

**REPORT ON THE MONITORING AND EVALUATION OF
STUDENT SATISFACTION WITH FACULTY SERVICES
EVEN SEMESTER 2024/2025**



**QUALITY ASSURANCE SUBUNIT
REGIONAL LANGUAGE AND LITERATURE
EDUCATION STUDY PROGRAM FPBS
PGRI UNIVERSITY OF SEMARANG
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FOREWORD

We offer our deepest gratitude to Allah SWT for His abundant mercy and blessings, which have enabled the evaluation team to successfully complete the Faculty Performance Evaluation Report for the Regional Language and Literature Education Program (PBSD) for the even semester of the 2024/2025 academic year. This comprehensive evaluation is an integral component of the internal quality assurance system, aimed at measuring and improving the standards of academic services provided by faculty members to students during a one-semester learning period.

This evaluation process employs a multidimensional approach that includes assessments of pedagogical competence, interpersonal skills, professional standards, and the personal integrity of faculty members. Data collection is conducted using validated evaluation instruments, with students serving as the primary respondents who provide objective assessments of the performance of the lecturers teaching the courses. The number of respondents is adjusted according to the characteristics and class size of each course being evaluated.

The implementation of this evaluation is carried out under the coordination and supervision of the Quality Assurance Agency (LPM) as the unit responsible for institutional quality assurance. The results of this evaluation analysis are expected to serve as baseline data for formulating strategies for faculty development and the continuous improvement of academic service quality. Furthermore, the findings and recommendations generated are expected to make a significant contribution to the management of the Faculty of Language and Literature Education (FPBS) and the PBSD Study Program in designing faculty development programs and optimizing innovative and effective instructional designs.

Thus, this evaluative initiative not only focuses on improving individual faculty members' performance but is also oriented toward achieving excellence within the higher education ecosystem as a whole, which will ultimately contribute to the realization of the institution's vision and mission in producing high-quality and highly competitive graduates.

CHAPTER I

INTRODUCTION

A. Background

1. Policy Framework and Implementation of the Quality Assurance System

In the context of national higher education reform and quality improvement, Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 62 of 2016 serves as the fundamental regulatory foundation for the implementation of the Higher Education Quality Assurance System (SPM-PT) and the Guidelines for the Internal Quality Assurance System (SPMI). This regulatory framework mandates the establishment of quality assurance units at all levels of the higher education institution's organizational structure, including the SUPMPS PBSD, which functions as the operational quality assurance entity at the program level, integrated with the quality assurance systems at the university and faculty levels.

SUPMPS PBSD carries out its functions through a series of systematic and continuous Monitoring and Evaluation (Monev) activities, designed to ensure the sustainability and continuity of educational quality improvement. The framework for these Monev activities is constructed in alignment with the institutional vision and mission of the university and the study program, and is oriented toward meeting stakeholder expectations and needs through the optimization of the implementation of the university's three pillars—education, research, and community service.

2. Measuring Student Satisfaction as an Indicator of Service Quality

One critical dimension in monitoring and evaluation activities is the assessment of student satisfaction levels as the primary users of academic services. The construct of student satisfaction is operationalized through a gap analysis between student expectations and the reality of service performance as they empirically experience it. Given the inherently subjective nature of satisfaction and its variation among individuals, a robust and comprehensive measurement methodology is required to obtain valid and reliable data regarding the quality of services provided.

Students, in their capacity as the primary beneficiaries of the institution's academic and non-academic services, hold a strategic position as evaluators in the service quality assessment process. Through structured evaluation mechanisms, areas requiring improvement can be identified to enhance service quality on an ongoing basis.

3. Strategies for Maintaining Satisfaction and Implementing Evaluation Instruments

Efforts to maintain student satisfaction hold strategic relevance not only in fostering a positive attitude toward the institution but also as a preventive measure to minimize the potential emergence of negative perceptions that may arise due to inadequacy in service provision. Consequently, a commitment to delivering high-quality services must be a strategic priority for the organization.

