

**MONITORING AND EVALUATION REPORT
ON THE SEMESTER COURSE SYLLABUS (RPS)
FOR THE EVEN SEMESTER 2024/2025**



**Quality Assurance Sub-Unit, Regional Language and Literature
Education Study Program, Faculty of Language and Arts
Education, PGRI University of Semarang
2024–2025**

APPROVAL PAGE

The monitoring and evaluation report of the Semester Learning Plan (RPS) for the Even Semester of the 2023/2024 academic year aims to assess and ensure that the learning process proceeds in accordance with the established plan. This report analyzes various aspects, such as the effectiveness of teaching methods, the achievement of learning objectives, and feedback from students. Through this evaluation, it is hoped that necessary improvements and adjustments can be made to enhance the quality of learning in future semesters

Semarang, February 10, 2025

SUPMPS PBSO

A handwritten signature in blue ink, appearing to read 'Nuning Zaidah', with a stylized flourish at the end.

Dr. Nuning Zaidah, S.Pd., M.A.
NPP 117201329

TABLE OF CONTENTS

COVER

APPROVAL PAGE.....	2
INTRODUCTION	5
OBJECTIVES	7
OBJECTIVES	7
IMPLEMENTATION OF MONITORING AND EVALUATION	7
RPS MONET INSTRUMENT.....	8
MONEV RESULTS.....	9
EVALUATION.....	10
FOLLOW-UP	11
CONCLUSION.....	12

CHAPTER 1

A. INTRODUCTION

This text explains the importance of regulations in higher education in Indonesia, particularly Presidential Regulation No. 8 of 2012 and Regulation of the Minister of Research, Technology, and Higher Education No. 44 of 2015, which govern the Indonesian National Qualifications Framework and the National Standards for Higher Education. These two regulations are based on Law No. 12 of 2012 and serve as guidelines to ensure that higher education in Indonesia meets quality standards at both the national and international levels.

The Regional Language and Literature Education Program at PGRI University of Semarang is committed to achieving international excellence. The program aims to produce professional and competent prospective English teachers who possess strong integrity and identity. To achieve this goal, the program enhances the quality of learning through periodic evaluations, relevant curriculum updates, and the implementation of innovative teaching methods.

Based on the Regulation of the Minister of Research, Technology, and Higher Education, process standards include minimum requirements that every study program must meet to achieve learning objectives. This process encompasses planning, implementation, and evaluation.

The planning stage is a crucial first step, as its quality impacts the success of subsequent stages. Faculty members are required to develop a Semester Learning Plan (SLP) for each course. The SLP serves as a guide and essential document ensuring consistency and quality in learning.

With a well-designed RPS, faculty members can conduct the learning process in a focused manner, ensure all stages proceed as planned, and conduct evaluations to improve the quality of education. The RPS must include essential information such as the name of the academic program, the course name and code, the semester, credit hours (SKS), and graduate learning outcomes. The RPS must also be evaluated and updated periodically to remain relevant.

B. OBJECTIVES

Based on Regulation of the Minister of Research, Technology, and Higher Education No. 44 of 2015 concerning National Standards for Higher Education, there are minimum requirements that every study program must comply with in order to achieve graduate learning outcomes. These requirements are known as process standards, which cover all stages of the learning process, namely planning, implementation, and evaluation.

The planning stage is considered crucial, as its quality significantly impacts the success of subsequent stages. In this context, every faculty member is required to develop a Semester Learning Plan (SLP) for each course, either individually or within subject-matter expert groups aligned with the relevant field of science or technology. The RPS serves as a guide for teaching and also as a vital document ensuring the consistency and quality of learning, thereby enabling academic objectives to be achieved effectively and efficiently. With a well-structured RPS, instructors can focus more effectively on the learning process. The RPS helps ensure that every stage of learning is carried out according to plan and allows instructors to conduct appropriate evaluations to enhance the quality of education in the future.

