

REPORT
MONITORING AND EVALUATION OF ASSESSMENT DOCUMENTS
Midterm and Final Exams
OOD SEMESTER 2024/2025



Quality Assurance Sub-Unit
Javanese Literature and Language Education
Language and Arts Education
PGRI University of Semarang
PGRI UNIVERSITY OF SEMARANG
2025

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



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

FOREWORD

Praise be to God Almighty for His blessings and grace, so that the Monitoring and Evaluation Report of Assessment Documents for the Mid-Term Examination and Final Examination in the Javanese Literature and Language Education, Language and Arts Education at Universitas PGRI Semarang, Academic Year 2024/2025, can be properly completed.

This monitoring and evaluation activity was conducted as part of the implementation of the Internal Quality Assurance System within the Javanese Literature and Language Education program. The activity aimed to ensure that the assessment documents prepared by course lecturers complied with the principles of quality assessment and were suitable to be used as instruments for measuring student learning achievement.

The assessment documents reviewed in this report consist of two separate components: the Midterm Exam documents and the Final Exam documents. The Midterm Exam document review was conducted from October 7 to October 21, 2024, while the Final Exam document review was conducted from June 16 to June 28, 2025. The two review processes were separated because the exams were administered at different times and had different assessment scopes.

The quality review indicators included the principles of validity, educational value, authenticity, objectivity, and accountability. The review covered assessment documents from 29 courses offered in the Javanese Literature and Language Education program during the Fall Semester of 2024/2025.

This report is intended to serve as a basis for reflection, evaluation, and follow-up actions aimed at improving the quality of assessment documents. The results of this monitoring and evaluation also serve as supporting evidence for internal quality assurance and accreditation purposes.

Semarang, October 21, 2024

Quality Assurance Sub-Unit

Javanese Literature and Language Education

Dr. Nuning Zaidah, M.A

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A. INTRODUCTION

Assessment is a key component of the teaching and learning process, serving as a mechanism to evaluate the achievement of intended learning outcomes. To ensure academic quality, assessment documents, including midterm and final exam papers, are subject to regular monitoring and evaluation.

Within the Javanese Language and Literature Education Program, this review is conducted as part of the Internal Quality Assurance System. The process aims to ensure that assessment instruments are aligned with course learning outcomes, course content, and the Semester Learning Plan. It also evaluates whether assessment practices adhere to the principles of validity, authenticity, objectivity, transparency, and accountability.

The midterm and final exams were reviewed separately, reflecting their distinct roles in the learning process. The midterm exam assesses student performance during the semester, while the final exam evaluates the overall achievement of learning outcomes at the end of the semester.

The monitoring and evaluation covered assessment documents from 29 courses offered in the Fall Semester of the 2024/2025 academic year. Reviewed materials included examination papers, assessment instructions, scoring rubrics, answer keys, and related supporting documents.

This activity is guided by 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.

B. OBJECTIVES OF MONITORING AND EVALUATION

The monitoring and evaluation of assessment documents were conducted to review the quality of Mid-Term Examination and Final Examination documents prepared by course lecturers. This activity aimed to ensure that examination questions were aligned with course materials, the Semester Learning Plan, and course learning outcomes.

Additionally, this monitoring and evaluation aimed to ensure that the examination documents met the principles of validity, educational value, authenticity, objectivity, and accountability. Through this activity, the Quality Assurance Sub-Unit was able to identify aspects of assessment documents requiring improvement and provide follow-up recommendations to enhance assessment quality in the subsequent semester.

The review also served as evidence of quality assurance implementation in the assessment process. By reviewing Mid-Term Examination and Final Examination documents separately, the study program demonstrated that assessment quality was monitored continuously throughout the academic year.

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 29 courses in the Javanese Literature and Language Education program.

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 7 to October 21, 2024. 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 the question format, examination instructions, scoring guidelines, answer keys, and accountable assessment criteria.