To achieve these objectives, the implementation of a student satisfaction survey serves as an effective methodological strategy. The output from this evaluation tool functions as a performance indicator to measure service performance while also serving as an empirical basis for formulating a comprehensive action plan aimed at the continuous improvement of service quality in the future. Thus, the evaluation results serve not only as a diagnostic tool but also as a foundation for strategic planning and quality enhancement initiatives.

B. Objectives

The objective of conducting this Monitoring and Evaluation of faculty services is to gather comprehensive information regarding the level of student satisfaction with the services provided by faculty members. With this information, we can Assess Service Quality: Understand how well students perceive the services they receive, as well as identify aspects that are already good and those that need improvement. To collect data on students' perceptions of faculty services, the process is conducted centrally and integrated at the end of each semester via [a link](#). This method is designed to be efficient and easily accessible to all students. The following are the steps in implementing this method:

1. Questionnaire Distribution: At the end of the semester, students are given access to a questionnaire containing a number of statements related to faculty services. This questionnaire is available online on a designated page, allowing students to complete it easily.
2. Evaluation Aspects: The questionnaire consists of questions covering four aspects of faculty competence, namely:
 - a. Pedagogical Competence: An assessment of the faculty member's ability to teach and deliver course material.
 - b. Personal Competence: An evaluation of the faculty member's attitude and character when interacting with students.
 - c. Social Competence: An assessment of the faculty member's ability to build relationships and communicate with students.
 - d. Professional Competence: An evaluation of the lecturer's academic knowledge and skills in their field.
3. Questionnaire Completion: Students will be asked to respond to the statements in the questionnaire based on their experiences during the course. These responses may take the form of a rating scale reflecting their level of satisfaction or dissatisfaction.
4. Data Collection: After the completion period ends, the collected data will be analyzed to obtain an overview of student satisfaction with faculty services.

By using this method, it is hoped that the data obtained can provide accurate and representative insights into the quality of faculty services, as well as serve as a basis for future improvements and development.

C. Implementation Method

The implementation of Monitoring and Evaluation (Monev) of faculty services will be conducted centrally and integrated via *Link* at the end of each semester. The objective of this Monev implementation is to gather comprehensive information regarding the level of student satisfaction with faculty services. The steps in the Monev implementation method are as follows:

1. Distribution of the Questionnaire

- a. Students will be given access to fill out an online questionnaire accessible via the page www.sip.ac.id. This questionnaire is designed to make it easier for students to provide assessments of various aspects of faculty services.
- b. The questionnaire will be distributed at the end of each semester to ensure the evaluation covers students' experiences over a full academic term.
- c. The questionnaire link will be distributed via email or notifications on the academic portal to students enrolled in the relevant courses.

2. Evaluation Aspects

The questionnaire covers four aspects of faculty competence that are the focus of the evaluation, namely:

- a. Pedagogical Competence: The faculty member's ability to teach and present material in a way that is easily understood by students.
- b. Personal Competencies: The lecturer's attitude and character when interacting with students, including discipline, firmness, and empathy toward students' needs.
- c. Social Competencies: Faculty members' ability to build positive relationships and communicate effectively with students both inside and outside the classroom.
- d. Professional Competencies: Faculty members' academic knowledge and skills in the field they teach, as well as their ability to stay current with the latest developments in that discipline.

3. Questionnaire Completion

- a. Students are asked to provide feedback based on their experiences during the course. The questionnaire uses an easy-to-understand rating scale, such as a 1 to 5 scale, where 1 indicates dissatisfaction and 5 indicates maximum satisfaction.
- b. Students are expected to provide honest and objective evaluations, taking into account all aspects taught by the instructor throughout the semester.

4. Data Collection

- a. After the questionnaire completion period ends, all collected data will be analyzed to produce an overview of student satisfaction levels with faculty services.
- b. The data collection process will be conducted automatically via an online system, ensuring efficiency and accuracy in data processing. The collected data will include evaluations from all students enrolled in the courses listed in the system.