The RPS must include important information, such as: the name of the study program, the name and course code, the semester, credit hours, and the name of the instructor; relevant graduate learning outcomes; expected final competencies for each stage of learning; teaching methods used; related study materials; and the time required for each activity. In addition, periodic evaluation and adjustment of the RPS are crucial to maintaining relevance in the face of ever-changing technological and scientific developments.

C. OBJECTIVES

The objectives of the monitoring and evaluation of the Semester Learning Plan (RPS) focus on instructors teaching in the Regional Language and Literature Education Program. This activity is intended for instructors actively teaching during the even semester of the 2023–2024 academic year. In this evaluation, a total of 30 courses are subject to monitoring and assessment to ensure the quality and effectiveness of instruction. This monitoring and evaluation aims to improve the learning process and ensure that academic standards are adequately met.

D. IMPLEMENTATION DATES

The RPS monitoring and evaluation activities within the Regional Language and Literature Education Program will be conducted from February 5–10, 2025. Prior to this evaluation, the Faculty of Language and Literature (FPBS) conducted a workshop on OBE-based RPS development on February 19, 2025, to assist faculty members in properly developing OBE-based RPS. The details of the RPS monitoring and evaluation activities carried out by SUPMPS are as follows:

Type of Activity	Implementation Date
Collection Curriculum OBE SUPMPS	February 1–5, 2025
Monitoring and Evaluation of the Course Syllabus and Revision of the Course Syllabus	February 5–7, 2025
Validation of the 2024–2025 Even-Semester Course Catalog	February 8–10, 2025

CHAPTER II

IMPLEMENTATION OF MONITORING AND EVALUATION

A. RPS MONITORING AND EVALUATION INSTRUMENT

The Semester Learning Plan (RPS) monitoring and evaluation (M&E) instrument has been prepared by SUPMPS and UPMF to validate the Outcome-Based Education (OBE)-based RPS developed by faculty members of the Regional Language and Literature Education (PBSL) Study Program. This M&E instrument consists of 13 points covering various important aspects, including the RPS format, learning content standards, learning process standards, and assessment standards.

Each point in the M&E instrument is designed to ensure that the RPS meets the established criteria and effectively supports the achievement of learning objectives. The following is a breakdown of the points included in the M&E instrument:

Aspect	Code	Statement	Yes	No	Note
RPS Format	A1	Has met the of the RPS in accordance with the established template			
Curriculum Learning Content	A2	The formulation of CPMK and sub-CPMK is relevant to the intended graduate competencies (CPL) and describes the mastery of knowledge, skills, attitudes, and values.			
	A3	Depth and breadth of the material Relevant to the CPL description			
	A4	Course materials are developed by a group of faculty members in a specific field of study, taking into account developments in science and technology and HOTS, as well as alignment with the CPMK			
	A5	Integration of research results and PKM into learning activities within the field of study			
Process Standards	A6	Implementing the experience-based learning through PBL,			

		PjBL, and OBE-oriented case studies that can be conducted in-person and/or online over 14 sessions outside of midterm and final exams			
	A7	Implementing educational learning using the <i>Technological Pedagogical Content Knowledge (TPACK)</i> approach			
	A8	Integrating <i>critical thinking, creative thinking, reflective thinking, and decision-making (HOTS)</i> skills into learning activities			
Assessment Standards	A9	The assessment process is conducted in a planned manner and consists of process assessment, structured assignments, project assignments, midterm exams, and final exams.			
	A10	Assessment Assessment refer to SUBCPMK and CPMK			
	A11	Course assessment consists of 60% (process assessment, structured assignments, project assignments) and 40% (midterm exam, final exam)			
	A12	Assessment adheres to educational principles (includes feedback), is authentic (aligned the the learning process), objective, and accountable (can be			
		), and transparent (open via SPADA)			
	A13	Assessment covers the aspects of <i>attitude, knowledge, and skills</i>			

B. RPS MONITORING RESULTS

Based on the results of the RPS collection in the PBSO program, there are 28 courses that submitted their RPS for the Even semester 2024/2025. This means that all instructors have submitted their RPS. Below is the list of courses and instructors who have submitted their RPS:

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 Wahyuhastuti, 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.

