

**MONITORING AND EVALUATION REPORT  
OF STUDENT EVALUATION OF LECTURER PERFORMANCE (SELP)  
ODD SEMESTER 2024/2025**

**FACULTY QUALITY ASSURANCE UNIT  
FACULTY OF MATHEMATICS EDUCATION, NATURAL SCIENCES, AND  
INFORMATION TECHNOLOGY  
UNIVERSITAS PGRI SEMARANG  
2025**

**MONITORING AND EVALUATION REPORT  
OF STUDENT EVALUATION OF LECTURER PERFORMANCE (SELP)  
FACULTY LEVEL  
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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 Monitoring and Evaluation Report of Student Evaluation of Lecturer Performance (SELP) at the Faculty of Mathematics Education, Natural Sciences, and Information Technology, Universitas PGRI Semarang, for the Odd Semester of Academic Year 2024/2025 can be properly completed.

This faculty-level report consolidates SELP results from four study programs: Physics Education, Mathematics Education, Biology Education, and Information Technology Education. The aggregation covers 462 student respondents and a reported coverage of 106 course offerings across the four study programs. The report was prepared as part of the implementation of the Internal Quality Assurance System and provides a faculty-wide perspective on lecturer performance from students' viewpoints.

The consolidated result shows that lecturer performance at the faculty level achieved an average of 90.04% and was categorized as Excellent. The report highlights faculty strengths, priority improvement areas, and follow-up actions related to assessment feedback, learning media and LMS utilization, student workload management, and student engagement.

This report is expected to serve as evidence for quality assurance, faculty reflection, strategic decision-making, and sustainable improvement of learning quality in all study programs.

Semarang, February 27, 2025

Quality Assurance Unit

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



Dr. Harto Nuroso, M.Pd.

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## **A. INTRODUCTION**

Student Evaluation of Lecturer Performance (SELP) is an important component of higher education quality assurance. It provides direct evidence of students' learning experiences in relation to lecturer readiness, mastery of course content, teaching strategies, communication, learning support, assessment feedback, workload suitability, professionalism, and overall satisfaction.

At the faculty level, the SELP report integrates results from the Physics Education, Mathematics Education, Biology Education, and Information Technology Education Study Programs. The report complements previous monitoring and evaluation activities on semester learning plans, learning implementation, assessment documents, and mid-term/final examination implementation. Its particular focus is the quality of lecturer performance as perceived by students.

The faculty report is based on the same SELP framework used by the four study programs: 18 survey statements organized into nine indicators. To ensure comparability and representativeness, faculty achievement percentages are calculated by combining actual scores and maximum scores from the four study programs. This approach gives appropriate weight to the number of respondents in each program.

The legal and institutional basis includes 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 quality standards, and academic guidelines of FPMIPATI, Universitas PGRI Semarang.

## **B. OBJECTIVES OF MONITORING AND EVALUATION**

The faculty-level monitoring and evaluation of SELP aimed to obtain a consolidated description of students' perceptions of lecturer performance during the Odd Semester 2024/2025.

1. Identify faculty-wide strengths and priority improvement areas across the nine SELP indicators.
2. Compare SELP achievement patterns among the four study programs.
3. Provide evidence for faculty policy, lecturer development, and continuous quality improvement.
4. Support accountability, internal quality assurance, and accreditation documentation.

### C. METHOD OF MONITORING AND EVALUATION

The monitoring and evaluation used a student survey method. The survey data were obtained from study-program-level SELP reports for the Odd Semester 2024/2025 and then consolidated at the faculty level. The four participating study programs were Physics Education, Mathematics Education, Biology Education, and Information Technology Education.

The consolidation involved 462 active student respondents. The reported course coverage was 106 course offerings, based on the coverage stated in the respective study-program reports. Each program applied the same four-point Likert scale: Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1).

