

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, Academic Year 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 review was conducted using the monitoring data from the Mid-Term Examination and Final Examination document review forms submitted by lecturers in the Physics Education Study Program.

The quality review indicators followed the report template, namely the validity principle, educational principle, authentic principle, objective principle, and accountable principle. The review was conducted on assessment documents from 30 courses offered in the Physics Education Study Program during the Even Semester 2024/2025.

This report is expected to serve as a basis for reflection, evaluation, and follow-up actions in improving the quality of assessment documents. The results of this monitoring and evaluation also serve as supporting evidence for internal quality assurance and accreditation purposes.

Semarang, February 27, 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 30 courses in the Physics Education Study Program during the Even Semester 2024/2025. 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 30 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 focused on the examination documents used in the middle of the semester. The main emphasis was on the alignment of examination questions with course materials covered during the first half of the semester, the clarity of question format, examination instructions, scoring guidelines, answer keys, and accountable assessment criteria.

The Final Examination document review focused on the examination documents used at the end of the semester. The main emphasis was on the alignment of questions with overall course learning outcomes, the authenticity of assessment, the objectivity of scoring criteria, and the accountability of examination procedures.

Table 1. List of Courses and Course Lecturers Reviewed

No.	Course	Course Lecturers
1	Modern Physics	Dr. Affandi Faizal Kurniawan, M.Sc
2	Fundamental Physics 1	Dr. Affandi Faizal Kurniawan, M.Sc
3	Applied Physics Studies	Dr. Affandi Faizal Kurniawan, M.Sc
4	Microteaching	Ernawati Saptaningrum, M.Pd
5	Physics Learning and Teaching	Ernawati Saptaningrum, M.Pd
6	Physics Learning Strategies	Ernawati Saptaningrum, M.Pd
7	Professional Ethics	Ernawati Saptaningrum, M.Pd
8	Learner Development	Dr. Harto Nuroso, M.Pd
9	Basic Statistics	Dr. Harto Nuroso, M.Pd
10	Research Methodology	Dr. Harto Nuroso, M.Pd
11	Computational Physics	Joko Saefan, M.Sc
12	Mathematical Physics 2	Joko Saefan, M.Sc
13	Mechanics 2	Joko Saefan, M.Sc
14	Scientific Publication in Physics Education	Joko Saefan, M.Sc
15	Undergraduate Thesis Proposal Seminar	Joko Saefan, M.Sc
16	Foundations of Education	Dr. Joko Siswanto, M.Pd
17	Philosophy of Science	Dr. Joko Siswanto, M.Pd
18	High School Physics 1	Dr. Nur Khoiri, M.Pd

19	Undergraduate Thesis Proposal Seminar	Dr. Nur Khoiri, M.Pd
20	Scientific Publication in Physics Education	Dr. Nur Khoiri, M.Pd
21	Electricity and Magnetism	Dr. Sigit Ristanto, M.Sc
22	Statistical Physics	Dr. Sigit Ristanto, M.Sc
23	Physics Experiments	Dr. Sigit Ristanto, M.Sc
24	Fundamental Physics for Biology	Dr. Sigit Ristanto, M.Sc
25	Advanced Electronics Laboratory	Wawan Kurniawan, M.Si
26	Interfacing 1 (P1)	Wawan Kurniawan, M.Si
27	Interfacing 3 (P3)	Wawan Kurniawan, M.Si
28	Entrepreneurship	Wawan Kurniawan, M.Si
29	Basic Electronics Laboratory	Wawan Kurniawan, M.Si
30	Basic Electronics	Wawan Kurniawan, M.Si

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 2. 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 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 3.

Table 3. 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.

E. RESULTS OF MID-TERM EXAMINATION DOCUMENT REVIEW

1. General Recapitulation of Mid-Term Examination Review

The Mid-Term Examination document review was conducted on 30 examination documents submitted by course lecturers. The review was based on five assessment quality principles, namely validity, educational value, authenticity, objectivity, and accountability.