The following is a description of all the course syllabi that have been collected and evaluated:

1. Some course syllabi have met the monitoring and evaluation (M&E) criteria, although there are some cases where the assignments to be given to students have not been explained in detail.
2. Some syllabi have not been fully linked to the research results conducted by the instructors.
3. The Course Syllabus has been signed by the coordinating instructor or course instructor, indicating that the document has received official approval.

Although some RPSs meet the criteria, several still require revision to align with established standards. Therefore, instructors of courses with incomplete RPSs will be given two days to make revisions. This revision process aims to ensure that the RPS meets all requirements for an Outcome-Based Education (OBE)-based RPS. With this step, it is hoped that the learning process can proceed more effectively and achieve the desired objectives.

C. FOLLOW-UP

Based on the results of the evaluative analysis, a comprehensive revision of the Semester Learning Plans (SLPs) that do not yet meet the established monitoring and evaluation (M&E) criteria is required. To optimize the quality of curriculum documents, instructors identified as having deficiencies in their SLPs will be allocated 48 hours to carry out systematic improvements in accordance with the required parameters.

This revision process holds strategic significance in the context of implementing Outcome-Based Education (OBE), where every component of the RPS must meet measurable competency and learning outcome standards. Through the refinement of the RPS documents, it is expected that the effectiveness of the learning process will improve, leading to the optimal achievement of academic targets.

The implementation of the revised RPS in accordance with standards will serve as a solid pedagogical foundation, facilitating the creation of a high-quality learning environment relevant to graduate competency needs. The expected positive impacts include an increase in students' conceptual understanding of learning materials, as well as the strengthening of competency achievement in line with the established graduate profile, as follows:

The following is an elaboration of each of these points with more comprehensive explanations:

1. The necessary follow-up based on these findings is to revise the Semester Learning Plan (RPS):

This sentence indicates that the results of the evaluation or findings regarding the RPS reveal deficiencies or inconsistencies with the standards established by the higher education institution.

As a systematic and structured follow-up step, a comprehensive revision of the RPS that does not meet the criteria established within the academic framework is necessary. This follow-up aims to ensure that the RPS used aligns with applicable standards, including national higher education standards, Ministry of Education regulations, and the institution's internal policies grounded in modern, competency-based learning principles.

2. Curricula that do not meet monitoring and evaluation (M&E) criteria:

The RPS in question do not meet the criteria established in the monitoring and evaluation process, which is conducted periodically and systematically by the academic quality assurance team. This means that these RPS are not yet fully aligned with learning standards that prioritize specific principles, such as Outcome-Based Education (OBE), which focuses on achieving measurable, specific, and verifiable learning outcomes. These shortcomings may include aspects such as unclear graduate learning outcomes (GLOs), inappropriate formulation of competency achievement indicators, a mismatch between learning methods and the intended objectives, as well as the absence of a comprehensive and ongoing evaluation mechanism.

3. Instructors responsible for courses with incomplete syllabi will be given two days to make corrections:

To address these shortcomings in an effective and structured manner, the course instructor (the faculty member fully responsible for teaching and managing a specific course) will be allocated 48 hours (two working days) to revise and refine the previously submitted Course Syllabus. This limited timeframe is intended to create a sense of urgency while ensuring that the revision process is conducted with focus and intensity. During this period, instructors are expected to identify areas requiring improvement, consult with the curriculum development team or pedagogical experts as needed, and conduct a comprehensive revision of SLC components that do not yet meet established standards.

4. This revision process is crucial, as it aims to ensure that the RPS meets all requirements established for an Outcome-Based Education (OBE)-based RPS:

This revision process holds significant importance in the context of

educational quality improvement, as an RPS aligned with Outcome-Based Education (OBE) principles must meet a series of specific criteria emphasizing the achievement of measurable, relevant, and applicable student competencies in both the workplace and further academic development. The revision aims to make the RPS more effective in supporting a learning process focused on clear learning outcomes that can be objectively evaluated and contribute to shaping a graduate profile aligned with stakeholder needs. The implementation of OBE requires alignment between program learning outcomes (PLOs), course learning outcomes (CLOs), and measurable achievement indicators through various valid and reliable assessment instruments.