5. Analysis and Reporting

- a. The Monev management team will analyze the data to evaluate the strengths and weaknesses in faculty performance based on student feedback.
- b. An analysis report will be compiled, covering ratings or satisfaction levels regarding each aspect of faculty competence. These evaluation results will then be used as a basis for improving the quality of teaching services in the future.

6. Follow-Up and Development

Based on the analysis results, follow-up measures will be formulated, such as training programs for faculty members or improvements to teaching support facilities. This aims to address aspects deemed insufficient and enhance the overall quality of faculty services.

By using this method, it is hoped that the data obtained will provide accurate insights into the quality of faculty services. The results of this monitoring and evaluation are expected to serve as a solid foundation for improving and developing the quality of teaching in the future, with the aim of creating a better academic experience for students

The Faculty Service Monitoring and Evaluation (Monev) Instrument is available at:

D. Faculty Service Monitoring and Evaluation (Monev) Instrument

UNIVERSITY OF PGRI SEMARANG FACULTY SERVICE SURVEY

INSTRUCTIONS:

1. Please provide your assessment honestly, objectively, and responsibly based on your actual experiences during lectures.
2. The information you provide will help us improve the quality of our services for you.
3. Your identity will not be disclosed in the evaluation results.
4. Rating Scale: 1. Unable; 2. Somewhat Unable; 3. Fairly Able; 4. Able; 5. Very capable.

NO	STATEMENT	ANSWER OPTIONS				
		1	2	3	4	5
A	Pedagogical Aspects					
1	Instructors prepare lectures and/or laboratory sessions based on the semester program plan					
2	Instructors conduct lectures in an orderly manner in accordance with the course contract					
3	Instructors manage the classroom to support active, innovative, creative, and enjoyable					
4	Instructors effectively utilize media and information technology effectively in the learning process					
5	Exam questions and/or assignments given by instructors align with the course description					
B	Professional Aspects					
1	The instructor explains the main subject matter/topics of the course in a systematic and scientific manner					
2	The course material presented by the instructor is appropriately linked to current issues					
3	The instructor provides examples/illustrations relevant to the concepts and current issues					
4	The instructor provides correct answers and/or reasoning in response to students' questions					
5	The instructor inspires students to apply/develop course material in their daily lives					

C	Personality Aspects				
1	The instructor performs their duties with authority and responsibility				
2	Faculty members set an example in their attitude and behavior				
3	Faculty members behave courteously in various situations and conditions both inside and outside the classroom				
4	Faculty members carry out their duties consistently in both words and actions				
5	Faculty members provide academic services to students in a proper and fair manner				
D	Social Aspects				
1	Faculty members respond to student criticism, suggestions, and opinions wisely				
2	Instructors show sympathy and empathy toward students				
3	Faculty members interact with students in a professional and appropriate manner				
4	Faculty members communicate with students effectively and politely				
5	Faculty members are tolerant of the diversity of students' circumstances				
E	Criticism and Suggestions				

Based on the Monitoring and Evaluation (Monev) instrument table for Faculty Services, it can be concluded that the results of this evaluation provide a comprehensive overview of faculty performance across various aspects, including pedagogical, professional, personal, and social dimensions. The data obtained not only highlights the strengths that have been achieved but also areas that still require improvement. Therefore, these results will serve as an important foundation for the institution in formulating more effective faculty development strategies to ensure the achievement of optimal and sustainable educational service quality.

CHAPTER II

MONITORING AND EVALUATION (MONEV) RESULTS

A. Monitoring Results

The results of the Monitoring and Evaluation (Monev) of each lecturer's services in the PBSB Program (in percentages) are presented in Table 2.1 below.

No	Name	Respondent	Pedagogy	Professional	Personal	Social	Average	Qualifications
1	Dr. Sunarya, M.Hum	110	92.67	95.33	87.11	87.11	90.25	Excellent
2	Yuli Kurniati Werdiningsih, M.A.	110	93.3	93.39	87.14	88.13	90.52	Excellent
3	Alfiah, S.Ed., M.Ed.	110	92.88	92.40	87.29	87.42	90.42	Excellent
4	Dr. Bambang Sulanjari, S.S., M.A.	110	92.33	92.48	87.44	87.63	90.32	Very Good
5	Dr. Nuning Zaidah, M.Ed. M.A.	110	92.42	92.45	87.36	87.42	90.68	Very Good
	Total Score		93.73	94.36	87.14	87.34	90.47	

The results of the Monitoring and Evaluation (Monev) of each PBSB Program lecturer's services (in percentages) are presented in Table 2.1 below. This table provides an overview of the level of lecturer performance achievement based on the evaluated aspects, with the aim of identifying strengths and potential areas requiring improvement.

