

**REPORT
MONITORING AND EVALUATION
LEARNING IMPLEMENTATION EVALUATION REPORT
ODD SEMESTER 2024/2025**



**QUALITY ASSURANCE SUBUNIT
LOCAL LANGUAGE AND LITERATURE EDUCATION PROGRAM,
FACULTY OF LANGUAGE AND ARTS EDUCATION
UNIVERSITAS PGRI SEMARANG
2024-2025**

CHAPTER I INTRODUCTION

A. Background

Higher education in Indonesia plays a vital role in human resource development and national progress. To achieve these goals, an effective quality assurance system is essential. In accordance with Ministry of Research, Technology, and Higher Education Regulation No. 62 of 2016 on the Higher Education Quality Assurance System and the Guidelines for the Internal Quality Assurance System, every higher education institution is expected to ensure the continuous quality of the education provided. This system serves as a foundation for maintaining and improving the quality of education, both internally within the university and in meeting the needs of various stakeholders, such as students, the community, and the industry.

As part of the organizational structure of quality assurance bodies at the university and faculty levels, the SUPMPS of the Regional Language and Literature Education Study Program (PBSD) carries out various monitoring and evaluation activities. These activities aim to sustainably maintain and improve the quality of higher education, in line with the university's vision and mission, and to support the implementation of the university's three pillars—education, research, and community service.

One of the main focuses of SUPMPS PBSD is to carry out academic monitoring and evaluation. Currently, learning can be conducted through more flexible systems, namely full in-person and limited in-person (blended) formats. This policy is outlined in the Circular Letter of the Rector of PGRI University of Semarang No. 003/SE/UPGRIS/VIII/2023, which regulates the implementation of learning for the odd semester of the 2024/2025 academic year.

Although there have been changes in the learning system, the quality of learning must remain the top priority. Therefore, the delivery of the teaching and learning process, whether through full in-person or blended formats, must be carried out in accordance with established standards and objectives. The PBSD Program's quality assurance team is responsible for conducting monitoring as part of efforts to control

and improvement of the quality and standards of the teaching and learning process, including the implementation of early-semester lectures.

These monitoring and evaluation activities at the start of the semester are part of the academic supervision monitoring and evaluation process, aimed at ensuring

that the delivery of lectures complies with applicable regulations. By conducting monitoring from the very first day of the learning process, the PBSA Academic Supervision and Monitoring Team (SUPMPS) strives to ensure that the teaching and learning process proceeds smoothly, effectively, and meets the expectations of all parties, while continuously improving the quality of higher education at PGRI University of Semarang.

B. Objectives

The objective of this activity is to gather information regarding the implementation of early-semester lectures in the Regional Language and Literature Education Program, as well as to evaluate the effectiveness of faculty instruction by involving students through a questionnaire agreed upon by UPMF and SUPMPS.

The objective of conducting monitoring and evaluation (M&E) of this in-person learning process is to gather information regarding the implementation of early-semester lectures by faculty members and to identify related technical aspects. Specifically, these objectives include: Assessing the alignment of the learning process with the Semester Learning Plan (SLP). Collecting information on challenges faced by faculty members and students. Analyzing the effectiveness of teaching methods in enhancing student understanding. Gathering student feedback on their learning experiences. Ensuring that the learning process aligns with established quality standards. Developing recommendations for improvements in teaching and technical support. With these objectives, it is hoped that the M&E will provide insights into the effectiveness of learning

C. Benefits

The benefits of the monitoring and evaluation of in-person learning activities that have been carried out are as follows:

1. Generating information regarding the implementation of lectures at the beginning of the semester.
2. Providing material for reflection for lecturers and study programs to improve the quality of the learning process.
3. Serving as a basis for academic programs in determining the direction of learning implementation policies at the PBSA Program, FPBS, PGRI University of Semarang.

D. Target Audience

The target of this activity is students in the Regional Language and Literature Education Study Program, who will be involved in gathering information regarding the implementation of early-semester lectures through a questionnaire prepared by UPMF and SUPMPS.

