

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

QUALITY ASSURANCE UNIT
FACULTY OF MATHEMATICS EDUCATION, NATURAL SCIENCES, AND
INFORMATION TECHNOLOGY
UNIVERSITAS PGRI SEMARANG
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REPORT
MONITORING AND EVALUATION OF LEARNING IMPLEMENTATION
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Faculty-Level Quality Assurance Unit Team

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PREFACE

Praise be to God Almighty for His blessings and grace, so that the Faculty-Level Monitoring and Evaluation Report of Learning Implementation for the Odd Semester of the 2024/2025 Academic Year in the Faculty of Mathematics Education, Natural Sciences, and Information Technology, Universitas PGRI Semarang, can be properly completed.

This monitoring and evaluation activity was conducted as part of the implementation of the Internal Quality Assurance System at the faculty level. The report consolidates the monitoring and evaluation results from four study programs, namely Mathematics Education, Biology Education, Information Technology Education, and Physics Education.

The aspects evaluated in this monitoring and evaluation activity include lecturer attendance, student attendance, alignment of learning implementation with the Semester Learning Plan, use of the Learning Management System, implementation of blended learning, implementation of case method and project-based learning, lecturer-student interaction, discussion activities, and use of learning media.

The results of this monitoring and evaluation are expected to serve as a basis for reflection, evaluation, and follow-up actions in improving the quality of learning implementation across all study programs. This report also serves as supporting evidence for strengthening academic quality culture and fulfilling higher education quality assurance standards.

Semarang, February 2025

Quality Assurance Unit

Faculty of Mathematics Education, Natural Sciences, and Information Technology,



Dr. Harto Nuroso, M.Pd.

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1. INTRODUCTION

Learning implementation is one of the main components in the delivery of higher education. The quality of learning needs to be monitored and evaluated regularly so that the teaching and learning process can be carried out in accordance with academic standards, learning outcomes, and student needs. At the faculty level, monitoring and evaluation are conducted to obtain an integrated overview of learning implementation across study programs.

This faculty-level report was prepared by consolidating the results of monitoring and evaluation of learning implementation from four study programs in FPMIPATI, namely Mathematics Education, Biology Education, Information Technology Education, and Physics Education. The data were derived from student survey results and study program monitoring reports for the Odd Semester 2024/2025. The monitoring and evaluation activity covered 111 monitored courses and involved 337 student respondents across the four study programs. The results were analyzed at the faculty level by aggregating actual scores and maximum scores from each study program. This approach was used to ensure that the faculty-level achievement reflected the proportional contribution of respondents from each study program.

The legal and institutional bases for conducting this monitoring and evaluation are Law Number 20 of 2003 concerning the National Education System, Law Number 12 of 2012 concerning Higher Education, Regulation of the Minister of Higher Education, Science, and Technology concerning Quality Assurance in Higher Education, Internal Quality Assurance System documents of Universitas PGRI Semarang, Learning Quality Standards of Universitas PGRI Semarang, and academic policies of FPMIPATI, Universitas PGRI Semarang.

2. OBJECTIVES OF MONITORING AND EVALUATION

- a. Identify the level of lecturer attendance in course implementation across the faculty.
- b. Identify the level of student attendance and participation in learning activities.
- c. Evaluate the alignment between learning implementation and the Semester Learning Plan.
- d. Assess the utilisation of the Learning Management System (SPADA) in supporting the learning process.
- e. Evaluate the implementation of blended learning in course delivery.
- f. Assess the implementation of case method and project-based learning approaches.

- g. Evaluate the quality of lecturer-student interaction during the learning process.
- h. Identify the implementation of discussion-based learning activities.
- i. Assess the effectiveness of learning media utilisation in enhancing students' understanding.
- j. Formulate faculty-level follow-up recommendations to improve the quality of learning implementation.

3. METHOD OF MONITORING AND EVALUATION

Monitoring and evaluation of learning implementation were carried out through a student survey approach. The survey was designed to collect quantitative data related to students' perceptions and evaluations of the learning processes conducted in the courses they attended during the Odd Semester 2024/2025.

At the faculty level, the data were consolidated from four study program reports. Each study program used a survey instrument consisting of 27 statement items classified into 9 indicators. Each indicator included 3 statements, and the assessment employed a four-point Likert scale consisting of Strongly Disagree, Disagree, Agree, and Strongly Agree.

The scoring system used in the survey is presented in Table 1.