Graph of Student Evaluations of Faculty Members by Total Score for Competency Aspects in the Regional Language and Literature Education Program

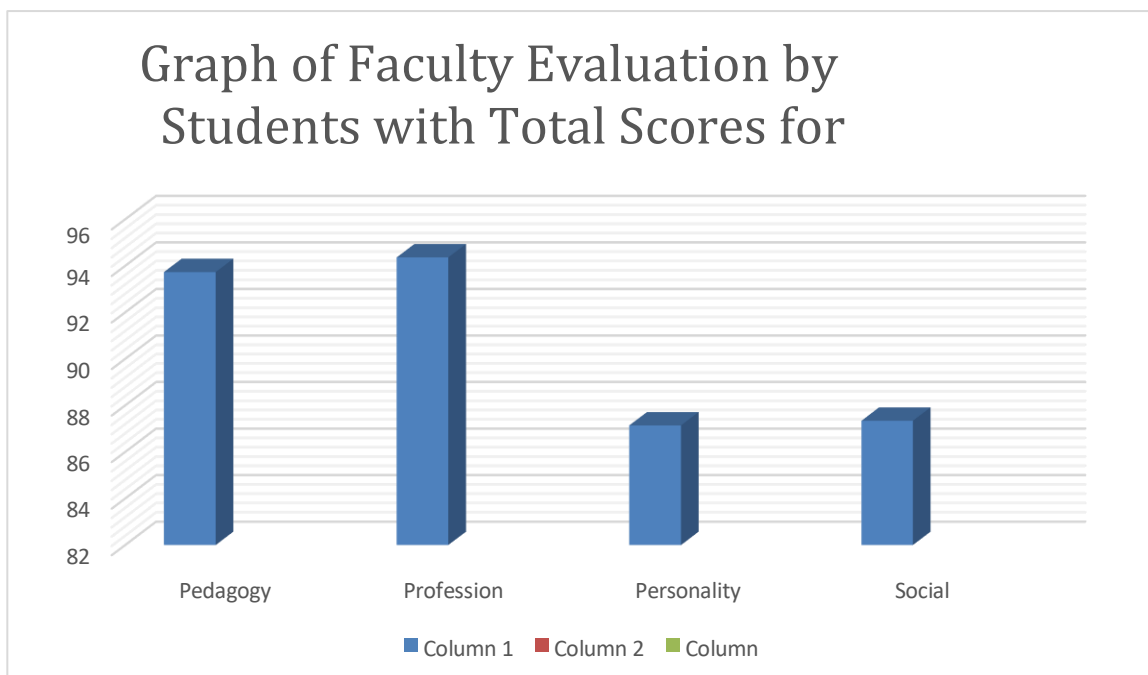


Figure 2.1 Summary Data on Faculty Service Monitoring and Evaluation by Aspect

B. Evaluation and Follow-up

1. Evaluation

Monitoring and Evaluation (Monev) of faculty services for the even semester of the 2024–2025 academic year is conducted through a questionnaire completed by students of the Regional Language and Literature Education Study Program (PBSD) at PGRI University of Semarang via the website www.sip.ac.id. The results of this questionnaire will be analyzed descriptively at the program level, focusing on four main aspects: pedagogical, professional, personal, and social. These four aspects constitute the essential competencies that educators must possess and play a crucial role in determining the quality of learning. The number of respondents who evaluated the faculty members was 110 for all faculty members involved.