CHAPTER II DISCUSSION

A. Attendance at Early-Semester Lectures

Prior to conducting the monitoring and evaluation of the implementation of early-semester lectures, the SUPMPS team coordinated with the program director and the faculty's quality assurance team. The purpose of this coordination was to determine the timing of the activity. Following the meeting, it was agreed that the monitoring and evaluation would be conducted during the first week of classes, specifically from October 2 to 6, 2023. This timing was based on the assumption that all students—comprising those in semesters 1, 3, 5, and 7—had already attended classes on the first day.

To carry out this monitoring and evaluation, the SUPMPS team utilized a Google Form accessible via a provided link. The survey was shared through the class WhatsApp group to be distributed to students in each class. Students participating in the survey were active students from the aforementioned semesters.

The monitoring and evaluation of early-semester classes utilizes Google Forms via the link

https://docs.google.com/forms/d/1AgOimVLHNU_caRIMv_WQgPRX13VKEh4KL_cH_oZb272KU/prefill. The survey was shared via the class WhatsApp group to be distributed to students in their respective classes. Students who completed the early-semester survey were active students in semesters 1, 3, 5, and 7. The survey distributed to students included several key questions. The questions asked were related to the implementation of early-semester classes, with the following outline.

1. Student attendance at the start of the semester
2. The importance of student attendance during the initial phase of the semester
3. The learning system and challenges encountered during the initial phase of the semester.

The following presents the results and discussion of the student questionnaire responses.

1. Student Attendance

Regarding attendance during the initial lectures of the semester, several questions were posed to the students as respondents. Based on the students' responses to the distributed questionnaire, the following quantitative data was generated. This data reflects how active and engaged students are in the early lectures of the semester and provides an overview of their perceptions regarding

the process by which instructors convey information related to the Course Syllabus (RPS). By analyzing these survey results, the academic program can evaluate the effectiveness of instructional delivery and student engagement at the start of the semester, which in turn can be used to improve future lectures.

NO	QUESTION	ANSWER	
		YES	NO
1	Is you present at the first class?	100 %	0%

Table 1 Student Attendance

From the table above, it can be seen that for the first question, 100% of respondents answered “Yes.” This means that the majority of students in the Indonesian Language and Literature Education Program attended the classes held at the beginning of the semester. From this question, several reasons underlying the respondents’ choices were revealed. For the first question regarding attendance at the start of the semester, students as respondents were asked to select a reason from the questionnaire. There were three options available to students:

- a. To meet the maximum attendance requirement as specified in the course contract
- b. To meet the minimum attendance target of 75%
- c. The material from the first class needs to be attended/known.

Based on the results of the student questionnaire, the following are the percentages of reasons selected by students. For the first question regarding the importance of attendance at the start of the semester, 100% of respondents answered that the first class is important to attend. The percentage of students who consider the first class of the semester important increased by 1.2% from the previous semester. Previously, only 98.8% of students considered attending the first lecture of the semester important.