Table 1. Scoring System of the Student Survey

Response	Score
Strongly Agree	4
Agree	3
Disagree	2
Strongly Disagree	1

Maximum scores were determined based on the number of respondents, the number of statement items, and the highest possible score. Because each indicator consisted of 3 items and used a maximum score of 4,

the faculty-level maximum score for each indicator was calculated as

$$=337 \text{ respondents} \times 3 \text{ items} \times 4 = 4,044.$$

The maximum score for the entire instrument was 337 respondents x 27 items x 4 = 36,396.

Achievement percentages were calculated by comparing the actual score with the maximum score using the formula:

$$\text{Percentage} = \frac{\text{Actual Score}}{\text{Maximum Score}} \times 100\%$$

The category of monitoring and evaluation results was determined using the percentage ranges presented in Table 2.

Table 2. Category of Monitoring and Evaluation Results

Percentage Range	Category
85%-100%	Excellent
70%-84%	Good
55%-69%	Fair
40%-54%	Poor
< 40%	Very Poor

No.	Study Program	Respondents	Monitored Courses	Overall Achievement	Review Source
1	Mathematics Education	217	25	90.82%	Study program monitoring report
2	Biology Education	26	20	92.13%	Study program monitoring report
3	Information Technology Education	52	41	70.53%	Study program monitoring report
4	Physics Education	42	25	92.37%	Study program monitoring report
	Faculty Total/Average	337	111	87.98%	Consolidated from study

					program reports
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Table 3. Recapitulation of Learning Implementation Monitoring Sources by Study Program

4. MONITORING AND EVALUATION INSTRUMENT

The monitoring and evaluation instrument for learning implementation consisted of 9 main indicators. Each indicator consisted of 3 statements, resulting in a total of 27 items. The instrument blueprint is presented in Table 4.

Table 4. Blueprint of the Monitoring and Evaluation Instrument

No.	Indicator	Item Numbers	Number of Items
1	Lecturer attendance	1, 2, 3	3
2	Student attendance	4, 5, 6	3
3	Alignment of learning implementation with the Semester Learning Plan	7, 8, 9	3
4	Use of Learning Management System	10, 11, 12	3
5	Implementation of blended learning	13, 14, 15	3
6	Implementation of case method/project-based learning	16, 17, 18	3
7	Lecturer-student interaction	19, 20, 21	3
8	Discussion activities	22, 23, 24	3
9	Use of learning media	25, 26, 27	3
	Total	1-27	27

- a. Lecturer attendance. This indicator was used to assess the consistency of lecturer attendance, punctuality in starting and ending classes, and the provision of information when there were changes in the class schedule.
- b. Student attendance. This indicator was used to assess student involvement in attending classes, student discipline in attendance, and student participation in learning activities.

- c. Alignment of learning implementation with the Semester Learning Plan. This indicator assessed whether lecturers introduced the Semester Learning Plan or course contract, delivered materials according to the planned topics, and implemented learning activities in accordance with the Semester Learning Plan.
- d. Use of Learning Management System. This indicator assessed the use of LMS or SPADA in supporting learning, the availability of materials on the LMS, and the use of LMS for assignments, discussions, quizzes, or examinations.
- e. Implementation of blended learning. This indicator assessed the integration of face-to-face and online activities, the clarity of learning instructions, and the support of online learning for student understanding.
- f. Implementation of case method/project-based learning. This indicator assessed the use of case studies, contextual problems, projects, and learning activities that encourage students to analyze problems and produce solutions or learning products.
- g. Lecturer-student interaction. This indicator assessed opportunities for students to ask questions, the quality of lecturer feedback, and the smoothness of academic communication during learning.
- h. Discussion activities. This indicator assessed the facilitation of class discussions or group discussions, student involvement in discussions, and the contribution of discussions to students' understanding of the course materials.
- i. Use of learning media. This indicator assessed the suitability of learning media to course characteristics, the contribution of learning media to student understanding, and the clarity of media use in learning.

5. RESULTS OF MONITORING AND EVALUATION

a. General Recapitulation of Survey Results

Based on the consolidated results involving 337 student respondents from four study programs, the implementation of learning activities in the Odd Semester 2024/2025 was generally classified as Excellent. The overall achievement across the 9 evaluated indicators reached 87.98%, indicating that the learning process had been implemented effectively and generally met the expected learning quality standards at the faculty level.