The Final Examination document review was conducted from June 1 to June 28, 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 Instructors Reviewed

Below is the RPS table for odd-semester courses for the 2024–2025 academic year

NO	COURSE NAME	SEM	
1.	Creative Writing	3	Dr. Nazla Maharani Umayu, M.A.
2.	Literary History	1	Dr. Nazla Maharani Umayu, M.A.
3.	Javanese Philosophy	7	Dr. Agus Sutono, B.A., M.Phil

4.	Javanese Culture	1	Dr. Agus Sutono, B.A., M.Phil
5.	Learning and Teaching	1	Dr. Senowarsito, M.Ed.
6.	Development of Learning Media	5	Dr. Senowarsito, M.Ed.
7.	Learning Strategies	3	Dr. Wiyaka, M.Ed.
8.	Curriculum Analysis	3	Dr. Wiyaka, M.Ed.
9.	Microteaching	5	Dr. Ngatmini, M.Ed.
10.	Public Relations	7	Dr. Ngatmini, M.Ed.
11.	Javanese Phonology,	1	Dr. Sunarya, M.A.
12.	Javanese Manuscripts	3	Dr. Sunarya, M.A.
13.	Javanese Syntax	3	Dr. Sunarya, M.A.
14.	Semiotics	7	Yuli Kurniati Werdiningsih, M.A.
15.	Folklore	7	Yuli Kurniati Werdiningsih, M.A.
16.	Basics of Writing	7	Alfiah, B.Ed., M.Ed.
17.	Javanese Etiquette	1	Alfiah, B.Ed., M.Ed.
18.	Broadcasting	7	Alfiah, B.Ed., M.Ed.
19.	Electronic Journalism	7	Alfiah, B.Ed., M.Ed.
20.	Development of Teaching Materials	5	Alfiah, B.Ed., M.Ed.
21.	Writing Javanese Script	5	Dr. Bambang Sulanjari, B.A., M.A.
22.	Wayang Literature	7	Dr. Bambang Sulanjari, B.A., M.A.
23.	Organization	5	Dr. Bambang Sulanjari, B.A., M.A.
24.	Javanese Karawitan Music	3	Dr. Bambang Sulanjari, B.A., M.A.
25.	Javanese Fashion	3	Dr. Nuning Zaidah, B.Ed., M.A.
26.	Javanese Makeup	3	Dr. Nuning Zaidah, B.Ed., M.A.
27.	Dance Art	1	Dr. Nuning Zaidah, B.Ed., M.A.
28.	Entrepreneurship Based on Javanese Culture	3	Dr. Nuning Zaidah, B.Ed., M.A.
29.	Rhetoric	1	Dr. Nuning Zaidah, B.Ed., M.A.

Table 1. List of Courses and Course Instructors 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 achievement category was determined using the criteria presented in Table 2.

Table 2. Achievement Categories for Assessment Document Reviews

Percentage Range	Category	Description
85%–100%	Excellent	The assessment document meets nearly all quality standards and is suitable for use.
70%–84%	Good	The assessment document generally meets the quality standards but requires improvement in several areas.
55%–69%	Fair	The assessment document meets some quality principles but requires 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 utilized five key 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 for Assessment Documents

N o.	Principle	Review Focus	Description
1	Validity Principle	Content validity and face validity	The exam questions align with the course materials, the Semester Learning Plan, and the 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	Authenticity 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	Accountability Principle	Accountability of assessment	Examination materials include clear procedures, instructions, criteria, scoring

			guidelines, answer keys, and assessment rubrics.
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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 evaluates 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 THE MID-TERM EXAMINATION DOCUMENT REVIEW

1. General Summary of the 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 met 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 Accountability Principle, reaching 84%. This indicates that the primary 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 the Mid-Term Examination Document Review

No.	Assessment Quality Principle	Achievement	Category
1	Validity Principle	89%	Excellent
2	Educational Principle	87%	Excellent
3	Authentic Principle	86%	Excellent
4	Objective Principle	86%	Excellent
5	Accountability Principle	87%	Excellent
	Average	87%.	Excellent

