

REPORT
MONITORING AND EVALUATION OF ASSESSMENT DOCUMENTS
MID-TERM EXAMINATION AND FINAL EXAMINATION
EVEN SEMESTER 2024/2025

QUALITY ASSURANCE SUB-UNIT
PHYSICS EDUCATION STUDY PROGRAM
FACULTY OF MATHEMATICS EDUCATION, NATURAL SCIENCES, AND INFORMATION
TECHNOLOGY
UNIVERSITAS PGRI SEMARANG
2025

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

Physics Education QA Sub Unit Team

1. Dr. Sigit Ristanto, ST, M.Sc.

PREFACE

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 Physics Education Study Program, Faculty of Mathematics Education, Natural Sciences, and Information Technology, Universitas PGRI Semarang, Even Semester 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 Physics Education Study 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, namely Mid-Term Examination documents and Final Examination documents. The Mid-Term Examination review covered 25 course documents, while the Final Examination review covered 24 course documents. The two review processes were separated because the examinations were conducted at different times and had different assessment scopes.

The quality review indicators included the validity principle, educational principle, authentic principle, objective principle, and accountable principle. This report is expected to serve as a basis for reflection, evaluation, and follow-up actions in improving the quality of assessment documents and supporting the implementation of internal quality assurance.

Semarang, September 17, 2025
Quality Assurance Sub-Unit
Physics Education Study Program

Dr. Sigit Ristanto, ST, M.Sc.

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A. INTRODUCTION

Assessment is an essential component of the teaching and learning process in higher education. Through assessment, lecturers can measure the extent to which students have achieved the intended learning outcomes. Therefore, assessment documents, including Mid-Term Examination and Final Examination question papers, need to be reviewed regularly to ensure that they meet academic quality standards.

In the Physics Education Study Program, assessment document monitoring and evaluation are conducted as part of the Internal Quality Assurance System. This activity is intended to ensure that examination documents prepared by course lecturers are aligned with course materials, the Semester Learning Plan, and the intended learning outcomes. In addition, the review also ensures that the assessment process is implemented in a valid, educational, authentic, objective, and accountable manner.

The Mid-Term Examination and Final Examination were reviewed separately because they were conducted at different stages of the semester. The Mid-Term Examination was used to evaluate students' learning achievement during the first half of the semester, while the Final Examination was used to evaluate students' learning achievement at the end of the semester. Therefore, the review results, findings, and follow-up recommendations for both examinations are presented separately in this report.

The monitoring and evaluation activity covered assessment documents from the Physics Education Study Program during the Even Semester 2024/2025. The Mid-Term Examination review covered 25 course documents, while the Final Examination review covered 24 course documents. The reviewed documents included examination question papers, examination instructions, scoring guidelines, answer keys, and supporting assessment criteria submitted by course lecturers.

The legal and institutional bases for this monitoring and evaluation activity 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 of the Republic of Indonesia Number 39 of 2025 concerning Quality Assurance in Higher Education, Internal Quality Assurance System documents of Universitas PGRI Semarang, Learning and Assessment Quality Standards of Universitas PGRI Semarang, and the academic guidelines of the Physics Education Study Program, FPMIPATI, Universitas PGRI Semarang.

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.

In addition, this monitoring and evaluation aimed to ensure that the examination documents fulfilled 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 that required improvement and provide follow-up recommendations for strengthening assessment quality in the following 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 during 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 courses in the Physics Education Study Program.

The review was conducted by the Quality Assurance Sub-Unit of the Physics Education Study 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 April 14 to April 26, 2025. This review focused on the examination documents used in the middle of the semester. The Final Examination document review was conducted from June 16 to June 28, 2025 and focused on the examination documents used at the end of the semester.