The highest faculty-level achievement was observed in the indicator of Use of Learning Management System, which reached 93.00%. This result indicates that the strongest component of

learning implementation across the faculty was related to the integration of digital learning platforms in supporting learning activities.

The lowest faculty-level achievement was found in the indicator of Use of learning media, which reached 82.27%. Although this indicator was still categorized as Good, it should become a priority for improvement because it indicates the need to strengthen the variety, interactivity, and course relevance of learning media used in teaching and learning activities.

b. Recapitulation Table of Student Survey Results

Table 5. Faculty-Level Recapitulation of Learning Implementation Monitoring Results

No.	Indicator	Actual Score	Maximum Score	Percentage	Category
1	Lecturer attendance	3,604	4,044	89.12%	Excellent
2	Student attendance	3,609	4,044	89.24%	Excellent
3	Alignment of learning implementation with the Semester Learning Plan	3,519	4,044	87.02%	Excellent
4	Use of Learning Management System	3,761	4,044	93.00%	Excellent
5	Implementation of blended learning	3,702	4,044	91.54%	Excellent
6	Implementation of case method/project-based learning	3,631	4,044	89.79%	Excellent
7	Lecturer-student interaction	3,404	4,044	84.17%	Good
8	Discussion activities	3,466	4,044	85.71%	Excellent
9	Use of learning media	3,327	4,044	82.27%	Good
	Average	32,023	36,396	87.98%	Excellent

c. Chart of Indicator Achievement

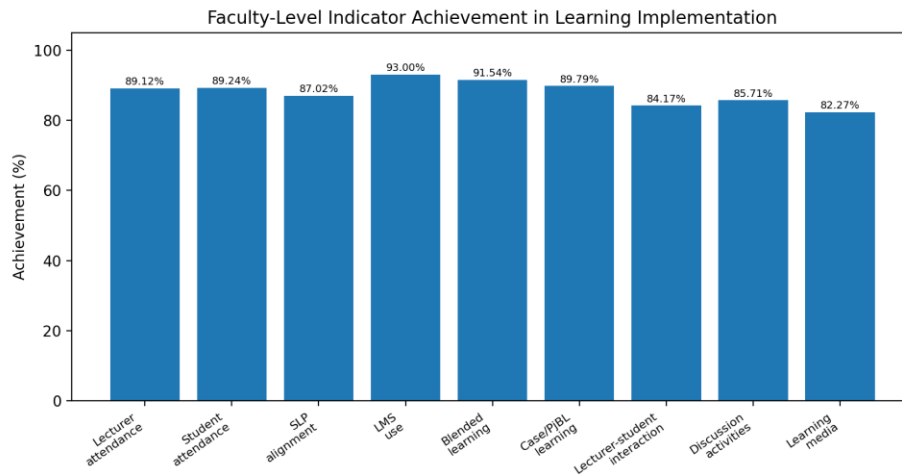


Figure 1. Chart of Faculty-Level Indicator Achievement in Learning Implementation

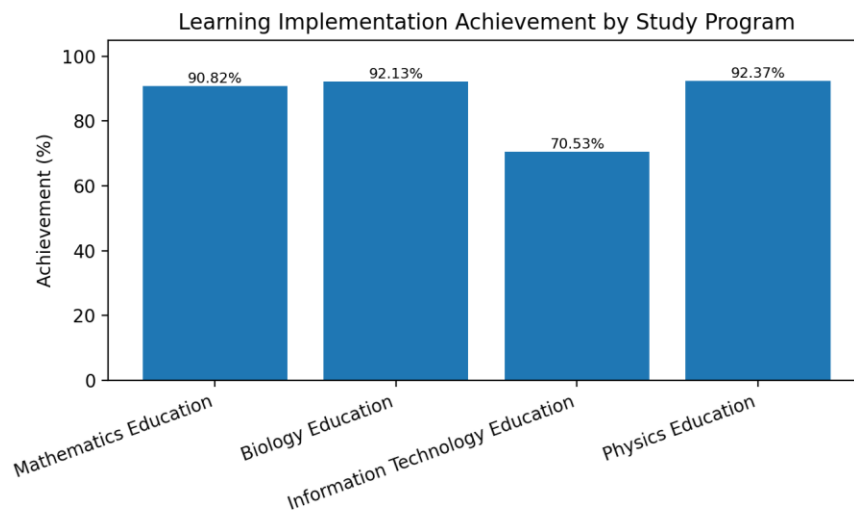


Figure 2. Achievement of Learning Implementation by Study Program

d. Analysis of Monitoring and Evaluation Results

- 1) The lecturer attendance indicator achieved 89.12% and was classified as Excellent. This achievement indicates that lecturers generally conducted learning activities according to the academic schedule. The result also reflects good consistency in class implementation, although continued monitoring of attendance and punctuality remains necessary.
- 2) The student attendance indicator achieved 89.24% and was categorized as Excellent. This result shows that students maintained a good level of participation in learning activities across the

faculty. Student engagement should be continuously maintained through academic communication, learning motivation, and attendance monitoring.