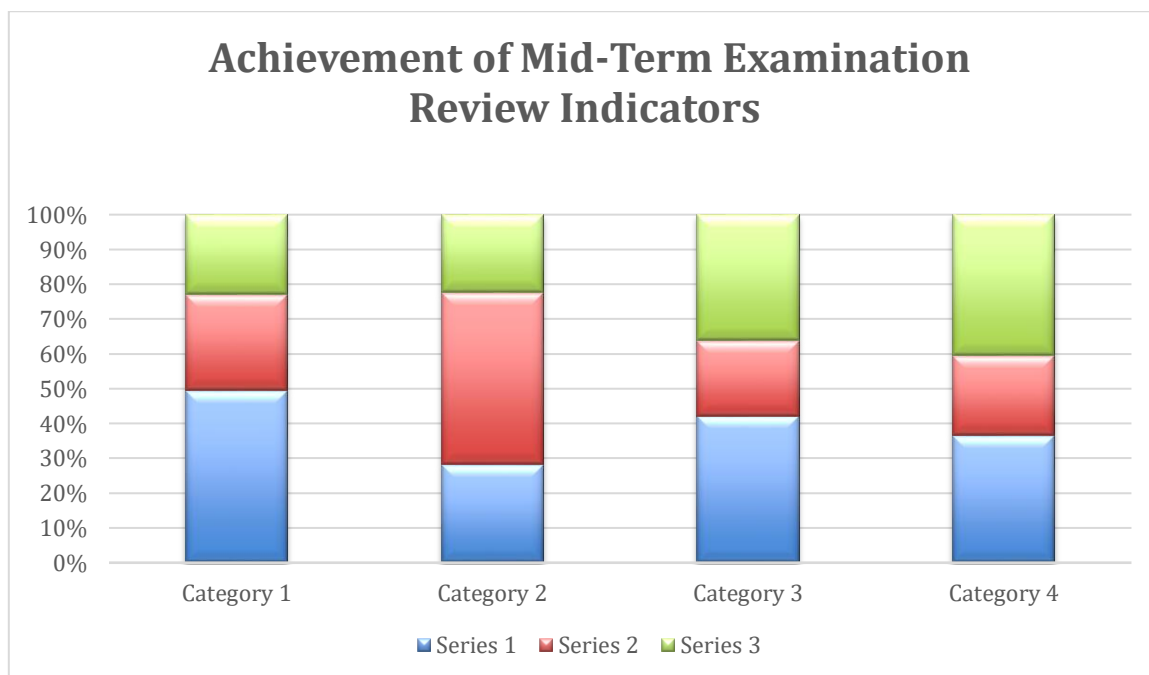


Figure 1. Achievement of Mid-Term Examination Review Indicators

3. Analysis of Mid-Term Exam 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 an achievement rate of 87% (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 the 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 THE FINAL EXAMINATION DOCUMENT REVIEW

1. General Recap of the 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 established assessment quality standards. The overall summary of the Final Examination review indicates strong adherence to 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 the Final Examination Document Review

No.	Assessment Quality Principle	Achievement	Category
1	Validity Principle	92%	Excellent
2	Educational Principle	89%	Excellent
3	Authenticity Principle	88%	Excellent
4	Objective Principle	92%	Excellent
5	Accountability Principle	89%	Excellent
	Average	90%	Excellent