Table 1. List of Courses and Course Lecturers Reviewed

No.	Course	Course Lecturers
1	Mathematical Physics 1	Joko Saefan, M.Sc
2	Computer Programming	Joko Saefan, M.Sc
3	Mechanics 1	Joko Saefan, M.Sc
4	Thermodynamics	Dr. Harto Nuroso, M.Pd
5	Professional Ethics	Ernawati Saptaningrum, M.Pd
6	Fundamental Physics 2 (Theory)	Dr. Affandi Faisal Kurniawan, M.Sc
7	Fundamental Physics 2 (Practical)	Dr. Affandi Faisal Kurniawan, M.Sc
8	Indonesian Language	Muhajir, S.Pd., M.Hum
9	English Language	Siti Nur'Aini, S.Pd., M.Hum., Ph.D
10	Pancasila Education	Dr. Sri Suneki, M.Si
11	Environmental Physics	Dr. Harto Nuroso, M.Pd
12	Advanced Electronics	Wawan Kurniawan, M.Si
13	Introduction to Quantum Mechanics	Dr. Sigit Ristanto, M.Sc
14	Nuclear Physics	Dr. Sigit Ristanto, M.Sc
15	Introduction to Astronomy	Dr. Harto Nuroso, M.Pd
16	Waves and Optics	Wawan Kurniawan, M.Si
17	High School Physics 2	Suyanto, M.Pd
18	Solid State Physics	Dr. Affandi Faisal Kurniawan, M.Sc
19	Learning Process and Outcome Evaluation	Dr. Ernawati Saptaningrum, M.Pd

20	Physics Education Laboratory	Prof. Dr. Nur Khoiri, M.Pd
21	Interfacing 2	Wawan Kurniawan, M.Si
22	21st-Century Learning (P2)	Dr. Ernawati Saptaningrum, M.Pd
23	Physics Learning Design	Dr. Joko Siswanto, M.Pd
24	Physics Teaching Media and Materials	Dr. Joko Siswanto, M.Pd
25	School-Based Teaching Practice Program	Wawan Kurniawan, M.Si

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 category of achievement was determined using the criteria presented in Table 2.

Table 2. Achievement Category of Assessment Document Review

Percentage Range	Category	Description
85%-100%	Excellent	The assessment document fulfills almost all quality principles and is suitable for use.
70%-84%	Good	The assessment document generally fulfills the quality principles but requires improvement in several aspects.
55%-69%	Fair	The assessment document fulfills some quality principles but needs 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 used five main 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 of Assessment Documents

No.	Principle	Review Focus	Description
1	Validity Principle	Content validity and face validity	The examination questions are aligned with course materials, the Semester Learning Plan, and 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	Authentic 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	Accountable Principle	Accountability of assessment	The examination documents include clear procedures, instructions, criteria, scoring guidelines, answer keys, and assessment rubrics.

The Validity Principle consists of content validity and face validity. Content validity refers to the alignment between examination questions, course materials, the Semester Learning Plan, and learning outcomes. Face validity refers to the clarity of the question format, layout, language, and readability.

The Educational Principle refers to the extent to which examination questions encourage students to improve their learning planning and learning strategies and support the achievement of learning outcomes. The Authentic Principle refers to the extent to which examination questions reflect students' competencies developed during the learning process and relate to meaningful academic or contextual tasks.

The Objective Principle refers to the extent to which assessment is based on clear standards and is free from subjective bias. Meanwhile, the Accountable Principle refers to the availability of clear examination procedures, instructions, scoring guidelines, answer keys, and assessment criteria that can be understood by students.

E. RESULTS OF MID-TERM EXAMINATION DOCUMENT REVIEW

1. General Recapitulation of Mid-Term Examination Review

The Mid-Term Examination document review was conducted from April 14 to April 26, 2025, on 25 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 100.00%, which was categorized as Excellent. This indicates that the Mid-Term Examination documents fulfilled the expected assessment quality principles.

The highest achievement in the Mid-Term Examination review was found equally in all five principles, each reaching 100.00%. Therefore, the review results indicate that the submitted Mid-Term Examination documents had complete and consistent quality components based on the monitoring instrument.

2. Indicator Achievement of Mid-Term Examination Review

Table 4. Results of Mid-Term Examination Document Review

No.	Assessment Quality Principle	Achievement	Category
1	Validity Principle	100.00%	Excellent
2	Educational Principle	100.00%	Excellent
3	Authentic Principle	100.00%	Excellent
4	Objective Principle	100.00%	Excellent
5	Accountable Principle	100.00%	Excellent
	Average	100.00%	Excellent