Based on the Mid-Term Examination review data, all monitored documents fulfilled the required indicators. 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 generally fulfilled the expected assessment quality principles.

The highest achievement in the Mid-Term Examination review was found in all five principles, each reaching 100.00%. No principle showed a lower achievement. Therefore, the main follow-up action is to maintain document quality and ensure that the completeness of examination documents is consistently preserved in the following semester.

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

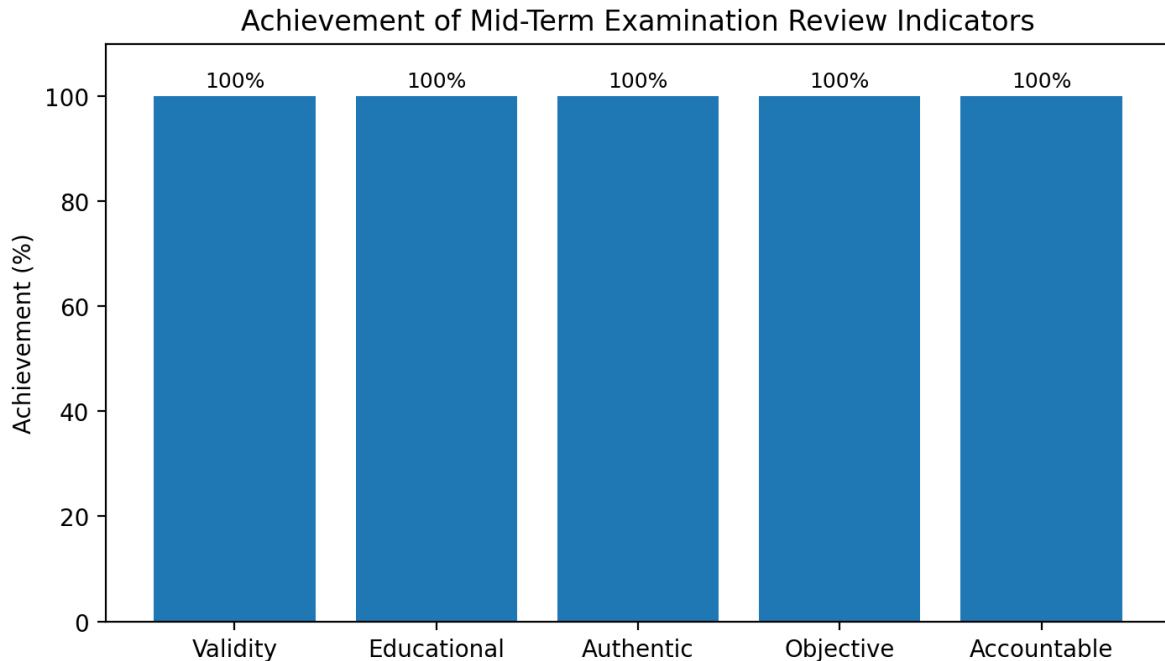


Figure 1. Achievement of Mid-Term Examination Review Indicators

3. Analysis of Mid-Term Examination Review Results

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

The Educational Principle achieved 100.00% and was categorized as Excellent. This indicates that the examination questions encouraged students to review learning achievement and demonstrate understanding of the course materials.

The Authentic Principle achieved 100.00% and was categorized as Excellent. This result shows that the examination questions reflected students' competencies developed during the learning process and supported the measurement of meaningful academic abilities.

The Objective Principle achieved 100.00% and was categorized as Excellent. This indicates that the examination documents included clear assessment standards and scoring directions, supporting objective assessment implementation.

The Accountable Principle achieved 100.00% and was categorized as Excellent. This result indicates that the examination documents included supporting components such as instructions, scoring guidelines, and criteria required for accountable assessment.