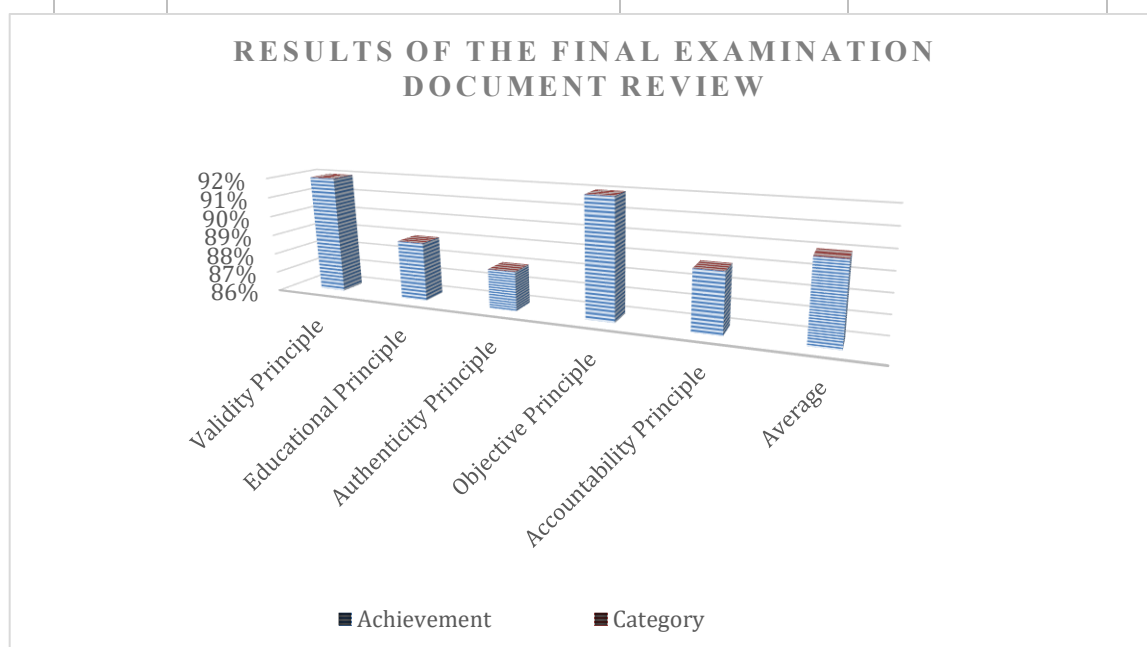


Figure 2. Achievement of Final Exam Review Indicators

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 scored 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 of students by the end of the semester.

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

The Authenticity Principle scored 88% (Excellent). Most assessment tasks reflected the 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 scored 92% (Excellent), one of the highest scores among the principles reviewed. This finding indicates that assessment practices were based on clear criteria and consistent standards, contributing to fairness, transparency, and reliability in the evaluation process.

The Accountability Principle scored 89% (Excellent). Examination materials 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 received an Excellent rating, the continuous enhancement of authentic and learning-oriented assessment practices remains a key priority for sustaining and further improving assessment quality.

4. Findings of the 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 accountability 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 Exam	Improvement
1	Validity Principle	91	91%	0%
2	Educational Principle	86%	90%	+4%
3	Authenticity Principle	89%	92%	+3%
4	Objective Principle	90%	95%	+5%
5	Accountability Principle	81%	85	+4%
	Average	87.4%	90.6%	+3.2%