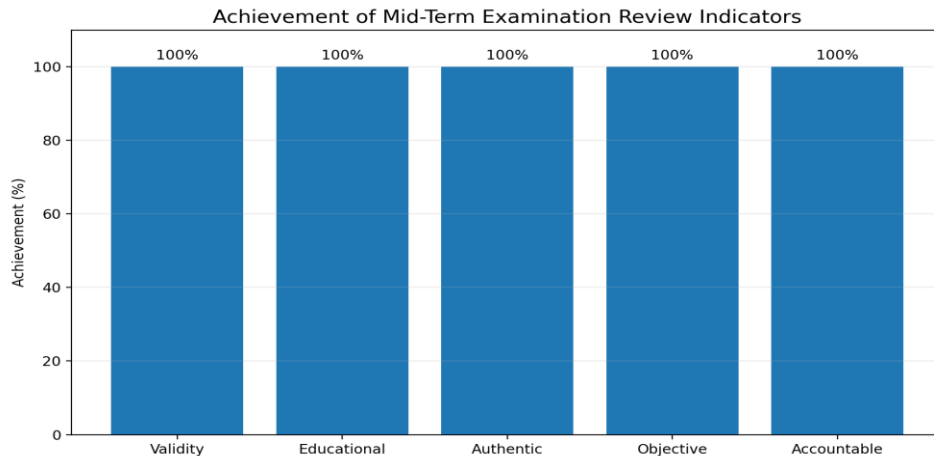


Figure 1. Achievement of Mid-Term Examination Review Indicators

3. Analysis of Mid-Term Examination Review Results

The Validity Principle achieved 100.00% and was categorized as Excellent. This result indicates that the Mid-Term Examination questions were aligned with course materials, the Semester Learning Plan, and learning outcomes.

The Educational Principle achieved 100.00% and was categorized as Excellent. This indicates that the examination questions supported students in reviewing learning achievement and strengthening their learning strategies.

The Authentic Principle achieved 100.00% and was categorized as Excellent. This result shows that the Mid-Term Examination questions reflected competencies developed during the learning process and could be used to measure meaningful learning achievement.

The Objective Principle achieved 100.00% and was categorized as Excellent. This indicates that the examination documents provided clear assessment standards and minimized subjective interpretation in scoring.

The Accountable Principle achieved 100.00% and was categorized as Excellent. This indicates that the examination documents had clear instructions, scoring guidelines, and supporting assessment components.

4. Findings of Mid-Term Examination Review

The review results show that all 25 Mid-Term Examination documents were categorized as Excellent. The documents had good alignment with course materials and learning outcomes, used clear question formats, and included assessment components that support validity, educational value, authenticity, objectivity, and accountability.

Although the results were excellent, continuous improvement remains necessary. Lecturers should maintain the completeness of examination documents, including question grids, answer keys, scoring guidelines, and rubrics, so that the quality of assessment remains consistent in the following semester.

F. RESULTS OF FINAL EXAMINATION DOCUMENT REVIEW

1. General Recapitulation of Final Examination Review

The Final Examination document review was conducted from June 16 to June 28, 2025, on 24 examination documents submitted by course lecturers. The review was conducted separately from the Mid-Term Examination review because the Final Examination was conducted at the end of the semester and assessed broader course learning achievements.

The overall achievement of the Final Examination document review was 100.00%, which was categorized as Excellent. This result indicates that the Final Examination documents fulfilled the expected assessment quality principles.

The highest achievement in the Final Examination review was found equally in all five principles, each reaching 100.00%. This indicates that the Final Examination documents had strong alignment, clarity, authenticity, objectivity, and accountability.

2. Indicator Achievement of Final Examination Review

Table 5. Results of Final Examination Document Review

No.	Assessment Quality Principle	Achievement	Category
1	Validity Principle	100.00%	Excellent
2	Educational Principle	100.00%	Excellent
3	Authentic Principle	100.00%	Excellent
4	Objective Principle	100.00%	Excellent
5	Accountable Principle	100.00%	Excellent
	Average	100.00%	Excellent

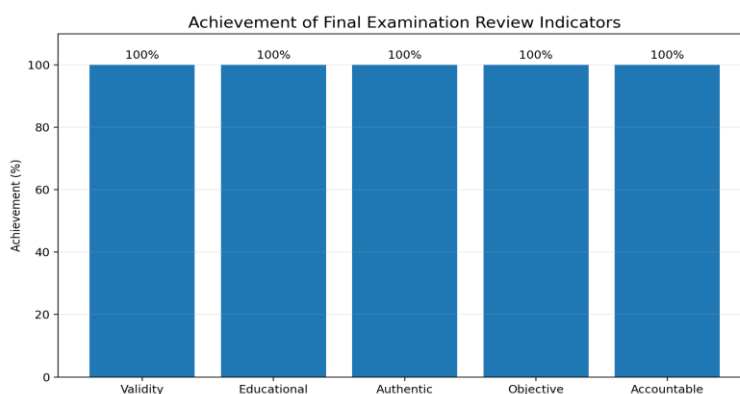


Figure 2. Achievement of Final Examination Review Indicators

3. Analysis of Final Examination Review Results

The Validity Principle achieved 100.00% and was categorized as Excellent. This indicates that the Final Examination questions were aligned with course materials and expected learning outcomes.