4. Findings of Mid-Term Examination Review

- a. All reviewed Mid-Term Examination documents fulfilled the expected quality indicators.
- b. Examination documents showed strong alignment with course materials and learning outcomes.
- c. Question format, language clarity, and assessment directions were generally clear.
- d. Scoring guidance and accountability components were available in the monitored documents.
- e. Continuous quality maintenance is required so that all documents remain complete and 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 on 30 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 quality principles and were suitable to be used as assessment instruments.

The highest achievement in the Final Examination review was found in all five principles, each reaching 100.00%. No lower indicator was identified in the consolidated data. Therefore, the follow-up action should focus on maintaining consistency and ensuring that the same level of document quality is sustained.

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

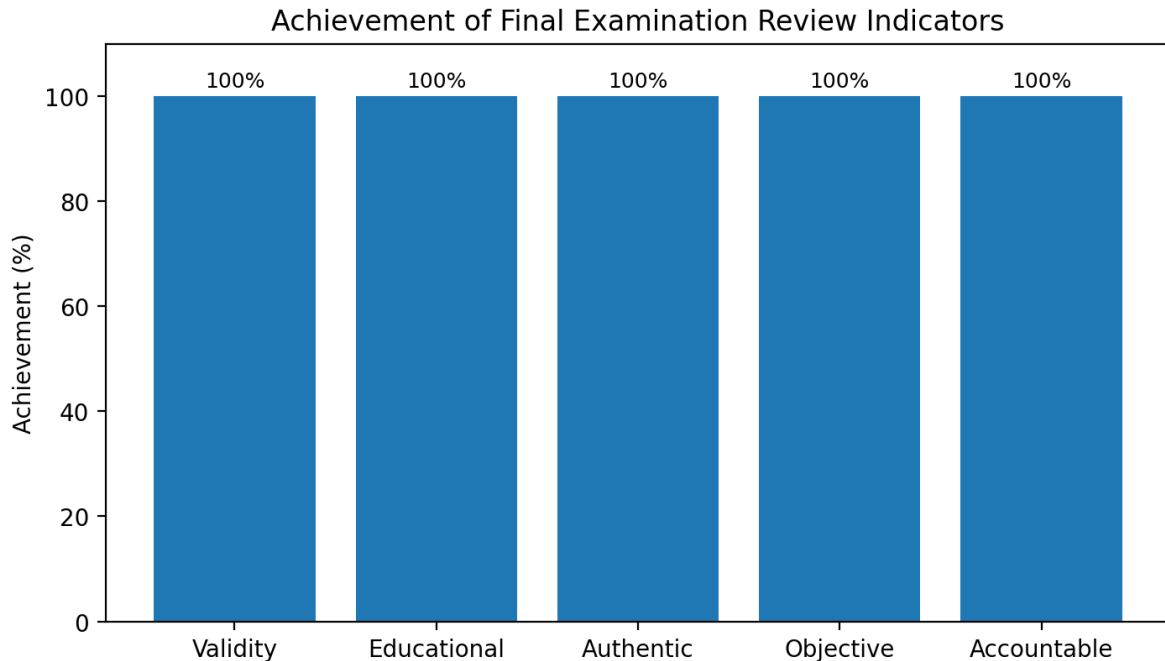


Figure 2. Achievement of Final Examination Review Indicators

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 learning outcomes.

The Educational Principle achieved 100.00% and was categorized as Excellent. This indicates that the Final Examination questions supported students in demonstrating learning achievement and understanding.

The Authentic Principle achieved 100.00% and was categorized as Excellent. This shows that the Final Examination documents supported the measurement of actual competencies developed through learning activities.

The Objective Principle achieved 100.00% and was categorized as Excellent. This indicates that the Final Examination documents were supported by clear standards and scoring directions.

The Accountable Principle achieved 100.00% and was categorized as Excellent. This result indicates that the Final Examination documents included clear instructions, scoring guidelines, and supporting assessment criteria.

