

**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

The background you presented highlights the importance of monitoring and evaluation (M&E) in maintaining and improving the quality of higher education, particularly regarding thesis examinations in the Regional Language and Literature Education Program. This is highly relevant to universities' efforts to meet high educational standards and ensure the success and relevance of the learning processes taking place on campus. One of the main foundations for the implementation of this M&E is Regulation of the Minister of Education and Culture of the Republic of Indonesia (Permendikti) No. 62 of 2016, which requires every higher education institution to have an internal quality assurance system, which includes monitoring and evaluation activities carried out periodically. This system aims to ensure that every component of education, including the conduct of thesis examinations, proceeds in accordance with established standards, thereby maintaining and continuously improving the quality of educational delivery.

The primary objective of conducting monitoring and evaluation (monev) of thesis examinations is to measure the effectiveness of the examination process in achieving previously established goals. As part of the evaluation, monitoring and evaluation aim to determine whether the thesis examination is proceeding smoothly, in accordance with the plan, and to identify the factors that support or hinder the achievement of the desired outcomes. In other words, monitoring and evaluation are not only intended to assess whether the examination has been conducted properly but also to gather information that can be used to improve future examinations.

Quality in the administration of thesis examinations, even within a dynamic and challenging context, remains a non-negotiable priority. The quality of thesis examination administration reflects the overall quality of higher education. Therefore, monitoring and evaluation (M&E) is crucial as a tool to ensure these quality standards are maintained, even under various conditions that require adjustments or adaptations to evolving situations. For instance, even with adjustments to the exam process or format due to external factors such as a pandemic or technological advancements, the quality of thesis exam administration must still be evaluated and maintained to ensure it remains optimal.

The thesis examination is selected as the primary focus of monitoring and evaluation because it serves as one of the main instruments for measuring students' learning outcomes during their academic studies. The thesis examination functions not only as a graduation requirement but also as a platform to assess students' ability to conduct research, analyze data, and organize and present research findings in written form. Through the thesis examination, the quality and competence of students in their field of study become clearly evident. Therefore, monitoring and evaluation of the thesis examination is crucial, as it provides insight into the extent to which students can apply the knowledge and skills they have acquired during their studies.

The implications of this background underscore the importance of thorough planning at every stage of the thesis examination process. This monitoring and evaluation activity underscores that conducting a thesis defense requires excellent preparation, ranging from the development of objective and clear assessment criteria, the determination of an appropriate schedule, to effective supervision during the examination. All these elements must be carefully planned to ensure the thesis defense proceeds smoothly and yields results in line with expectations.

Furthermore, thesis examination monitoring and evaluation also emphasizes the importance of focusing on the outcomes derived from the evaluation. Monitoring and evaluation is not merely a formality or an administrative obligation but rather an effort to obtain valid data and information regarding the conduct of the thesis examination. The data obtained from this monitoring and evaluation activity will serve as the basis for making improvements and further developing the thesis examination process in the future, thereby ensuring its quality continues to improve. Therefore, the results of this monitoring and evaluation play a crucial role in the process of continuous improvement within the academic environment.

Finally, the success of the thesis examination monitoring and evaluation process depends heavily on the involvement of all relevant parties, including thesis advisors, examiners, and students. All these parties play a vital role in ensuring that the monitoring and evaluation process runs effectively and has a positive impact on the quality of the thesis examination. Advisors and examiners are expected to provide objective and constructive evaluations, while students are expected to take the exams responsibly and in accordance with applicable regulations. The active involvement of all these parties will ensure that the monitoring and evaluation of thesis exams yields valid data, which in turn can be used to improve and enhance the quality of thesis exams in the future.

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

The monitoring and evaluation (M&E) of thesis examinations in the Indonesian Language and Literature Education Study Program is scheduled for December 2024. The determination of the M&E schedule is the result of thorough coordination between the faculty's quality assurance team and the study program leadership, aimed at ensuring that the M&E process proceeds in accordance with the established academic calendar and procedures. To support the smooth process of M&E, students participating in the thesis examination are required to complete an evaluation form regarding the examination. The form is distributed to students via a WhatsApp group created specifically for examination participants, making it easier for them to access and complete the form on time. The purpose of filling out this form is to collect data and feedback that will be used in the evaluation process to improve the quality of thesis examinations in the future.

The PBSB Program conducted thesis examinations from August 2024 through December 2024, with the final examination held on December 24, 2024.

Based on the forms filled out by the students, it can be concluded that the thesis exams proceeded according to the schedule set by the program. This indicates that the schedule planned and organized by the program was carried out precisely and in accordance with the existing plan. All parties involved in the thesis examination, ranging from students as examinees, academic advisors, to examiners, were able to attend and participate in the examination according to the previously scheduled time. This success reflects the good coordination between the study program, students, and faculty in ensuring that the thesis examination proceeded smoothly without any delays or significant schedule changes, allowing the examination process to be carried out in accordance with established procedures.

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 PBSO 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 PBSO 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 PBSO 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.