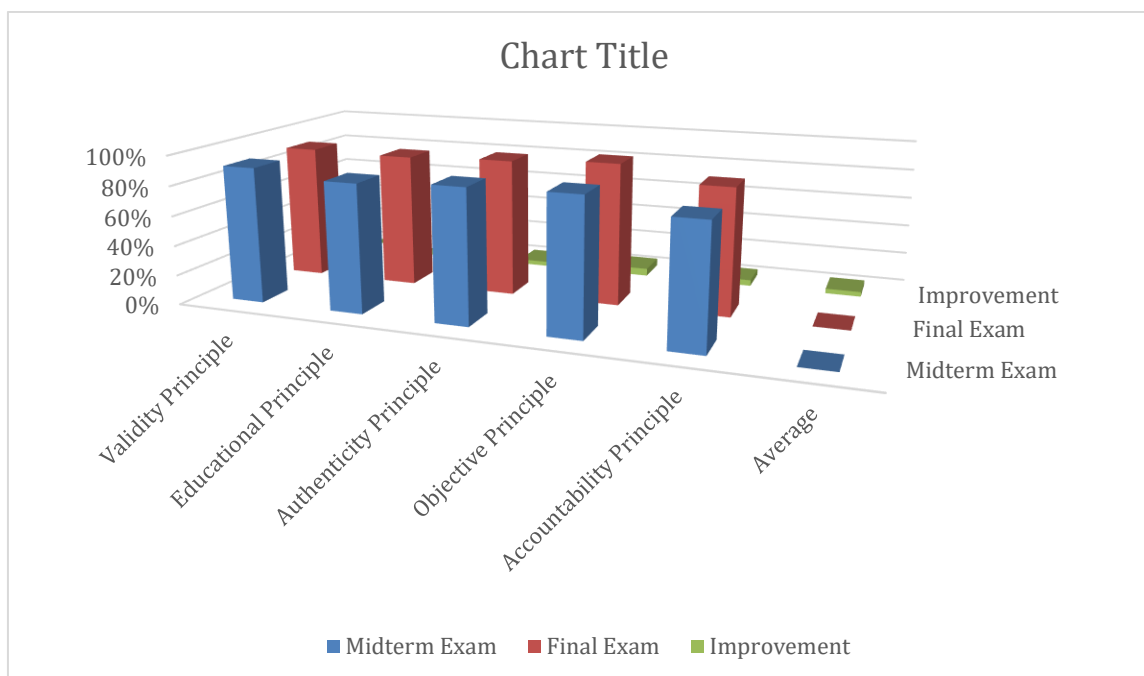


Figure 3. Comparison of Midterm and Final Exam Review Results

The most significant 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 the Accountability Principle each improved by 4%, reflecting better 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%, reflecting a stronger emphasis on contextual, application-oriented, and problem-solving assessment tasks. Meanwhile, the Validity Principle remained stable at 91%, indicating a consistently strong alignment between examination questions, course content, and the intended learning outcomes. Overall, these improvements demonstrate the effectiveness of ongoing quality enhancement efforts in the preparation and review of assessment documents.

H. CONCLUSION

Based on the monitoring and evaluation results, both the Mid-Term Examination and Final Examination documents in the Javanese Language and Literature Education Study Program for the 2024/2025 Academic Year were categorized as Excellent.

The Mid-Term Examination document review achieved an average score of 87.4%. The highest achievement was recorded in the Validity Principle at 91%, indicating strong alignment between assessment tasks and the intended learning outcomes. The lowest achievement was found in the Accountability Principle at 81%, suggesting the need for further improvement in assessment documentation, including scoring guidelines, answer keys, rubrics, and examination instructions.

The Final Examination document review achieved an average score of 90.6%. The highest achievement was recorded in the Objective Principle at 95%, reflecting the effective application of clear and consistent assessment standards. The lowest achievement was found in the Accountability Principle at 85%, although this score still falls within the Excellent category.

The review results indicate a positive improvement from the Mid-Term Examination to the Final Examination across most assessment quality principles. The average achievement increased by 3.2 percentage points, from 87.4% to 90.6%. This improvement suggests that the recommendations resulting from the Mid-Term Examination review were effectively implemented by course lecturers in the preparation of Final Examination documents, particularly in strengthening assessment quality, enhancing objectivity, promoting authentic assessment practices, and improving the completeness of assessment documentation.

I. RECOMMENDATIONS

Course instructors should ensure a strong alignment between examination questions, course content, the Semester Learning Plan, and the intended learning outcomes, as evidenced by the consistently high achievement of the Validity Principle. Assessment tasks should continue to support the achievement of learning outcomes while promoting meaningful student learning.

Further efforts are recommended to strengthen the principles of education and authenticity by increasing the use of contextual, application-oriented, and problem-solving tasks. Such approaches can enhance students' critical thinking, ability to apply knowledge, and engagement with authentic learning experiences.

Although the Objectivity Principle received the highest score in the Final Examination review, instructors should continue to ensure the consistent use of clear assessment criteria,

scoring standards, answer keys, and rubrics to maintain fairness, transparency, and reliability in assessment practices.