4. Findings of Final Examination Review

- a. All reviewed Final Examination documents fulfilled the expected quality indicators.
- b. Final Examination questions were aligned with course materials and learning outcomes.
- c. The examination documents demonstrated clear question format, language use, and scoring directions.

- d. Assessment objectivity and accountability were strongly reflected in the reviewed documents.
- e. The review results indicate that assessment document preparation in the Physics Education Study Program was consistently strong.

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

The comparison between Mid-Term Examination and Final Examination review results shows that the quality of assessment documents was consistently maintained at the Excellent level. The average achievement of both reviews reached 100.00%.

Because both Mid-Term Examination and Final Examination documents achieved full indicator fulfillment, the comparison does not show numerical improvement. Instead, it demonstrates consistency in maintaining assessment document quality across two examination stages.

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%

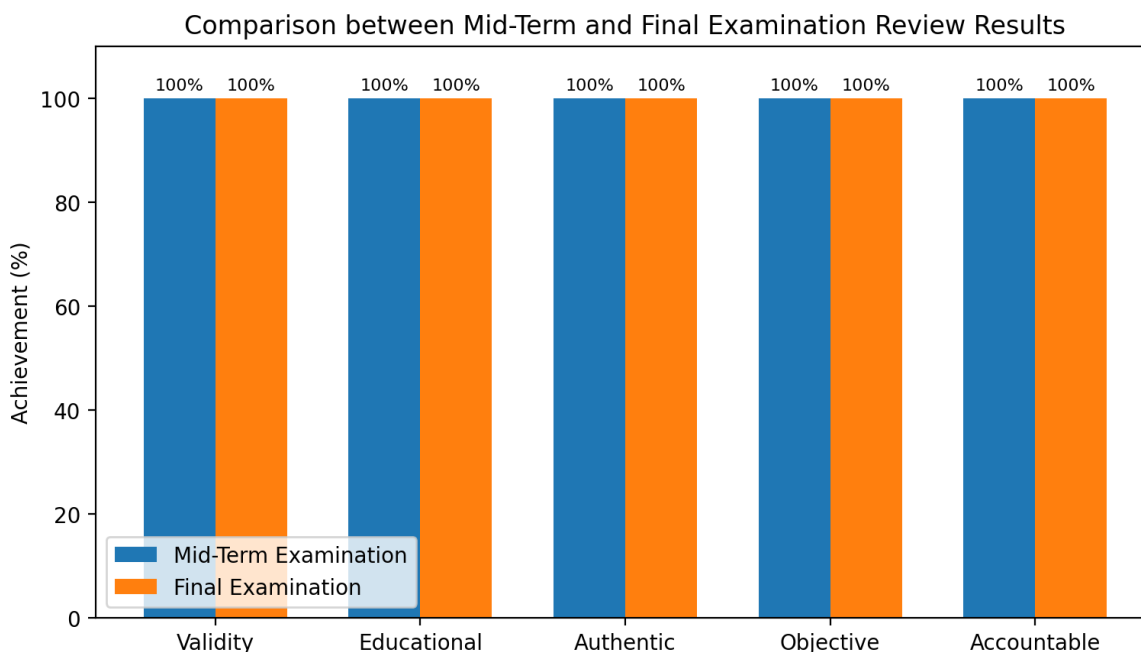


Figure 3. Comparison between Mid-Term and Final Examination Review Results

The results indicate that all assessment quality principles, namely validity, educational value, authenticity, objectivity, and accountability, were consistently achieved in both examination document reviews. This consistency reflects the readiness of course lecturers in preparing examination documents according to the expected assessment 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 on 30 assessment documents and achieved an average score of 100.00%. All five assessment quality principles reached 100.00%, namely the Validity Principle, Educational Principle, Authentic Principle, Objective Principle, and Accountable Principle.

The Final Examination document review was also conducted on 30 assessment documents and achieved an average score of 100.00%. Similar to the Mid-Term Examination review, all five assessment quality principles reached 100.00%.

