer session,
5. The examination panel conducts the session,
6. Announcement of exam results

100% of the respondents who completed the questionnaire reported on the sequence of the examination process. This indicates that the thesis examination conducted in the PBSD Program follows standard procedures that are consistently implemented by all relevant parties to support the administration of student examinations, as follows.



Figure 1. Photo of the Program Coordinator opening the exam and delivering instructions before it begins.



Figure 2. The student examination in progress, with students presenting the results of their research.



Figure 3. Students taking the exam by presenting the results of their research.

Next, regarding the time required for the thesis exam, there were two responses provided by the examinees. The first response indicated that the exam was conducted within 60–90 minutes, while the second indicated it was less than 60 minutes. Thirty percent of respondents reported that the exam lasted 60–90 minutes. Meanwhile, 70% of respondents stated that the duration of the exams they took was less than 60 minutes. The reported percentages of exam durations can be seen in Figure 2.2 below.

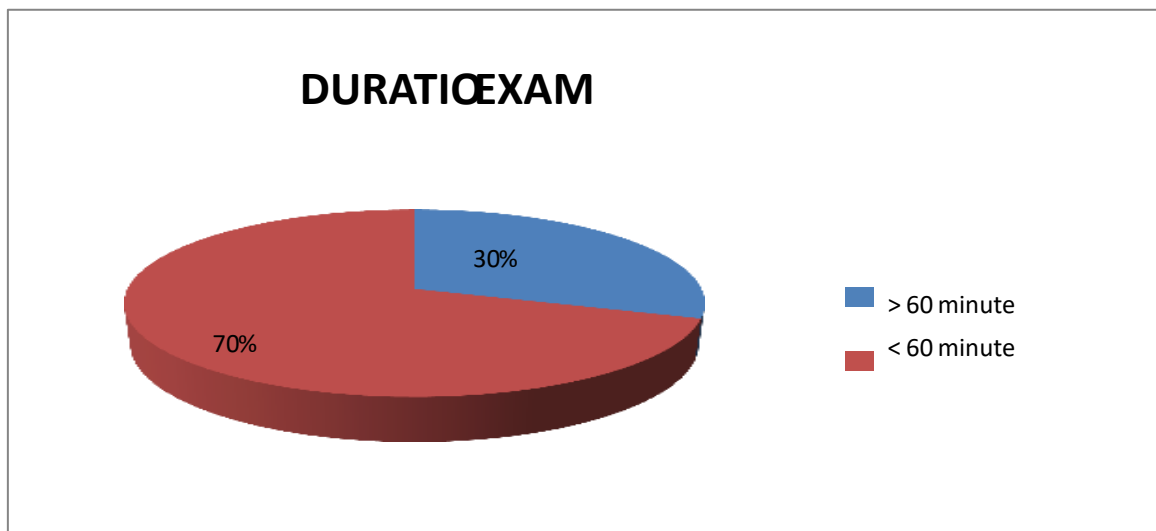


Figure 3. Duration of the PBSB Program Exam

This variation in duration is due to the time required for the presentation and the number of questions asked by each examiner. Regarding whether or not a presentation was

given, 100% of the examinees or respondents answered “Yes” to the question “Did you present the thesis you had written?”. This means that all participants were given the opportunity by the examination team to present the research results they had produced. This indicates that, within the reported time duration, the examinees were given the opportunity to defend the research results they had conducted as they should have been.

CHAPTER II

CONCLUSION

As part of the continuous quality assurance process, the completion of evaluation questionnaires by students participating in thesis examinations serves as an important mechanism for collecting systematic feedback on the implementation of the examination process. The questionnaire is designed to capture students' perceptions regarding the effectiveness of examination procedures, scheduling, communication, and overall examination management. To ensure accessibility and maximize participation, the questionnaire is distributed electronically through a dedicated WhatsApp group established for thesis examination participants.

The data obtained from this evaluation process provide valuable evidence for identifying strengths, challenges, and areas requiring further improvement in the administration of thesis examinations. The findings support evidence-based decision-making and contribute to the enhancement of examination procedures, administrative services, and quality assurance practices. Through the systematic use of evaluation results, the study program seeks to ensure that thesis examinations are conducted efficiently, transparently, and consistently in accordance with institutional quality standards, while meeting the expectations of students, supervisors, and examiners and fostering a culture of continuous improvement.

Semarang, Juli 2025

In Witness Whereof
Chair of UPM FPBS

SUPMPS PBSD,



Dr. Senowarsito, M.Ed.



Dr. Nuning Zaidah, M.A.