Each of the nine indicators consisted of two items. Faculty achievement was calculated using the formula:  $\text{Percentage} = \frac{\text{Total Actual Score}}{\text{Total Maximum Score}} \times 100\%$ . The faculty aggregation therefore reflects combined student response capacity rather than an unweighted mean across programs. The survey used a four-point Likert scale consisting of Strongly Agree, Agree, Disagree, and Strongly Disagree. The score for each response is presented in Table 1.

**Table 1.** Survey Response Scale

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

The category of achievement was determined based on the criteria presented in Table 2.

**Table 2.** Achievement Category of SELP Results

Percentage Range	Category	Description
85%-100%	Excellent	Lecturer performance in learning is very good and meets expected academic quality standards.
70%-84%	Good	Lecturer performance in learning is good, but several aspects still need improvement.
55%-69%	Fair	Lecturer performance in learning is fairly good, but several important aspects require improvement.
40%-54%	Poor	Lecturer performance in learning has not been optimal and requires serious follow-up.
< 40%	Very Poor	Lecturer performance in learning does not meet expected academic quality standards and requires comprehensive improvement.

## D. SELP SURVEY INSTRUMENT

The faculty SELP instrument consisted of 18 statements grouped into nine indicators. The instrument measures lecturer performance from the student perspective and emphasizes the students' actual learning experience rather than document compliance alone.

**Table 3.** SELP Survey Indicators

No.	Indicator	Focus of Evaluation
1	Learning Readiness and Course Organization	Lecturer readiness in organizing learning, explaining course direction, and managing course implementation.
2	Mastery of Course Content	Lecturer ability to master, explain, and contextualize course materials.
3	Teaching Strategy and Student Engagement	Lecturer ability to apply appropriate methods and encourage active student participation.
4	Communication and Academic Interaction	Lecturer ability to communicate clearly, respond to students, and build constructive interaction.
5	Learning Support through Media and LMS	Lecturer ability to use learning media, LMS, or digital platforms to support learning.
6	Assessment Feedback and Academic Support	Lecturer ability to provide fair assessment, feedback, and academic guidance.
7	Student Workload and Learning Load Suitability	Suitability of learning load, assignments, time allocation, and task difficulty with credits and learning outcomes.
8	Lecturer Professionalism and Ethics	Lecturer professionalism, fairness, responsibility, and respect for students.
9	Student Satisfaction with Lecturer Performance	Students' overall satisfaction with lecturer performance in the course.

## E. RESULTS OF SELP SURVEY

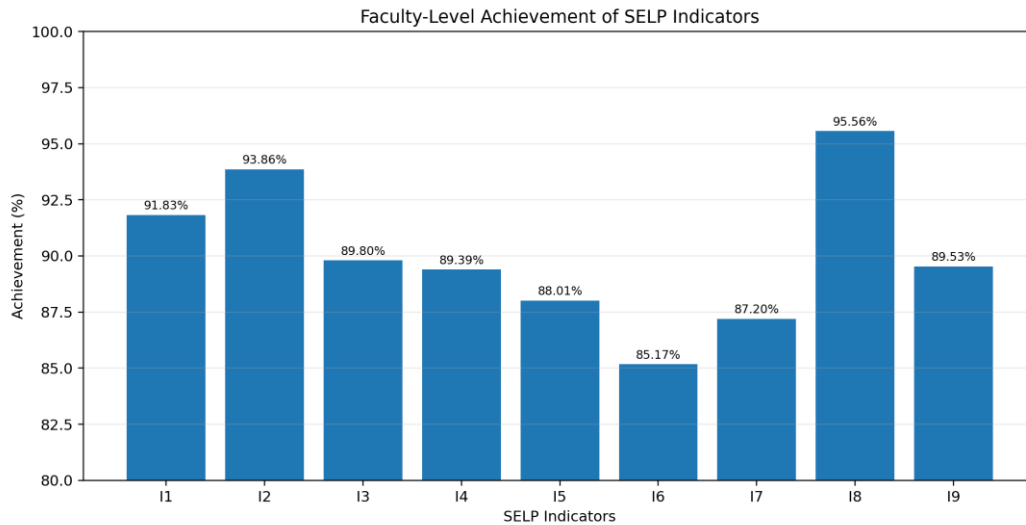
The consolidated SELP results show that lecturer performance at the faculty level was categorized as Excellent, with an overall achievement of 90.04%. The total actual score was 29,951 out of a maximum score of 33,264. This result indicates that students across the four study programs perceived lecturer performance as very good and aligned with expected academic quality standards.