The Educational Principle achieved 100.00% and was categorized as Excellent. The questions supported students in demonstrating learning achievement at the end of the semester.

The Authentic Principle achieved 100.00% and was categorized as Excellent. This shows that the examination documents reflected meaningful assessment tasks related to students' competencies.

The Objective Principle achieved 100.00% and was categorized as Excellent. This indicates that the documents provided clear assessment standards and reduced subjective scoring bias.

The Accountable Principle achieved 100.00% and was categorized as Excellent. This result indicates that the Final Examination documents were supported by clear procedures, instructions, scoring guidelines, answer keys, and assessment criteria.

4. Findings of Final Examination Review

The Final Examination documents showed strong quality across all review principles. All 24 reviewed documents were categorized as Excellent. The documents demonstrated clear alignment with learning outcomes, appropriate question format, objective scoring components, and accountable assessment procedures.

The results show that the Physics Education Study Program has maintained the quality of Final Examination documents. Continuous documentation and regular review are recommended to preserve the consistency of assessment quality.

G. COMPARISON BETWEEN MID-TERM AND FINAL EXAMINATION REVIEW RESULTS

The comparison between Mid-Term Examination and Final Examination review results shows that both examination document reviews achieved the Excellent category. The average achievement of the Mid-Term Examination and Final Examination documents was 100.00%.

The comparison indicates that the quality of assessment documents was consistently maintained across both examination stages. Since all five assessment quality principles reached 100.00% in both reviews, no decrease or increase was identified in the aggregated results.

Table 6. Comparison of Mid-Term and Final Examination Review Results

No.	Assessment Quality Principle	Mid-Term Examination	Final Examination	Improvement
1	Validity Principle	100.00%	100.00%	+0.00%
2	Educational Principle	100.00%	100.00%	+0.00%
3	Authentic Principle	100.00%	100.00%	+0.00%
4	Objective Principle	100.00%	100.00%	+0.00%
5	Accountable Principle	100.00%	100.00%	+0.00%
	Average	100.00%	100.00%	+0.00%

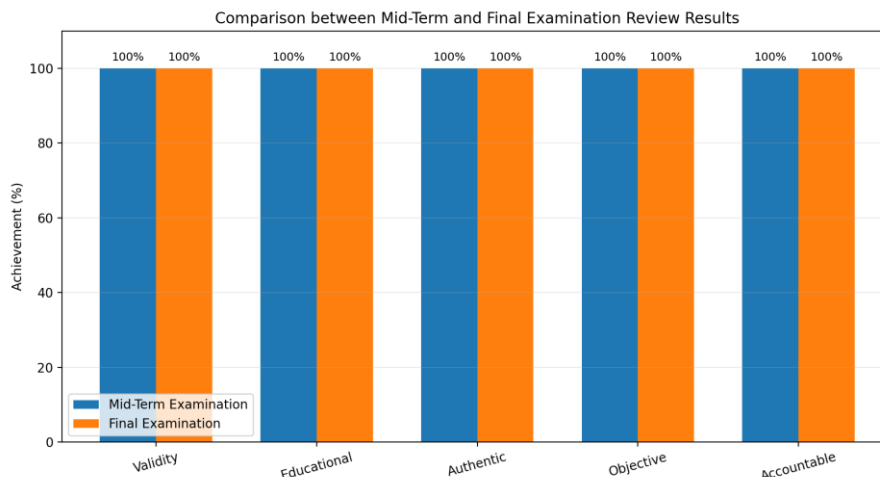


Figure 3. Comparison between Mid-Term and Final Examination Review Results

The results show that validity, educational value, authenticity, objectivity, and accountability were consistently fulfilled in both Mid-Term Examination and Final Examination documents. This condition indicates that assessment document preparation in the Physics Education Study Program has followed the expected quality standards.

H. CONCLUSION

Based on the monitoring and evaluation results, both Mid-Term Examination and Final Examination documents in the Physics Education Study Program for the Even Semester 2024/2025 were categorized as Excellent.