5. With these improvements, it is hoped that the learning process will become more effective and capable of achieving the expected academic goals:

Once improvements are implemented systematically and comprehensively, it is expected that the learning process will experience a significant increase in effectiveness, meaning that the teaching methods, learning strategies, selection of materials, and evaluation systems applied will be more targeted, relevant to students' needs, and capable of facilitating the achievement of academic goals established within the institution's curriculum framework. The effectiveness of this learning can be measured through various indicators, such as students' level of understanding of key concepts, the ability to apply knowledge in practical contexts, the balanced development of soft and hard skills, as well as increased student motivation and engagement in the learning process.

6. RPS improvements that meet standards will provide a strong foundation for teaching:

A Syllabus that has been revised and aligned with applicable standards will serve as a blueprint or roadmap, providing a solid and comprehensive foundation for the implementation of teaching activities. A clear, structured, and systematic learning plan will help instructors conduct lectures in a more focused, efficient, and academically accountable manner. This strong foundation includes clear learning objectives, logical sequencing of material, selection of appropriate teaching methods

to the characteristics of the course, the appropriate integration of learning technology, and the design of authentic and meaningful assessments for the development of student competencies.

7. Consequently, students can gain a higher-quality and more relevant learning experience:

With comprehensive improvements to the Course Syllabus (RPS), students will gain a higher-quality learning experience that is relevant to current developments in their field of study, the dynamic demands of the workforce, and the competencies required for the 21st century. The quality of this learning experience can be seen in terms of the depth of conceptual understanding, critical and analytical thinking skills, the development of creativity and innovation, mastery of applicable technical skills, and the formation of character and professional ethics appropriate to their respective fields of expertise.

8. It is hoped that this will not only enhance students' understanding of the material but also support them in achieving the desired competencies:

This comprehensive revision of the Course Syllabus is expected to yield multiple benefits that extend beyond merely improving students' cognitive understanding of the learning material; it also holistically supports and facilitates them in achieving the full spectrum of desired and required competencies. These competencies encompass a deep and up-to-date knowledge dimension, practical and applicable skills within a professional context, as well as the attitudes and values required to become competent, well-rounded graduates ready to make positive contributions to society in accordance with the learning objectives established within the curriculum framework and the program's graduate profile.

CHAPTER III CONCLUSION

Conclusions and Recommendations

Based on a comprehensive analysis of the monitoring and evaluation (M&E) results implemented on the Semester Learning Plan (SLP) documents, quality gaps were found in a number of SLPs that did not yet meet the Outcome-Based Education (OBE) criteria standards in several courses in the Regional Language and Literature Education Study Program (PBSD). These empirical findings indicate the urgency of synergistic collaboration and professional commitment from all academic stakeholders, particularly course instructors, to carry out a systematic revision process as an essential continuous improvement strategy for enhancing educational quality.

The implementation of structured, evidence-based improvements to the RPS is projected to result in a substantial escalation in the quality of the learning process, thereby enabling the achievement of academic objectives with optimal effectiveness and efficiency. Through a sustained commitment to raising educational quality standards, the institution seeks to facilitate students' academic success while simultaneously accelerating the holistic advancement of the PBSD Program.

This strategic initiative not only contributes to the optimization of learning outcomes for students but also serves as a catalyst to strengthen the positioning and credibility of the PBSD Study Program within the higher education landscape, both at the national level and in the context of international academic competition. Thus, these improvement efforts represent a long-term investment in the sustainability and excellence of the study program in producing competent and competitive graduates.

Semarang, February 10, 2025

SUPMPS PBSD

A handwritten signature in blue ink, appearing to read 'Nuning Zaidah', with a stylized flourish at the end.

Dr. Nuning Zaidah, S.Pd.,
M.A. NPP 117201329