The highest faculty-level achievement was found in Lecturer Professionalism and Ethics at 95.56%. This confirms that lecturer professionalism, fairness, responsibility, and respectful academic conduct constitute a principal faculty strength. The lowest achievement was found

in Assessment Feedback and Academic Support at 85.17%. Although this achievement remained in the Excellent category, it should be treated as the main priority for improvement because it relates directly to students' academic progress and learning support.

**Table 4.** Recapitulation of SELP Survey Results

No.	Indicator	Actual Score	Maximum Score	Achievement	Category
1	Learning Readiness and Course Organization	3,394	3,696	91.83%	Excellent
2	Mastery of Course Content	3,469	3,696	93.86%	Excellent
3	Teaching Strategy and Student Engagement	3,319	3,696	89.80%	Excellent
4	Communication and Academic Interaction	3,304	3,696	89.39%	Excellent
5	Learning Support through Media and LMS	3,253	3,696	88.01%	Excellent
6	Assessment Feedback and Academic Support	3,148	3,696	85.17%	Excellent
7	Student Workload and Learning Load Suitability	3,223	3,696	87.20%	Excellent
8	Lecturer Professionalism and Ethics	3,532	3,696	95.56%	Excellent
9	Student Satisfaction with Lecturer Performance	3,309	3,696	89.53%	Excellent
	Total / Average	29,951	33,264	90.04%	Excellent



**Figure 1.** Faculty-Level Achievement of SELP Indicators

## F. ANALYSIS OF SELP RESULTS

Learning Readiness and Course Organization achieved 91.83% and was categorized as Excellent. The faculty-level achievement indicates that lecturers generally explained course direction, learning objectives, assignments, and assessment systems clearly. This strength should be maintained through consistent orientation at the beginning of each course and through transparent communication of learning plans.

Mastery of Course Content achieved 93.86% and was categorized as Excellent. This indicator shows that students perceived lecturers as having strong mastery of course materials and the ability to explain concepts systematically. This is an important academic asset that should be sustained through continuing professional development, scholarly engagement, and contextualization of course content.

Teaching Strategy and Student Engagement achieved 89.80% and was categorized as Excellent. The result indicates that teaching methods were generally appropriate and supported student participation. Nevertheless, the faculty should continue expanding student-centered approaches, including case methods, problem-based learning, project-based learning, collaborative learning, inquiry, and practicum-based exploration.

Communication and Academic Interaction achieved 89.39% and was categorized as Excellent. Students generally viewed lecturer communication and academic interaction positively. Improvement can be directed toward more responsive consultation, clearer feedback channels, and structured opportunities for students to discuss learning difficulties.

Learning Support through Media and LMS achieved 88.01% and was categorized as Excellent. Media and LMS support remained in the Excellent category but was relatively lower than the

leading indicators. Digital platforms should be used not only for distributing materials and collecting assignments, but also for discussion, formative quizzes, reflection, accessible learning resources, and feedback.

Assessment Feedback and Academic Support achieved 85.17% and was categorized as Excellent. This was the lowest faculty-level indicator. The result indicates the need for more structured, specific, and timely feedback on assignments, quizzes, examinations, projects, practicum reports, and other learning outcomes. Feedback should help students understand both their strengths and the actions needed for improvement.