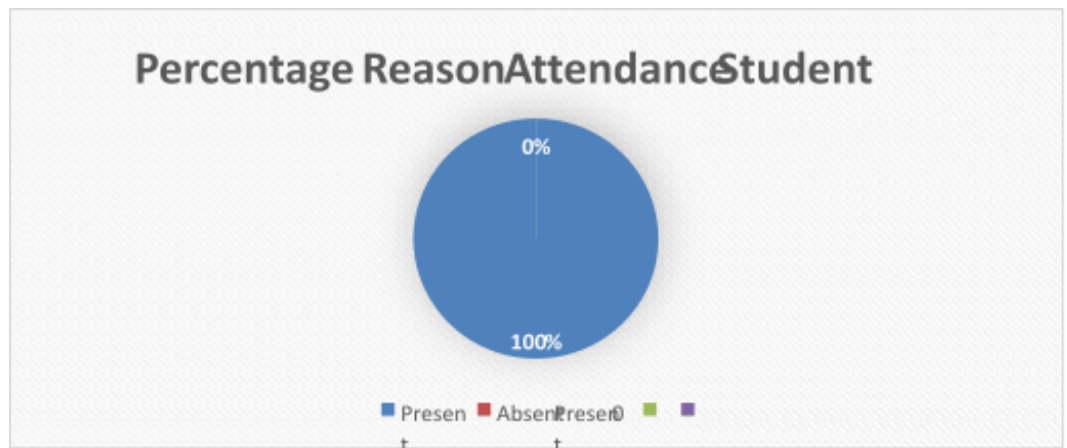


Figure 2. Attendance Percentage



Figure 3. The atmosphere of the first lecture of the semester

2. The Importance of Attendance

Next, questions regarding the reasons underlying their attendance in early-semester lectures. Based on the questionnaires completed by the students, a number of reasons underlying the respondents' choices were revealed. There were three answers provided by the students, as follows.

- a. An explanation of the main topics of the course material for the upcoming semester
- b. To motivate them to attend subsequent lectures
- c. To obtain information on the learning outcomes of the course

Based on the survey responses from 100% of respondents who “consider” that attending lectures is important, the following are the percentages of the reasons provided.

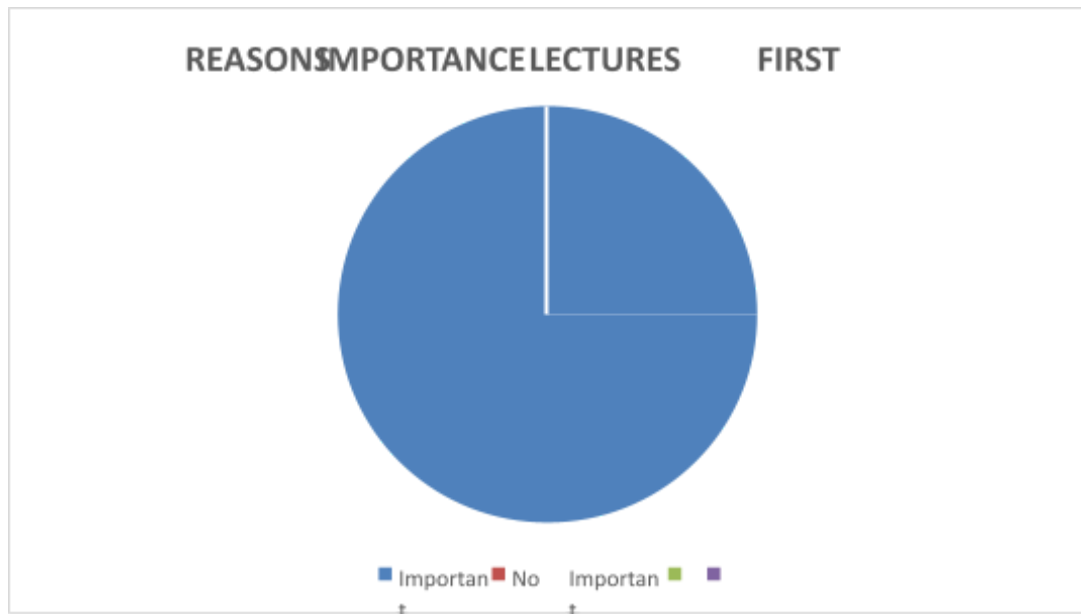


Figure 4. Presentation of reasons for the importance of the first lecture

99% of respondents who answered “yes” selected the first option

One *key reason why attending the first lecture is important is that the instructor will outline the main topics to be covered in the course for the entire semester.* Among the 1% of respondents who believed that the first lecture was not important, the most common reason cited was that the first lecture consisted only of introductions and the course syllabus. These monitoring results suggest that the implementation of the first lecture is already appropriate. What requires attention is aligning the perceptions of lecturers regarding the conduct of the first lecture. Therefore, the study program needs to establish standard guidelines outlining a