The comparison between the Mid-Term Examination and Final Examination review results shows that the quality of assessment documents was consistently maintained at the Excellent level. This indicates that the Physics Education Study Program has implemented assessment document preparation in accordance with the expected academic quality standards.

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 needs to be maintained by providing clear question structures, assessment standards, answer keys, and scoring criteria.
5. The Accountable Principle should continue to be maintained by ensuring that examination documents include 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 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 well prepared and suitable for use. The consistent achievement in both Mid-Term Examination and Final Examination reviews 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, February 27, 2025
Quality Assurance Sub-Unit
Physics Education Study Program

Dr. Sigit Ristanto, ST, M.Sc.

K. APPENDICES

Appendix 1. Mid-Term Examination Document Review Instrument

Table 7. Mid-Term Examination Document Review Instrument

No.	Review Indicator	Evidence Reviewed
1	Is the test item accompanied by a test blueprint?	Examination question paper and supporting assessment document
2	Is the test item format in accordance with the established test-item template?	Examination question paper and supporting assessment document
3	Is the content of the test item aligned with the Course Learning Outcomes and Sub-Course Learning Outcomes?	Examination question paper and supporting assessment document
4	Does the test item use question words or command words that require an extended response?	Examination question paper and supporting assessment document
5	Is the test item accompanied by clear specific instructions on how to answer the question?	Examination question paper and supporting assessment document
6	Is the test item accompanied by a scoring guide?	Examination question paper and supporting assessment document
7	Are tables, figures, graphs, maps, or similar elements presented clearly, readable, functional, and easy to refer to?	Examination question paper and supporting assessment document
8	Does the test item have a communicative sentence structure?	Examination question paper and supporting assessment document
9	Does the test item use proper and standard Indonesian language?	Examination question paper and supporting assessment document
10	Does the test item avoid multiple interpretations?	Examination question paper and supporting assessment document
11	Can the test item train students' information-processing skills?	Examination question paper and supporting assessment document
12	Can the test item be used to train students' ability to connect various concepts in problem solving?	Examination question paper and supporting assessment document

Appendix 2. Mid-Term Examination Review Results by Course

Table 8. Mid-Term Examination Review Results by Course

No.	Course	Course Lecturers	Score	Percentage	Category
1	Modern Physics	Dr. Affandi Faizal Kurniawan, M.Sc	12/12	100.00%	Excellent
2	Fundamental Physics 1	Dr. Affandi Faizal Kurniawan, M.Sc	12/12	100.00%	Excellent
3	Applied Physics Studies	Dr. Affandi Faizal Kurniawan, M.Sc	12/12	100.00%	Excellent
4	Microteaching	Ernawati Saptaningrum, M.Pd	12/12	100.00%	Excellent
5	Physics Learning and Teaching	Ernawati Saptaningrum, M.Pd	12/12	100.00%	Excellent
6	Physics Learning Strategies	Ernawati Saptaningrum, M.Pd	12/12	100.00%	Excellent
7	Professional Ethics	Ernawati Saptaningrum, M.Pd	12/12	100.00%	Excellent
8	Learner Development	Dr. Harto Nuroso, M.Pd	12/12	100.00%	Excellent
9	Basic Statistics	Dr. Harto Nuroso, M.Pd	12/12	100.00%	Excellent
10	Research Methodology	Dr. Harto Nuroso, M.Pd	12/12	100.00%	Excellent
11	Computational Physics	Joko Saefan, M.Sc	12/12	100.00%	Excellent
12	Mathematical Physics 2	Joko Saefan, M.Sc	12/12	100.00%	Excellent
13	Mechanics 2	Joko Saefan, M.Sc	12/12	100.00%	Excellent
14	Scientific Publication in Physics Education	Joko Saefan, M.Sc	12/12	100.00%	Excellent
15	Undergraduate Thesis Proposal Seminar	Joko Saefan, M.Sc	12/12	100.00%	Excellent
16	Foundations of Education	Dr. Joko Siswanto, M.Pd	12/12	100.00%	Excellent
17	Philosophy of Science	Dr. Joko Siswanto, M.Pd	12/12	100.00%	Excellent
18	High School Physics 1	Dr. Nur Khoiri, M.Pd	12/12	100.00%	Excellent