Student Workload and Learning Load Suitability achieved 87.20% and was categorized as Excellent. The result indicates that learning load was generally perceived as appropriate. However, assignments, projects, practicum activities, reports, and examinations should be coordinated and monitored to ensure proportionality with credits, learning outcomes, and available completion time.

Lecturer Professionalism and Ethics achieved 95.56% and was categorized as Excellent. This was the strongest faculty-level indicator. It shows that students appreciated lecturers' professionalism, fairness, responsibility, discipline, and respectful conduct. The faculty should maintain this academic culture through reinforcement of professional standards and reflective practice.

Student Satisfaction with Lecturer Performance achieved 89.53% and was categorized as Excellent. The high level of satisfaction indicates that students generally valued lecturer performance in supporting their learning. Sustaining this outcome requires attention to the lower-scoring supporting aspects, especially feedback, LMS optimization, workload balance, and interactive teaching strategies.

## **G. FINDINGS**

The consolidation of SELP results identifies several faculty-wide findings.

1. All nine SELP indicators achieved the Excellent category, confirming that lecturer performance across the faculty was perceived positively by students.
2. Lecturer Professionalism and Ethics, Mastery of Course Content, and Learning Readiness and Course Organization were the strongest faculty-level aspects.
3. Assessment Feedback and Academic Support was consistently the lowest or among the lowest indicators in the four study-program reports and therefore requires faculty-wide intervention.
4. Learning Support through Media and LMS and Student Workload and Learning Load Suitability also require continued monitoring and enhancement.

5. The same improvement themes appeared across discipline-specific contexts, including mathematics learning, science practicum, physics laboratory work, biological learning activities, and information technology projects/practicum.

## **H. CONCLUSION**

Based on the consolidated Student Evaluation of Lecturer Performance (SELP) results, lecturer performance at the Faculty of Mathematics Education, Natural Sciences, and Information Technology during the Odd Semester 2024/2025 was categorized as Excellent. The faculty achieved an overall score of 90.04% (29,951 of 33,264 maximum score).

The highest achievement was Lecturer Professionalism and Ethics at 95.56%, followed by Mastery of Course Content at 93.86% and Learning Readiness and Course Organization at 91.83%. The lowest achievement was Assessment Feedback and Academic Support at 85.17%, followed by Learning Support through Media and LMS at 88.01% and Student Workload and Learning Load Suitability at 87.20%.

Overall, the results demonstrate a positive quality culture in lecturer performance. Continuous improvement should be concentrated on feedback quality, academic support, LMS-based learning, workload coordination, and the expansion of active, student-centered learning strategies.

## **I. RECOMMENDATIONS**

1. Maintain lecturer professionalism, ethics, mastery of course content, and learning readiness as core strengths of the faculty.
2. Develop a faculty guideline for timely, structured, and actionable assessment feedback, including minimum feedback standards for assignments, projects, practicum reports, quizzes, and examinations.
3. Optimize LMS utilization through standard faculty practices for learning materials, discussion forums, formative assessment, feedback, reflection, and monitoring of student participation.
4. Coordinate workload mapping across courses, particularly in semesters with high concentrations of projects, practicum activities, laboratory reports, programming tasks, and examinations.
5. Encourage the implementation of active learning strategies, including case methods, problem-based learning, project-based learning, inquiry, collaborative learning, and technology-enhanced learning.
6. Use SELP results in study-program and faculty meetings as a basis for lecturer development, peer sharing, targeted mentoring, and follow-up monitoring.

7. Conduct SELP regularly and compare results across semesters to determine the effectiveness of improvement actions.

## **J. CLOSING**

This faculty-level Monitoring and Evaluation Report of Student Evaluation of Lecturer Performance (SELP) was prepared as part of the Internal Quality Assurance System of the Faculty of Mathematics Education, Natural Sciences, and Information Technology, Universitas PGRI Semarang.