Particular attention should be given to the Accountability Principle, which received the lowest score in both review periods despite showing improvement. Examination documents should consistently include comprehensive instructions, scoring rubrics, answer keys, assessment guidelines, and documented assessment procedures to further strengthen transparency and accountability. The Quality Assurance Sub-Unit should continue conducting regular reviews of midterm and final examination documents as part of the continuous quality improvement cycle. In addition, professional development activities, such as workshops on outcome-based assessment, authentic assessment design, rubric development, and assessment documentation, should be provided to support lecturers in enhancing assessment quality. Finally, follow-up actions arising from monitoring and evaluation activities should be systematically documented and evaluated. This practice will provide evidence of continuous quality enhancement and demonstrate the effectiveness of quality assurance mechanisms within the study program.

J. CONCLUSION

This Monitoring and Evaluation Report on Mid-Term and Final Examination Assessment Documents has been prepared as part of the Internal Quality Assurance System of the Javanese Language and Literature Education Study Program, Universitas PGRI Semarang.

The results of the monitoring and evaluation indicate that the assessment documents for the 2024/2025 academic year were generally of high quality and received an overall rating of Excellent. The average score increased from 87.4% in the Mid-Term Examination review to 90.6% in the Final Examination review, demonstrating positive progress across the assessed quality principles. This improvement provides evidence that the recommendations arising from the Mid-Term Examination review were effectively implemented and contributed to enhancing the quality, transparency, and consistency of assessment practices.

The findings further confirm the effectiveness of the study program's quality assurance mechanisms in supporting outcome-based assessment and fostering a culture of continuous quality improvement. The results of this review are expected to serve as a basis for academic

reflection, evidence-based decision-making, continuous improvement initiatives, and accreditation processes.

Semarang, October 21, 2024

APPENDICES

Appendix 1. Mid-Term Examination Document Review Instrument

Table 7. Mid-Term Examination Document Review Instrument

No.	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 their learning planning and learning achievement.	Question structure, learning task orientation
3	Authenticity 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, grading rubric
5	Accountability 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	Creative Writing	91%	90%	87%	92%	92%	Excellent
2	History of Literature	92%	86%	88%	92%	94%	Excellent

3	Javanese Philosophy	94%	88%	90%	94%	92%	Excellent
4	Javanese Culture	94%	88%	90%	94%	94%	Excellent
5	Learning and Education	92%	92%	80%	92%	80%	Excellent
6	Development of Learning Media	92%	86%	88%	92%	80%	Excellent
7	Learning Strategies	94%	88%	90%	94%	82%	Excellent
8	Curriculum Review	94%	88%	90%	94%	82%	Excellent
9	Microlearning	90%	84%	86%	91%	78%	Good
10	Public Relations	94%	90%	94%	82%	82%	Excellent
11	Javanese Phonology,	90%	84%	86%	91%	78%	Good
12	Javanese Manuscripts	92%	86%	88%	92%	80%	Excellent
13	Javanese Syntax	94%	88%	90%	94%	82%	Excellent
14	Semiotics	90%	84%	86%	91%	78%	Good
15	Folklore	94%	88%	90%	94%	82%	Excellent
16	Writing Basics	94%	88%	94%	88%	90%	Excellent
17	Upload Javanese	90%	84%	86%	91%	78%	Good
18	Broadcasting	92%	86%	88%	92%	80%	Excellent
19	Digital Journalism	94%	88%	90%	94%	82%	Excellent
20	Development of Teaching Materials	92%	86%	88%	92%	80%	Excellent
21	Writing Javanese Script	82	86%	88%	92%	82%	Excellent

22	Wayang Literature	78%	88%	90%	94%	78%	Excellent
23	Organization	80%	86%	88%	92%	80%	Excellent
24	Javanese Traditional Music	82%	88%	90%	94%	82%	Excellent
25	Javanese Fashion	92%	94%	88%	90%	80%	Excellent
26	Javanese Makeup	92%	94%	88%	93%	80%	Excellent
27	Dance	92%	94%	88%	92%	80%	Excellent
28	Entrepreneurship Based on Javanese Culture	94%	88%	90%	94%	82%	Excellent
29	Rhetoric	92%	92%	88%	92%	80%	Excellent
	Average	90.79%	90.79%	90.79%	90.79%	90.79%	Excellent