The evaluated aspects cover relevant faculty performance indicators, although these are not specifically detailed in the provided data. The overall average scores for these four aspects will provide a general overview of faculty performance. Based on the available data, several preliminary conclusions can be drawn: Performance Consistency: The majority of lecturers showed average scores that were quite close, indicating a good level of performance consistency among them. While most lecturers

have achieved the "Very Good" category; however, there is still room for improvement in certain aspects, as evidenced by the variation in scores across each evaluated aspect.

2. Follow-Up

Based on the results of the monitoring and evaluation (Monev) of faculty services for the Even Semester of the 2024/2025 academic year, conducted through a questionnaire completed by students of the PBSGD Program at PGRI University of Semarang via the [Link](#) portal, the following follow-up actions have been formulated:

a. Comprehensive Elaboration of Competency Evaluation

Dimensions: The initiation phase involves a systematic mapping of the four fundamental competency dimensions—pedagogical, professional, personal, and social—through a deep analytical approach. This process is designed to facilitate faculty members' self-awareness regarding their individual competency profiles, identify core strengths that can be optimized, and explore development areas requiring strategic intervention within the context of educational professionalism.

b. Competency-Based Performance Benchmarking: Implementation of a comparative analysis between actual achievement scores and established performance benchmarks derived from national and institutional competency standards. This methodology aims to produce an objective assessment of faculty members' performance relative to the expected competency spectrum, while facilitating the formulation of measurable and realistic improvement targets.

c. Comparative and Longitudinal Performance Analysis: Conducting cross-sectional comparisons among individual faculty members and longitudinal analyses of each educator's historical performance trends. This analytical approach is essential for identifying performance patterns, recognizing best practices, and detecting early warning indicators in areas requiring priority attention.

d. Investigation of Performance Determinants: A systematic exploration of contextual variables that may influence faculty performance,

including workload distribution, adequacy of infrastructure and resource availability, and the level of institutional support from leadership. A holistic understanding of these ecosystem factors will serve as the foundation for developing contextually relevant improvement strategies.

e. Formulation of Evidence-Based Strategic Recommendations:

Development of specific and actionable recommendations for enhancing faculty performance, at both the individual and collective levels, based on the findings of a comprehensive analysis. These strategies encompass the design of capacity-building programs, the implementation of mentoring systems, the establishment of recognition mechanisms for high-performing faculty, and the development of career pathways that support professional growth.

f. Continuous Monitoring and Evaluation: Establish a system for continuous monitoring and evaluation of the implementation of the formulated recommendations, utilizing relevant key performance indicators. This evaluative framework is designed to ensure the sustainability of the improvement process, facilitate adaptive management, and guarantee that quality enhancements can be maintained in the long term through an effective feedback loop mechanism.

Through the systematic implementation of the formulated follow-up framework, a sustained improvement in faculty performance is projected, which will have a multiplier effect on the optimization of the quality of the learning process in the Regional Language and Literature Education Study Program (PBSD) at PGRI University of Semarang. The synergy between enhancing individual faculty members' competencies and strengthening the institutional academic system is expected to yield significant transformation in the learning ecosystem, ultimately contributing to the achievement of excellence in higher education.

Conclusion

The results of the monitoring and evaluation of faculty services for the second semester of 2024–2025 indicate an overall performance rating of “Very Good,” reflecting high-quality teaching and compliance with institutional standards. Although the majority of faculty members have performed their duties effectively, the evaluation identified areas requiring attention across four key aspects: pedagogical, professional, personal, and social.

Variations in performance among faculty members indicate the need for a more personalized development approach through training, mentoring, and specialized support. To achieve sustainable improvement, the institution must implement data-driven recommendations that include routine competency development, periodic evaluations, and the strengthening of a collaborative work culture.

The implementation of this strategy is expected to continuously improve the performance of lecturers in the PBSO Study Program at PGRI University of Semarang, contribute to the quality of learning, and strengthen the institution’s academic reputation.

Given this,
February 2025

Chair of the PBSD Program
PBSD,



Dr. Senowarsito, M.Ed
S.Pd., M.A. Chair of the UPM FPBS

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SUPMPS

Dr. Nuning Zaidah,
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