The report demonstrates that lecturer performance was generally Excellent across the four study programs. The findings and recommendations are expected to guide faculty and study-program reflection, strategic follow-up, and sustainable improvement of the quality of learning.

## K. APPENDICES

### Appendix 1. Coverage of Faculty SELP Consolidation

This appendix presents the data coverage reported by the four study-program SELP reports used in the faculty consolidation.

**Table 5.** List of Courses and Course Lecturers

No.	Study Program	Student Respondents	Reported Course Coverage	Overall Achievement	Category
1	Physics Education	42	18	91.77%	Excellent
2	Mathematics Education	217	25	89.35%	Excellent
3	Biology Education	151	22	90.15%	Excellent
4	Information Technology Education	52	41	91.24%	Excellent
	<b>Faculty Total / Weighted Result</b>	<b>462</b>	<b>106</b>	<b>90.04%</b>	<b>Excellent</b>

### Appendix 2. SELP Survey Instrument Blueprint

**Table 6.** Blueprint of SELP Instrument

No.	Indicator	Item Numbers	Number of Items	Statements
1	Learning Readiness and Course Organization	1, 2	2	The lecturer explains course direction, learning objectives, assignments, and assessment systems clearly at the beginning of the course.  The lecturer organizes learning in a structured manner and in accordance with the agreed course plan.
2	Mastery of Course Content	3, 4	2	The lecturer demonstrates strong mastery of course content.  The lecturer explains course materials clearly, systematically, and understandably.
3	Teaching Strategy and Student	5, 6	2	The lecturer uses teaching methods appropriate to course characteristics.

	Engagement			The lecturer encourages active participation through discussion, problem solving, case analysis, projects, practicum, or other activities.
4	Communication and Academic Interaction	7, 8	2	The lecturer communicates clearly, politely, and effectively with students.  The lecturer responds appropriately to student questions, difficulties, or academic needs.
5	Learning Support through Media and LMS	9, 10	2	The lecturer uses media, LMS, or digital platforms to support student understanding.  Course materials, assignments, or academic information are accessible through LMS or other learning media.
6	Assessment Feedback and Academic Support	11, 12	2	The lecturer explains assessment criteria clearly.  The lecturer provides feedback or guidance that helps students improve learning outcomes.
7	Student Workload and Learning Load Suitability	13, 14	2	The learning load is appropriate to the assigned credit weight.  The number of assignments and the time given are reasonable.
8	Lecturer Professionalism and Ethics	15, 16	2	The lecturer shows respect, fairness, and responsibility.  The lecturer creates a comfortable, polite, and respectful academic atmosphere.
9	Student Satisfaction with Lecturer Performance	17, 18	2	I am satisfied with lecturer performance in conducting the course.  Overall, the lecturer has performed very well in this course.

### Appendix 3. Achievement Category of SELP Results

**Table 7.** Achievement Category of SELP Results

Percentage Range	Category	Description
85%-100%	Excellent	Lecturer performance in learning is very good and meets expected academic quality standards.
70%-84%	Good	Lecturer performance in learning is good, but several aspects still need improvement.
55%-69%	Fair	Lecturer performance in learning is fairly good, but several important aspects require improvement.
40%-54%	Poor	Lecturer performance in learning has not been optimal and requires serious follow-up.
< 40%	Very Poor	Lecturer performance in learning does not meet expected academic quality standards and requires comprehensive improvement.