The Mid-Term Examination document review was conducted from April 14 to April 26, 2025, and covered 25 course documents. The review achieved an average score of 100.00%. All five assessment quality principles, namely validity, educational value, authenticity, objectivity, and accountability, reached 100.00%.

The Final Examination document review was conducted from June 16 to June 28, 2025, and covered 24 course documents. The review achieved an average score of 100.00%. All five assessment quality principles also reached 100.00%.

The review results showed consistent achievement between the Mid-Term Examination and Final Examination reviews. This indicates that the assessment documents prepared by lecturers were generally complete, aligned with learning outcomes, objectively assessable, and accountable for use in measuring student learning achievement.

I. RECOMMENDATIONS

1. Course lecturers should maintain the alignment between examination questions, course materials, the Semester Learning Plan, and learning outcomes.

2. The educational function of assessment should continue to be strengthened by designing examination questions that support students' learning reflection, learning improvement, and achievement of learning outcomes.
3. Course lecturers are encouraged to maintain authentic assessment by incorporating contextual problems, case-based questions, application-based tasks, and problem-solving activities.
4. Objectivity in assessment should be maintained by providing clear question structures, assessment standards, answer keys, and scoring criteria.
5. The Accountable Principle should continue to be strengthened by ensuring that examination documents are completed with clear instructions, answer keys, scoring guidelines, assessment rubrics, and examination procedures.
6. The Quality Assurance Sub-Unit should continue reviewing Mid-Term Examination and Final Examination documents separately to ensure that each examination stage is properly monitored.
7. Follow-up actions from each review should be documented as evidence of continuous improvement in assessment quality assurance.

J. CLOSING

This Monitoring and Evaluation Report of Assessment Documents for Mid-Term Examination and Final Examination was prepared as part of the Internal Quality Assurance System of the Physics Education Study Program, Faculty of Mathematics Education, Natural Sciences, and Information Technology, Universitas PGRI Semarang.

The results of this monitoring and evaluation show that assessment documents in the Even Semester 2024/2025 were generally well prepared and suitable for use. The consistency of achievement between Mid-Term Examination and Final Examination indicates that assessment quality assurance was implemented in a systematic and sustainable manner.

This report is expected to serve as a basis for academic reflection, quality improvement, and accreditation evidence related to assessment implementation in the Physics Education Study Program.

Semarang, September 17, 2025
Quality Assurance Sub-Unit
Physics Education Study Program

Dr. Sigit Ristanto, ST, M.Sc.

14	Nuclear Physics	100%	100%	100%	100%	100%	Excellent
15	Introduction to Astronomy	100%	100%	100%	100%	100%	Excellent
16	Waves and Optics	100%	100%	100%	100%	100%	Excellent
17	High School Physics 2	100%	100%	100%	100%	100%	Excellent
18	Solid State Physics	100%	100%	100%	100%	100%	Excellent
19	Learning Process and Outcome Evaluation	100%	100%	100%	100%	100%	Excellent
20	Physics Education Laboratory	100%	100%	100%	100%	100%	Excellent
21	Interfacing 2	100%	100%	100%	100%	100%	Excellent
22	21st-Century Learning (P2)	100%	100%	100%	100%	100%	Excellent
23	Physics Learning Design	100%	100%	100%	100%	100%	Excellent
24	Physics Teaching Media and Materials	100%	100%	100%	100%	100%	Excellent

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	Examination questions were aligned with course materials and learning outcomes.	Maintain alignment review between questions, Semester Learning Plan, and learning outcomes before examination implementation.	Course Lecturers and Quality Assurance Sub-Unit
2	Educational Principle	The questions supported learning achievement.	Continue providing guidance on constructing questions that support student reflection and learning achievement.	Study Program
3	Authentic Principle	The questions reflected meaningful academic tasks.	Maintain and enrich authentic assessment through contextual, case-based, and application-based tasks.	Study Program
4	Objective Principle	The scoring criteria were clear and objective.	Require scoring guidelines or marking schemes for all examination documents.	Course Lecturers
5	Accountable Principle	Examination documents included accountable assessment components.	Standardize examination document templates including instructions, rubrics, answer keys, and scoring guidelines.	Quality Assurance Sub-Unit
6	Continuous Improvement	UTS and UAS results were consistently Excellent.	Document monitoring results and follow-up actions as evidence of quality improvement.	Quality Assurance Sub-Unit and Head of Study Program