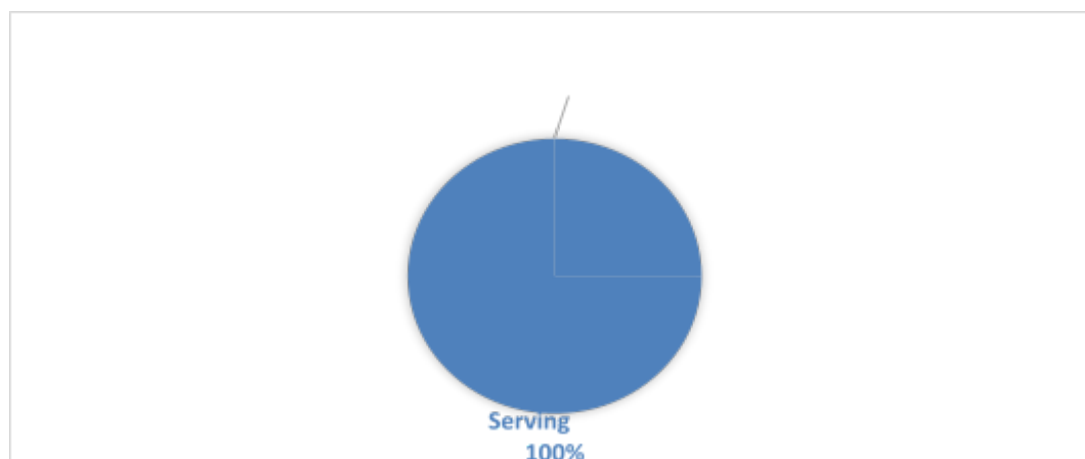
shared understanding of the key points that must be conveyed to students during the first lecture.

3. Presentation of the Course Syllabus at the Start of the Semester

During the first class, an introduction related to the course to be taught is typically provided. This introduction aims to give students a general overview of the material they will study over the course of the semester. Faculty members are encouraged to present the Semester Learning Plan (SLP) during the first class. The RPS is a document containing the learning plan for one semester, covering various important elements in the learning process. Lecturers in the Regional Language and Literature Education Study Program (PBSD) have prepared the RPS as part of their preparations for the new semester. This indicates that they are academically ready to begin classes. Based on the results of a survey or questionnaire completed by respondents (students), it was found that faculty members in the PBSD program have presented and informed students about the RPS since the first class began. This means that students have received clear and structured information regarding the courses they will take.

The final section mentions that there is data or a percentage regarding student responses on the extent to which the RPS has been presented and communicated by lecturers. This can serve as an indicator to assess how effectively lecturers convey course-related information to students at the start of the semester.

Overall, the sentence explains that at the start of the semester, instructors in the PBSD program are required to inform students of the RPS, which includes learning outcomes, course materials, and learning strategies, and to record student responses. The following is the percentage of student responses.



PRESENTATION OF THE COURSE SYLLABUS AT THE START OF THE SEMESTER

Figure 5 Percentage of RPS Presentation at the Beginning of the Semester

As shown in the figure above, 100% of respondents stated that instructors had uploaded the Course Syllabus (RPS) via the Learning Management System (LMS), whether SIP or SPADA, allowing students to access it before classes began. During the initial classes of the semester, instructors are encouraged to provide an introduction outlining the course structure and content to be covered.

Based on student survey responses, 96.5% indicated that instructors had presented an overview of the course in accordance with the plan outlined in the RPS, while 3.5% had not yet provided this information. In addition to presenting the RPS and linking it to *the learning management system*, at the start of the course, lecturers also explained information regarding course policies and the grading system to be used. 99.1% of respondents selected “Yes” for the question regarding this matter.

Based on the results of the questionnaire, it can be emphasized that all lecturers in the PBSO Program have conducted the beginning-of-semester lectures in accordance with regulations, namely by providing an overview of the course, including class rules (course contract) and the grading system used.