19	Undergraduate Thesis Proposal Seminar	Dr. Nur Khoiri, M.Pd	12/12	100.00%	Excellent
20	Scientific Publication in Physics Education	Dr. Nur Khoiri, M.Pd	12/12	100.00%	Excellent
21	Electricity and Magnetism	Dr. Sigit Ristanto, M.Sc	12/12	100.00%	Excellent
22	Statistical Physics	Dr. Sigit Ristanto, M.Sc	12/12	100.00%	Excellent
23	Physics Experiments	Dr. Sigit Ristanto, M.Sc	12/12	100.00%	Excellent
24	Fundamental Physics for Biology	Dr. Sigit Ristanto, M.Sc	12/12	100.00%	Excellent
25	Advanced Electronics Laboratory	Wawan Kurniawan, M.Si	12/12	100.00%	Excellent
26	Interfacing 1 (P1)	Wawan Kurniawan, M.Si	12/12	100.00%	Excellent
27	Interfacing 3 (P3)	Wawan Kurniawan, M.Si	12/12	100.00%	Excellent
28	Entrepreneurship	Wawan Kurniawan, M.Si	12/12	100.00%	Excellent
29	Basic Electronics Laboratory	Wawan Kurniawan, M.Si	12/12	100.00%	Excellent
30	Basic Electronics	Wawan Kurniawan, M.Si	12/12	100.00%	Excellent
	Average		360/360	100.00%	Excellent

Appendix 3. Final Examination Document Review Instrument

Table 9. Final Examination Document Review Instrument

No.	Review Indicator	Evidence Reviewed
1	Is the test item format in accordance with the established test-item template?	Examination question paper and supporting assessment document
2	Is the content of the test item aligned with the course?	Examination question paper and supporting assessment document
3	Does the test item use question words or command words that require an extended response?	Examination question paper and supporting assessment document
4	Is the test item accompanied by clear specific or additional instructions on how to answer the question?	Examination question paper and supporting assessment document
5	Is the test item accompanied by a scoring guideline?	Examination question paper and supporting assessment document
6	Are tables, figures, graphs, maps, or similar elements presented clearly, readable, functional, and easy to refer to?	Examination question paper and supporting assessment document
7	Does the test item have a communicative sentence structure?	Examination question paper and supporting assessment document
8	Does the test item use proper and standard Indonesian language?	Examination question paper and supporting assessment document
9	Does the test item avoid multiple interpretations?	Examination question paper and supporting assessment document
10	Can the test item train students' information-processing skills?	Examination question paper and supporting assessment document
11	Can the test item be used to train students' ability to connect various concepts in problem solving?	Examination question paper and supporting assessment document

Appendix 4. Final Examination Review Results by Course

Table 10. Final Examination Review Results by Course

No.	Course	Course Lecturers	Score	Percentage	Category
1	Modern Physics	Dr. Affandi Faizal Kurniawan, M.Sc	11/11	100.00%	Excellent
2	Fundamental Physics 1	Dr. Affandi Faizal Kurniawan, M.Sc	11/11	100.00%	Excellent
3	Applied Physics Studies	Dr. Affandi Faizal Kurniawan, M.Sc	11/11	100.00%	Excellent
4	Microteaching	Ernawati Saptaningrum, M.Pd	11/11	100.00%	Excellent
5	Physics Learning and Teaching	Ernawati Saptaningrum, M.Pd	11/11	100.00%	Excellent
6	Physics Learning Strategies	Ernawati Saptaningrum, M.Pd	11/11	100.00%	Excellent