- 3) The alignment between learning implementation and the Semester Learning Plan achieved 87.02% and was categorized as Excellent. This indicates that learning implementation was generally aligned with the planned learning design. However, several study program findings show that alignment should be strengthened, particularly in ensuring that learning materials, methods, and assessment activities consistently follow the Semester Learning Plan.
- 4) The use of Learning Management System achieved 93.00% and was categorized as Excellent. This was the highest faculty-level indicator. The result shows that LMS or SPADA has been effectively used to support learning materials, assignments, discussions, quizzes, and other learning activities.
- 5) The implementation of blended learning achieved 91.54% and was categorized as Excellent. This achievement indicates that the integration of face-to-face and online learning has generally been implemented well. Further improvement should focus on ensuring proportional and meaningful integration between online and offline activities.
- 6) The implementation of case method/project-based learning achieved 89.79% and was categorized as Excellent. This result indicates that active learning approaches have been incorporated into learning implementation. The faculty should continue to strengthen contextual cases, collaborative projects, and problem-solving tasks to develop students' critical thinking and competencies.
- 7) Lecturer-student interaction achieved 84.17% and was categorized as Good. Although this result remained within the Good category, it was one of the lower indicators at the faculty level. Strengthening academic communication, consultation opportunities, and feedback mechanisms is necessary to improve students' learning experiences.
- 8) Discussion activities achieved 85.71% and were categorized as Excellent. This result indicates that discussion-based learning activities have been implemented in most courses. Further enhancement can be directed toward increasing student participation, strengthening critical discussion, and optimizing LMS-based discussion forums.
- 9) The use of learning media achieved 82.27% and was categorized as Good. This was the lowest faculty-level indicator. The result shows that learning media still require improvement in terms of variety, interactivity, clarity, and relevance to course characteristics.

e. Findings of Monitoring and Evaluation

- 1) Learning implementation at the faculty level during Odd Semester 2024/2025 was generally categorized as Excellent, with an average achievement of 87.98%.
- 2) The use of Learning Management System became the strongest indicator, showing that digital learning platforms have been effectively integrated into learning implementation.
- 3) Blended learning, case method/project-based learning, lecturer attendance, and student attendance also showed strong achievements and supported the implementation of effective learning.
- 4) The alignment between learning implementation and the Semester Learning Plan was generally strong, but several courses and study programs still require more consistent implementation of planned learning activities.
- 5) Lecturer-student interaction and discussion activities require continuous strengthening, particularly through more intensive feedback, consultation opportunities, and student engagement strategies.
- 6) The use of learning media was identified as the main improvement priority at the faculty level because it obtained the lowest achievement among the nine indicators.
- 7) The Information Technology Education Study Program requires more intensive assistance compared to other study programs because several indicators were categorized as Good or Fair in the source report.
- 8) Overall, the findings indicate that faculty-level learning implementation has met the expected quality standards, while continuous improvement should focus on learning media, interaction, discussion activities, and alignment with the Semester Learning Plan.

6. CONCLUSION

- a. Based on the faculty-level monitoring and evaluation results of learning implementation in the Odd Semester 2024/2025, it can be concluded that learning implementation in FPMIPATI Universitas PGRI Semarang was generally categorized as Excellent.
- b. The consolidated survey results from 337 student respondents across four study programs showed an average achievement of 87.98%. This result indicates that learning implementation across the faculty has generally been carried out effectively and in accordance with institutional quality standards.

- c. The highest achievement was found in the indicator of Use of Learning Management System, which reached 93.00%. This shows that LMS/SPADA utilization has become a strong component of learning implementation at the faculty level.
- d. The lowest achievement was found in the indicator of Use of learning media, which reached 82.27%. Therefore, continuous improvement is required, particularly in strengthening the development and use of learning media that are interactive, innovative, and aligned with course characteristics.
- e. The faculty should maintain high-performing indicators and provide targeted support for indicators and study programs that still require improvement, especially lecturer-student interaction, discussion activities, learning media utilization, and alignment with the Semester Learning Plan.