4. Learning System and Challenges in Implementing the First-Semester Lectures The university administration, through Circular Letter No. 003/SE/UPGRIS/VIII/2022, issued regulations regarding adjustments to lectures for the Odd seme of the 2023/2024 academic year. The key points communicated are that lectures are to be conducted under two provisions. The first condition is that for practical courses, classes will be conducted entirely in-person for one semester. The second condition is that for non-practical courses, classes may be conducted entirely in-person (70% of total sessions) or a combination of in-person and online (30% of total sessions). Instructors may switch to entirely in-person classes if they are unwell. Based on the survey responses, 58% of classes are conducted in-person, 32% in a blended format, and 10% online. The percentage breakdown of class delivery methods is shown in the following table.

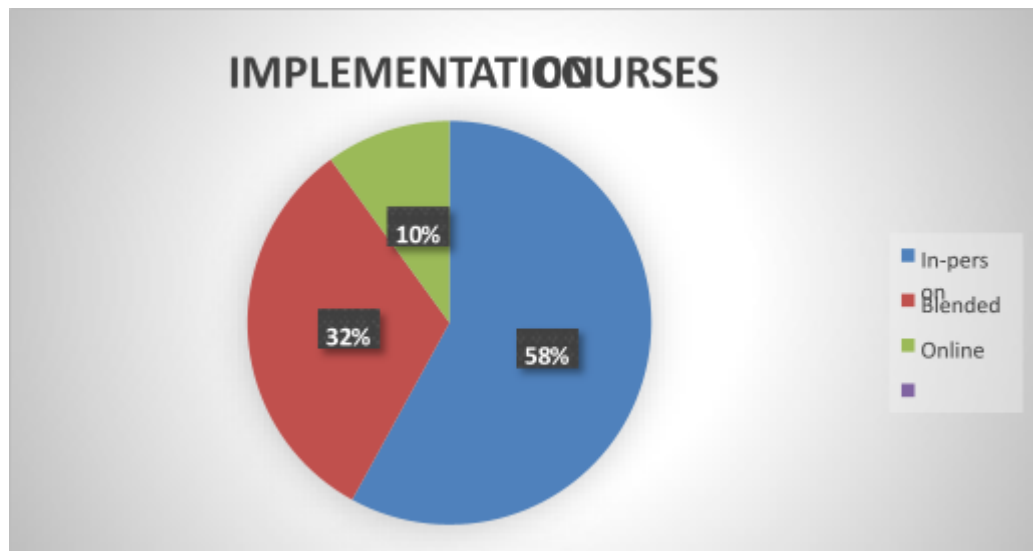


Figure 6: Implementation of Learning

Blended learning refers to a learning model that combines in-person (on-campus) learning with online learning. Fully in-person learning refers to classes conducted entirely face-to-face on campus. In both learning models, instructors utilize technology to support learning activities, one of which is the use of *video conferencing* applications. The application chosen by instructors to support online learning is Google Meet. Google Meet offers session durations that can be adjusted to meet learning needs. This allows instructors to set the length of class sessions according to the material being discussed.

At the start of the semester, 91% of respondents (students) stated that they did not face any difficulties in attending classes, whether online or in-person. This indicates that the majority of students felt there were no significant barriers to the learning process. Respondents Experiencing Difficulties: However, approximately 8% of respondents reported that they encountered difficulties in attending classes. Although the percentage is small, this still indicates the presence of issues or challenges that require further attention from instructors or the academic program. These challenges can vary, such as technical issues (e.g., unstable internet connection), device-related issues (e.g., inadequate equipment), or difficulty understanding the material during online classes. Further details regarding the types of challenges are as follows:

1. Si Mekar is sometimes inaccessible
2. Regarding faculty activities, the schedule may change to accommodate faculty activities.
3. Schedule conflicts with other courses

B. Evaluation

Based on data obtained from a survey administered to students, it can be concluded that the majority of students (91%) did not face significant challenges in attending early-semester classes, whether online via Google Meet or in-person. The choice of Google Meet as a video conferencing platform proved effective, given its free and easy access as well as the flexibility in duration that allows for adjustment to learning needs. However, although the percentage is small (8%), some students reported encountering challenges. Therefore, further identification is needed regarding the types of challenges experienced—whether related to technical issues, infrastructure, or other factors that could affect the smooth running of classes. Appropriate follow-up on these challenges is crucial to ensure that all students can participate in classes optimally, whether online or in-person.