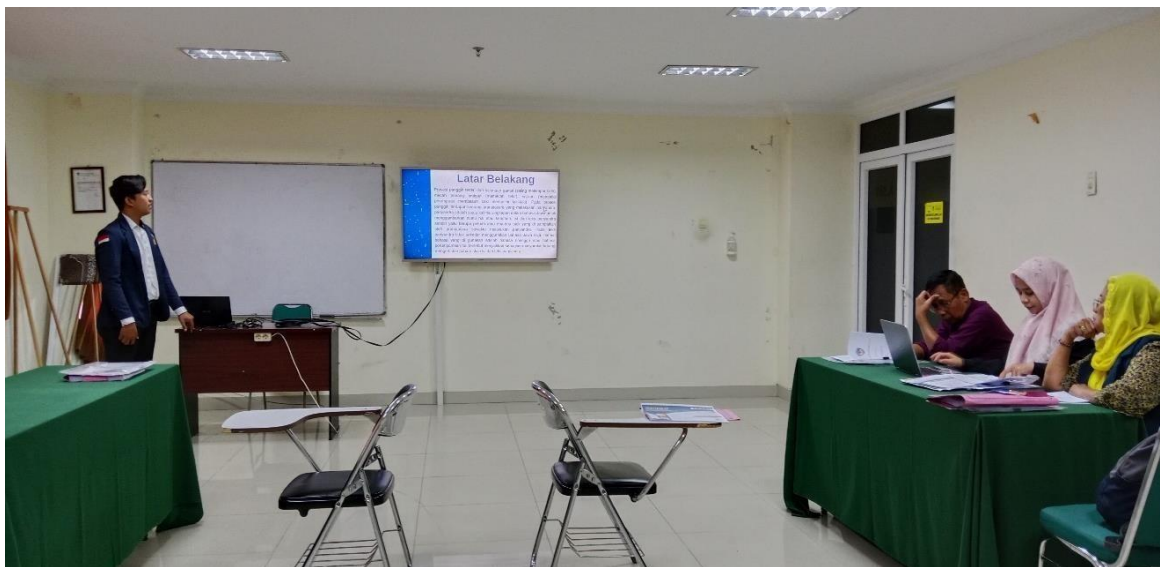


Figure 2. The student examination in progress, with students presenting the results of their research.



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.

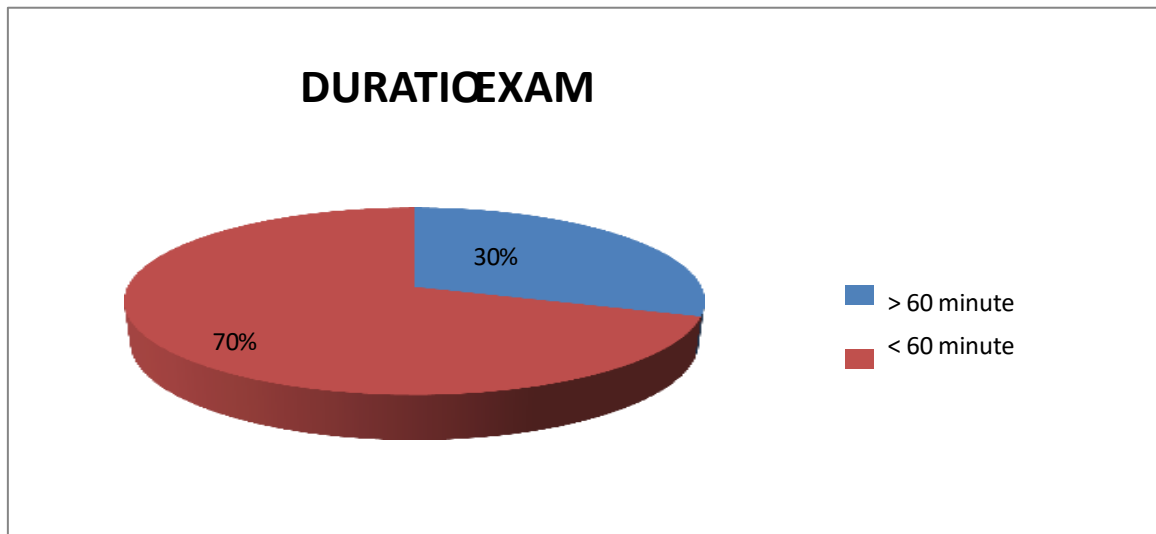


Figure 3. Duration of the PBSO Program Exam

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 an ongoing evaluation process, the completion of evaluation forms by students taking the thesis exam is a crucial step aimed not only at gathering feedback regarding the timing and procedures followed but also as a means to identify potential improvements in every stage of the exam process, both technically and administratively. With the evaluation form easily accessible through a dedicated WhatsApp group for exam participants, it is hoped that all data collected can serve as a basis for formulating policies and refining examination mechanisms in the future, so that every stage of the thesis defense can proceed more efficiently, transparently, and in line with the expectations of all parties involved—including students, academic advisors, and examiners—to ensure optimal and sustainable academic quality.

Semarang, December 2024

In Witness Whereof
Chair of UPM FPBS

SUPMPS PBSO,



Dr. Senowarsito, M.Ed.



Dr. Nuning Zaidah, M.A.