7	Professional Ethics	Ernawati Saptaningrum, M.Pd	11/11	100.00%	Excellent
8	Learner Development	Dr. Harto Nuroso, M.Pd	11/11	100.00%	Excellent
9	Basic Statistics	Dr. Harto Nuroso, M.Pd	11/11	100.00%	Excellent
10	Research Methodology	Dr. Harto Nuroso, M.Pd	11/11	100.00%	Excellent
11	Computational Physics	Joko Saefan, M.Sc	11/11	100.00%	Excellent
12	Mathematical Physics 2	Joko Saefan, M.Sc	11/11	100.00%	Excellent
13	Mechanics 2	Joko Saefan, M.Sc	11/11	100.00%	Excellent
14	Scientific Publication in Physics Education	Joko Saefan, M.Sc	11/11	100.00%	Excellent
15	Undergraduate Thesis Proposal Seminar	Joko Saefan, M.Sc	11/11	100.00%	Excellent
16	Foundations of Education	Dr. Joko Siswanto, M.Pd	11/11	100.00%	Excellent
17	Philosophy of Science	Dr. Joko Siswanto, M.Pd	11/11	100.00%	Excellent
18	High School Physics 1	Dr. Nur Khoiri, M.Pd	11/11	100.00%	Excellent
19	Undergraduate Thesis Proposal Seminar	Dr. Nur Khoiri, M.Pd	11/11	100.00%	Excellent
20	Scientific Publication in Physics Education	Dr. Nur Khoiri, M.Pd	11/11	100.00%	Excellent
21	Electricity and Magnetism	Dr. Sigit Ristanto, M.Sc	11/11	100.00%	Excellent
22	Statistical Physics	Dr. Sigit Ristanto, M.Sc	11/11	100.00%	Excellent
23	Physics Experiments	Dr. Sigit Ristanto, M.Sc	11/11	100.00%	Excellent
24	Fundamental Physics for Biology	Dr. Sigit Ristanto, M.Sc	11/11	100.00%	Excellent
25	Advanced Electronics Laboratory	Wawan Kurniawan, M.Si	11/11	100.00%	Excellent
26	Interfacing 1 (P1)	Wawan Kurniawan, M.Si	11/11	100.00%	Excellent
27	Interfacing 3 (P3)	Wawan Kurniawan, M.Si	11/11	100.00%	Excellent
28	Entrepreneurship	Wawan Kurniawan, M.Si	11/11	100.00%	Excellent
29	Basic Electronics Laboratory	Wawan Kurniawan, M.Si	11/11	100.00%	Excellent
30	Basic Electronics	Wawan Kurniawan, M.Si	11/11	100.00%	Excellent
	Average		330/330	100.00%	Excellent

Appendix 5. Comparison Summary of Mid-Term and Final Examination Review

Table 11. Comparison Summary of Assessment Document Review

No.	Principle	Mid-Term Examination	Final Examination	Difference
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%

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	Assessment documents have fulfilled the validity principle.	Maintain alignment between questions, Semester Learning Plan, and learning outcomes before examination implementation.	Course Lecturers and Quality Assurance Sub-Unit
2	Educational Principle	Assessment documents have supported educational assessment	Continue designing questions that support learning achievement and student reflection.	Study Program and Course Lecturers

		functions.		
3	Authentic Principle	Assessment documents have shown authentic assessment characteristics.	Maintain contextual, application-based, and problem-solving tasks in future examinations.	Course Lecturers
4	Objective Principle	Assessment documents have clear scoring standards.	Maintain scoring guidelines and answer keys for all examination documents.	Course Lecturers
5	Accountable Principle	Assessment documents have fulfilled accountable assessment requirements.	Continue using standardized examination document templates including instructions, rubrics, answer keys, and scoring guidelines.	Quality Assurance Sub-Unit
6	Continuous Improvement	Assessment quality was consistent in both examination stages.	Document review results and follow-up actions as evidence of continuous improvement.	Quality Assurance Sub-Unit and Head of Study Program