Appendix 3. Sample of Mid-Term Examination Validation Sheet

Table 9. Sample of Mid-Term Exam Validation Sheet

Component	Description
Course	Wayang Literature
Course Instructor	Dr. Bambang Sulanjari, B.A., M.A.
Exam Type	Midterm Exam
Academic Year	2024/2025
Review Period	October 5–6, 2025
Review Result	Needs minor improvement
Main Note	Scoring guidelines and accountable assessment criteria need to be clarified.
Reviewer	Quality Assurance Sub-Unit
Validation Status	Valid with minor revisions

Appendix 4. Final Examination Document Review Instrument

Table 10. Final Examination Document Review Instrument

No.	Principle	Review Indicator	Evidence Reviewed
1	Validity Principle	The questions are aligned with the overall course materials, the Semester Learning Plan, and the 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, focus on learning achievement
3	Authenticity 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, grading rubric
5	Accountability 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 Exam Review Results by Course

No.	Course	Valid	Edu	Authentic	Objective	Accountable	Category
1	Creative Writing	94%	90%	92%	95%	86%	Excellent
2	History of Literature	96%	92%	94%	97%	88%	Excellent
3	Javanese Philosophy	98%	94%	96%	98%	90%	Excellent
4	Javanese Culture	98%	94%	96%	98%	90%	Excellent
5	Learning and Education	96%	92%	94%	97%	88%	Excellent
6	Development of Learning Media	96%	92%	94%	97%	88%	Excellent
7	Learning Strategies	98%	94%	96%	98%	90%	Excellent
8	Curriculum Review	98%	94%	96%	98%	90%	Excellent
9	Microlearning	94%	90%	92%	95%	86%	Excellent
10	Public Relations	98%	94%	96%	98%	90%	Excellent

11	Javanese Phonology,	94%	90%	92%	95%	86%	Excellent
12	Javanese Manuscripts	96%	92%	94%	97%	88%	Excellent
13	Javanese Syntax	98%	94%	96%	98%	90%	Excellent
14	Semiotics	94%	90%	92%	95%	86%	Excellent
15	Folklore	98%	94%	96%	98%	90%	Excellent
16	Writing Basics	98%	94%	96%	98%	90%	Excellent
17	Upload Javanese	94%	90%	92%	95%	86%	Excellent
18	Broadcasting	96%	92%	94%	97%	88%	Excellent
19	Digital Journalism	98%	94%	96%	98%	90%	Excellent
20	Development of Teaching Materials	96%	92%	94%	97%	88%	Excellent
21	Writing Javanese Script	96%	92%	94%	97%	88%	Excellent
22	Wayang Literature	98%	94%	96%	98%	90%	Excellent
23	Organization	96%	92%	94%	97%	88%	Excellent
24	Javanese Traditional Music	98%	94%	96%	98%	90%	Excellent
25	Javanese Fashion	96%	92%	94%	97%	88%	Excellent
	Average	96%	92%	94%	97%	88%	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 midterm exam questions needed to be more closely aligned with the learning outcomes.	Review the alignment between questions, the Semester Learning Plan, and learning outcomes before administering the exam.	Course Instructors and Quality Assurance Sub-Unit
2	Educational Principle	Some questions needed a stronger focus on learning improvement.	Provide guidance on constructing questions that support student	Study Program

			reflection and learning achievement.	
3	Authenticity Principle	Some questions required 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 require more detailed descriptions.	Require scoring guidelines or marking schemes for all examination documents.	Course Instructors
5	Accountability Principle	Several midterm exam 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 were improved following a review of the mid-term examinations.	Document the follow-up actions resulting from the Mid-Term Examination review as evidence of quality improvement.	Quality Assurance Sub-Unit and Head of the Study Program