### Appendix 4. Faculty Recapitulation of SELP Results by Indicator

**Table 8.** Recapitulation of SELP Results by Indicator

No.	Indicator	Actual Score	Maximum Score	Achievement	Category
1	Learning Readiness and Course Organization	3,394	3,696	91.83%	Excellent
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	<b>Total / Average</b>	<b>29,951</b>	<b>33,264</b>	<b>90.04%</b>	<b>Excellent</b>

## Appendix 5. Comparison of SELP Achievement by Study Program

**Table 9.** Comparison of SELP Achievement by Study Program

No.	Code	Physics	Mathematics	Biology	IT Education	Faculty
1	I1	94.64%	91.07%	91.23%	94.47%	91.83%
2	I2	96.13%	93.43%	93.21%	95.67%	93.86%
3	I3	91.37%	89.29%	89.74%	90.87%	89.80%
4	I4	90.77%	88.36%	90.31%	89.90%	89.39%
5	I5	88.10%	86.64%	90.07%	87.74%	88.01%
6	I6	86.61%	84.50%	85.60%	85.58%	85.17%
7	I7	88.99%	87.21%	86.18%	88.70%	87.20%
8	I8	97.02%	95.85%	94.37%	96.63%	95.56%
9	I9	92.26%	87.79%	90.56%	91.59%	89.53%

Indicator codes: I1 = Learning Readiness and Course Organization; I2 = Mastery of Course Content; I3 = Teaching Strategy and Student Engagement; I4 = Communication and Academic Interaction; I5 = Learning Support through Media and LMS; I6 = Assessment Feedback and Academic Support; I7 = Student Workload and Learning Load Suitability; I8 = Lecturer Professionalism and Ethics; I9 = Student Satisfaction with Lecturer Performance.

## Appendix 6. Faculty-Level Thematic Synthesis of Student Feedback

**Table 10.** Faculty-Level Thematic Synthesis of Student Feedback

No.	Theme	Faculty-Level Synthesis
1	Lecturer mastery and professionalism	Students across programs consistently valued lecturers' mastery of content, fairness, responsibility, respect, and professional conduct.
2	Course organization and communication	Students generally perceived learning objectives, course direction, and academic communication as clear and supportive.
3	Assessment feedback	Students expected more detailed, structured, and timely feedback on assignments, quizzes, examinations, projects, practicum reports, and other learning outcomes.
4	LMS and learning media	Students expected more active, interactive, and consistent use of LMS and digital learning media beyond file distribution and assignment collection.
5	Workload management	Students expected assignment volume, project demands, practicum reports, and deadlines to remain proportional to course credits and available time.
6	Interactive learning	Students recommended more discussions, problem

		solving, case analysis, inquiry, collaborative learning, project-based learning, and contextual activities.
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## Appendix 7. Faculty Follow-Up Plan

**Table 11.** Faculty Follow-Up Plan

No.	Priority Area	Follow-Up Plan	Person in Charge	Target Time
1	Assessment feedback	Develop and disseminate faculty feedback standards; encourage rubric-based, timely, and actionable feedback.	Faculty Quality Assurance Unit; Study Programs; Lecturers	Before and during the next semester
2	Media and LMS	Establish minimum LMS practice for materials, interaction, formative assessment, and feedback.	Faculty; Study Programs; LMS Support Team	Next semester
3	Student workload	Map major assignments, projects, practicum reports, and examinations to identify overload risks.	Study Programs; Course Coordinators	At semester planning stage
4	Student engagement	Conduct sharing sessions on active learning, case method, project-based learning, and collaborative learning.	Faculty; Study Programs; Lecturers	Each semester
5	Monitoring	Review SELP results in faculty and study-program quality meetings and document follow-up evidence.	Faculty Quality Assurance Unit; Study Program QA Sub-Units	End of each semester

## Appendix 8. Statement of Data Confidentiality and Verification

The faculty-level SELP report was prepared using aggregated data from the SELP reports of the Physics Education, Mathematics Education, Biology Education, and Information Technology Education Study Programs. Student identities are not displayed in this report. The detailed respondent data remain under the authority of each study program and may only be accessed by authorized parties for quality assurance and accreditation purposes.

The figures in this report have been consolidated from actual-score and maximum-score recapitulations stated in the study-program reports. Where the source reports contained

different forms of detail between sections, the faculty calculation used the indicator recapitulation totals as the aggregation basis.