7. RECOMMENDATIONS

- a. The faculty should maintain and optimize the use of LMS/SPADA as a digital learning platform across all study programs.
- b. Study programs should ensure stronger alignment between learning implementation and the Semester Learning Plan, including learning outcomes, materials, methods, assessments, and learning activities.
- c. Lecturers should continuously strengthen case method and project-based learning through contextual cases, collaborative projects, problem analysis, and authentic learning products.
- d. Lecturer-student interaction should be improved through more intensive academic consultation, timely feedback, reflective discussions, and open academic communication.
- e. Discussion-based learning should be strengthened by increasing student participation in classroom discussions, group discussions, and LMS-based discussion forums.
- f. Learning media should be improved through the development of interactive presentations, instructional videos, simulations, digital applications, multimedia-based materials, and course-specific media.
- g. The faculty should provide mentoring, training, or workshops for lecturers on digital learning media development, blended learning design, case method implementation, project-based learning, and student engagement strategies.
- h. Special assistance should be provided to study programs or courses with lower achievement, particularly in indicators categorized as Good or Fair.

- i. The Quality Assurance Unit should conduct regular monitoring and evaluation every semester and document follow-up actions as evidence of continuous quality improvement.

8. CLOSING

This Faculty-Level Monitoring and Evaluation Report of Learning Implementation for the Odd Semester 2024/2025 was prepared as part of the implementation of the Internal Quality Assurance System in the Faculty of Mathematics Education, Natural Sciences, and Information Technology, Universitas PGRI Semarang.

The consolidated results indicate that learning implementation across the faculty was generally categorized as Excellent, with an average achievement of 87.98%. These results demonstrate that the learning process has generally been implemented in accordance with academic quality standards. Nevertheless, continuous improvement is still required, particularly in the use of learning media, lecturer-student interaction, discussion activities, and the alignment of learning implementation with the Semester Learning Plan.

This report is expected to serve as a basis for reflection, evaluation, and follow-up actions for the faculty, study programs, lecturers, and quality assurance units in maintaining and improving the quality of learning sustainably.

9. APPENDICES

Appendix 1. Student Survey Instrument

The student survey instrument was used to obtain students' perceptions of learning implementation in the Odd Semester 2024/2025. The instrument consisted of 27 statements grouped into 9 indicators. Each indicator consisted of 3 statements.

Table A1. Student Survey Instrument

No.	Indicator	Statement
1	Lecturer attendance	The lecturer attends classes consistently according to the course schedule.
2	Lecturer attendance	The lecturer starts and ends classes according to the scheduled time.
3	Lecturer attendance	The lecturer provides information when there is a change in the class schedule.
4	Student attendance	Students attend classes actively and orderly.
5	Student attendance	Students attend classes according to the attendance requirements of the course.
6	Student attendance	Students participate in learning activities, both face-to-face and online.
7	Alignment with the Semester Learning Plan	The lecturer introduces the Semester Learning Plan or course contract at the beginning of the course.
8	Alignment with the Semester Learning Plan	The materials delivered by the lecturer are aligned with the Semester Learning Plan.
9	Alignment with the Semester Learning Plan	The learning activities are implemented according to the learning plan stated in the Semester Learning Plan.
10	Use of Learning Management System	The lecturer uses LMS or SPADA to support the learning process.
11	Use of Learning Management System	Course materials are available on LMS or SPADA.
12	Use of Learning	LMS or SPADA is used for assignment submission,

	Management System	discussion, quizzes, or examinations.
13	Implementation of blended learning	Learning is implemented by combining face-to-face and online activities proportionally.
14	Implementation of blended learning	The lecturer provides clear instructions for both face-to-face and online learning.
15	Implementation of blended learning	Online learning through LMS or digital media supports students' understanding.
16	Implementation of case method/project-based learning	The lecturer uses case studies, contextual problems, or projects in learning.
17	Implementation of case method/project-based learning	Assignments or projects help students understand course concepts.
18	Implementation of case method/project-based learning	Students are given opportunities to analyze cases, solve problems, or produce learning products.
19	Lecturer-student interaction	The lecturer provides opportunities for students to ask questions and express opinions.
20	Lecturer-student interaction	The lecturer provides responses or feedback to students' questions, assignments, or opinions.
21	Lecturer-student interaction	Communication between lecturer and students runs well during the course.
22	Discussion activities	The lecturer facilitates class discussions, group discussions, or online discussions.
23	Discussion activities	Students are actively involved in discussions during the learning process.
24	Discussion activities	Discussions help students understand course materials.
25	Use of learning media	The lecturer uses learning media appropriate to the characteristics of the course.
26	Use of learning media	The learning media used help students understand the materials.