C. Follow-Up

1. Challenges

Although the majority of students (91%) did not face any challenges, 8% reported encountering obstacles during their studies. Therefore, the first step that needs to be taken is to identify in greater depth the types of challenges experienced by these students. This can be done through interviews, group discussions, or follow-up surveys. Potential challenges may relate to technical issues such as poor internet connectivity, the inability to use adequate devices, or even difficulties in understanding the material during online classes.

2. Improving Infrastructure and Access

If the reported challenges relate to infrastructure, such as internet connection issues or inadequate devices, efforts must be made to provide solutions, for example, by offering technical support or additional device assistance (such as providing modems for internet access or supplying computers to students in need). Additionally, instructors and program administrators can offer alternative learning materials (such as video recordings or written materials) for students who struggle to participate in live classes.

3. Technology Training.

If the challenges stem from a lack of understanding in using applications like Google Meet, training or tutorials on using the platform can be conducted, both

for students using it for the first time and for those needing an update. Faculty members or the teaching team can provide an introductory session on the application before classes begin to better prepare students.

4. Development of Alternative Learning Methods.

To address challenges related to online learning, alternative methods can also be considered. For example, if some students find it difficult to attend live online classes, instructors can provide learning materials that can be accessed flexibly (e.g., through videos or written materials uploaded to the learning platform). Additionally, if the issue relates to scheduling or duration, instructors can organize class sessions that are shorter and more structured.

5. Regular Monitoring and Feedback

To ensure that the follow-up measures taken are effective, regular monitoring is necessary by soliciting feedback from students. This can be done through questionnaires or surveys after a few weeks of classes, so that problems or obstacles can be promptly identified and addressed. This monitoring is also important to determine whether there have been changes in students' learning experiences following the implementation of the proposed solutions.

6. Enhancing Collaboration Between Faculty and Students

To support the smooth running of classes, it is important to foster more open communication between faculty and students. Faculty members can check more frequently to see if students are having difficulty participating in online or in-person classes. Through open dialogue, students can more easily express the challenges they face, and faculty can provide assistance more proactively.

CHAPTER III

CONCLUSION

Before conducting monitoring and evaluation of the early-semester lectures, the SUPMPS team coordinated with the program directors and the faculty quality assurance team to set the schedule for the activity. This scheduling was based on the assumption that all students from semesters 1, 3, 5, and 7 had already attended classes on the first day.

To conduct this activity, the SUPMPS team used a Google Form accessible via a provided link. The survey was distributed through the class WhatsApp group, ensuring it reached students in each class. The students who completed the survey were active students from the aforementioned semesters. The survey contained questions regarding two main topics: the importance of student attendance and the learning system, as well as challenges in the early stages of the semester. The results of the survey indicated that 100% of respondents considered the first class session to be very important to attend, with this percentage increasing from the previous semester. There were three main reasons why students felt attendance was important: an explanation of the main topics, motivation to attend subsequent classes, and information on learning outcomes.

Instructors are required to have a Semester Learning Plan (SLP) and upload it to the university's learning management system platform. Most respondents stated that instructors had provided the SLP and information regarding the learning process, course policies, and the grading system to be used. Regarding the learning system, the university issued regulations on the conduct of classes, which divided instruction into two categories for practical and non-practical courses. Survey results indicate that the majority of classes were conducted in-person, with some respondents experiencing challenges such as access to the learning platform and schedule conflicts.

Overall, monitoring and evaluation indicate that while the implementation of early-semester lectures received a positive response from students, there are still challenges that need to be addressed to improve the effectiveness of learning in the future.

Semarang, Oct 2024 SUPMPS PBSO,



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