27	Use of learning media	The lecturer uses learning media in an interesting, clear, and understandable way.
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Appendix 2. Recapitulation of Student Survey Responses by Study Program

Table A2. Recapitulation of Student Survey Responses by Study Program

No.	Study Program	Actual Score	Maximum Score	Achievement	Category
1	Mathematics Education	21,285	23,436	90.82%	Excellent
2	Biology Education	2,587	2,808	92.13%	Excellent
3	Information Technology Education	3,961	5,616	70.53%	Good
4	Physics Education	4,190	4,536	92.37%	Excellent
	Faculty Total/Average	32,023	36,396	87.98%	Excellent

Appendix 3. Faculty-Level Indicator Achievement

The faculty-level indicator achievement was calculated by aggregating actual scores and maximum scores from all study programs.

Table A3. Faculty-Level Indicator Achievement

No.	Indicator	Actual Score	Maximum Score	Percentage	Category
1	Lecturer attendance	3,604	4,044	89.12%	Excellent
2	Student attendance	3,609	4,044	89.24%	Excellent
3	Alignment of learning implementation with the Semester Learning Plan	3,519	4,044	87.02%	Excellent
4	Use of Learning Management System	3,761	4,044	93.00%	Excellent
5	Implementation of blended learning	3,702	4,044	91.54%	Excellent

6	Implementation of case method/project-based learning	3,631	4,044	89.79%	Excellent
7	Lecturer-student interaction	3,404	4,044	84.17%	Good
8	Discussion activities	3,466	4,044	85.71%	Excellent
9	Use of learning media	3,327	4,044	82.27%	Good

Appendix 4. Achievement Category of Monitoring and Evaluation Results

Table A4. Achievement Category of Monitoring and Evaluation Results

Percentage Range	Category	Description
85%-100%	Excellent	Learning implementation has been carried out very well and in accordance with quality standards.
70%-84%	Good	Learning implementation has been carried out well, but some aspects still need improvement.
55%-69%	Fair	Learning implementation is fairly good, but several aspects require improvement.
40%-54%	Poor	Learning implementation has not been optimal and requires follow-up actions.
< 40%	Very Poor	Learning implementation has not met the quality standards and requires comprehensive improvement.

Appendix 5. Follow-Up Plan for Monitoring and Evaluation Results

Table A5. Follow-Up Plan for Monitoring and Evaluation Results

No.	Indicator	Achievement	Main Issue	Follow-Up Plan
1	Lecturer attendance	89.12%	Consistency of lecturer attendance and punctuality needs to be maintained.	Strengthen lecturer attendance monitoring and class schedule evaluation.
2	Student attendance	89.24%	Student participation and discipline need to be	Strengthen academic communication, student

			maintained.	motivation, and attendance monitoring.
3	Alignment with the Semester Learning Plan	87.02%	Consistency between learning implementation and the Semester Learning Plan needs to be strengthened.	Conduct periodic reviews of learning outcomes, materials, methods, assessments, and learning implementation.
4	Use of Learning Management System	93.00%	LMS utilization has been strong and needs to be maintained and optimized.	Maintain LMS/SPADA implementation and improve digital content, online activities, assignments, and evaluation features.
5	Implementation of blended learning	91.54%	Proportional integration of online and face-to-face learning needs continuous improvement.	Improve blended learning design and provide guidance on integrated learning activities.
6	Implementation of case method/project-based learning	89.79%	The variety and relevance of cases and projects need to be expanded.	Conduct workshops and mentoring programs on case method and project-based learning design.
7	Lecturer-student interaction	84.17%	Academic interaction, consultation opportunities, and feedback mechanisms need to be strengthened.	Improve consultation forums, reflective discussions, interactive communication, and assignment feedback.
8	Discussion activities	85.71%	Student involvement and distribution of discussion activities need improvement.	Strengthen classroom discussions, group discussions, collaborative learning, and LMS-based forums.

9	Use of learning media	82.27%	The variety, interactivity, and quality of learning media need to be improved.	Provide training on digital learning media, instructional videos, simulations, interactive applications, and multimedia-based materials.
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