

REPORT
MONITORING AND EVALUATION OF SEMESTER LEARNING PLAN
DOCUMENTS
EVEN SEMESTER 2024/2025

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

REPORT
MONITORING AND EVALUATION OF SEMESTER LEARNING PLAN DOCUMENTS
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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 Semester Learning Plan (SLP) Documents for the Even 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 Information Technology Education, Mathematics Education, Biology Education, and Physics Education.

The focus of this monitoring and evaluation included the alignment of the SLP with Graduate Learning Outcomes and Course Learning Outcomes, the alignment of learning methods with Graduate Learning Outcomes, the alignment of assessment with Course Learning Outcomes, the availability of teaching materials, the availability of assessment rubrics, the implementation of Student-Centered Learning principles, and the integration of lecturers' research and community service outcomes into the learning plan.

We would like to express our sincere gratitude to:

1. The Chairperson of YPLP PT Universitas PGRI Semarang;
2. The Rector of Universitas PGRI Semarang;
3. The Chairperson of the Quality Assurance Institute of Universitas PGRI Semarang;
4. The Dean of the Faculty of Mathematics Education, Natural Sciences, and Information Technology, Universitas PGRI Semarang;
5. The Head of the Mathematics Education Study Program;
6. The Quality Assurance Sub-Unit of the Mathematics Education Study Program;
7. All course lecturers in the Mathematics Education Study Program.

The results of this monitoring and evaluation are expected to serve as a basis for the improvement and refinement of Semester Learning Plan documents. Therefore, the Semester Learning Plan documents used in the teaching and learning process are expected to be aligned with learning outcomes, support active learning implementation, ensure objective assessment, and strengthen the culture of academic quality in the Mathematics Education Study Program, FPMIPATI, Universitas PGRI Semarang.

Semarang, September 17, 2025

Quality Assurance Unit
Faculty of Mathematics Education, Natural Sciences, and Information Technology,

Dr. Harto Nuroso, M.Pd.

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1. INTRODUCTION

The Semester Learning Plan (SLP) is a central academic document used by lecturers as a guideline for implementing the teaching and learning process. The SLP systematically describes the learning design, including learning outcomes, learning materials, teaching methods, student learning experiences, assessment methods, learning resources, and assessment rubrics.

At the faculty level, monitoring and evaluation of SLP documents are conducted to ensure that learning planning in all study programs is aligned with established academic quality standards and supports the achievement of graduate competencies. The faculty-level report is prepared by consolidating the results of the study program-level reports so that the analysis reflects the overall condition of FPMIPATI.

The consolidated data in this report cover 110 SLP documents from four study programs: Information Technology Education (41 documents), Mathematics Education (25 documents), Biology Education (20 documents), and Physics Education (24 documents).

The indicators used in the faculty-level monitoring and evaluation are as follows:

- a. SLP alignment with Graduate Learning Outcomes and Course Learning Outcomes.
- b. Learning methods support the achievement of Graduate Learning Outcomes.
- c. Assessment is aligned with Course Learning Outcomes.
- d. Teaching materials are available and support the learning process.
- e. Assessment rubrics are available as a basis for objective assessment.
- f. Learning activities apply Student-Centered Learning principles.
- g. Learning activities integrate lecturers' research and community service outcomes.

The legal and institutional bases for conducting this monitoring and evaluation are as follows:

- a. Law Number 20 of 2003 concerning the National Education System;
- b. Law Number 12 of 2012 concerning Higher Education;
- c. 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;
- d. Internal Quality Assurance System documents of Universitas PGRI Semarang;
- e. Learning Quality Standards of Universitas PGRI Semarang;
- f. Academic policies of the Faculty of Mathematics Education, Natural Sciences, and Information Technology, Universitas PGRI Semarang.

2. QUALITY STANDARDS FOR MONITORING AND EVALUATION OF SLP DOCUMENTS

The quality standards for monitoring and evaluation of SLP documents were developed to ensure that every SLP used by lecturers in teaching fulfills the principles of good learning planning. A high-quality SLP must clearly demonstrate the relationship among learning

outcomes, learning materials, learning strategies, student learning experiences, assessment, teaching materials, and assessment rubrics.

In the Outcome-Based Education approach, SLP documents must show alignment among Graduate Learning Outcomes, Course Learning Outcomes, Sub-Course Learning Outcomes, learning methods, and assessment. Learning process implemented by lecturers can be directed toward achieving the competencies established by the study program.

The quality standards of SLP documents used in this monitoring and evaluation activity include the following:

- a. The SLP demonstrates alignment between Graduate Learning Outcomes and Course Learning Outcomes;
- b. The learning methods stated in the SLP support the achievement of Graduate Learning Outcomes;
- c. The assessment stated in the SLP is aligned with Course Learning Outcomes;
- d. Teaching materials are listed and support the achievement of learning outcomes;
- e. Assessment rubrics are available as a basis for objective and transparent assessment;
- f. The SLP reflects the implementation of Student-Centered Learning principles;
- g. The SLP includes the integration of lecturers' research and community service outcomes.

3. IMPLEMENTATION OF FACULTY-LEVEL MONITORING AND EVALUATION

The faculty-level monitoring and evaluation was conducted by consolidating the monitoring results from each Quality Assurance Sub-Unit at the study program level. The data were obtained from four monitoring and evaluation reports of SLP documents for the Even Semester of the 2024/2025 Academic Year.

Each SLP document was reviewed based on the predetermined indicators. The study program-level results were then compiled, recalculated, and analyzed to obtain a faculty-level overview of SLP document quality.

1. The study program Quality Assurance Sub-Units prepared monitoring instruments for SLP documents;
2. Course lecturers submitted or uploaded SLP documents;
3. Monitoring teams reviewed each SLP document based on the established indicators;
4. The results were recapitulated in the form of indicator achievement percentages;
5. Faculty-level aggregation was conducted by combining the number of fulfilled indicators across all study programs;
6. The faculty-level analysis, conclusions, and recommendations were formulated based on the consolidated data.

4. INSTRUMENTS AND RUBRICS FOR MONITORING SLP DOCUMENTS

a. Instrument for Monitoring Semester Learning Plan Documents

The instrument for monitoring SLP documents was prepared in the form of questions based on SLP quality indicators. These questions were used to assess the completeness and alignment of the SLP content.

Table 1. Instrument for Monitoring SLP Documents

No.	Indicator	Monitoring Question for SLP Document	Evidence Reviewed
1	Alignment of SLP with Graduate Learning Outcomes and Course Learning Outcomes	Has the SLP been prepared in accordance with Graduate Learning Outcomes and Course Learning Outcomes?	Formulation of Graduate Learning Outcomes, Course Learning Outcomes, Sub-Course Learning Outcomes, and their alignment in the SLP
2	Alignment of learning methods with Graduate Learning Outcomes	Do the learning methods stated in the SLP support the achievement of Graduate Learning Outcomes?	Learning methods, forms of learning, and student learning experiences
3	Alignment of assessment with Course Learning Outcomes	Is the assessment stated in the SLP aligned with the predetermined Course Learning Outcomes?	Assignments, tests, projects, portfolios, and assessment indicators
4	Availability of teaching materials	Are teaching materials available and supportive of the learning process?	Textbooks, modules, presentation materials, articles, worksheets, and digital learning resources
5	Availability of assessment rubrics	Are assessment rubrics available as a basis for objective assessment?	Rubrics for assignments, presentations, projects, practical work, and portfolios
6	Implementation of Student-Centered Learning	Does the learning design in the SLP apply Student-Centered Learning principles?	Discussion, case studies, problem-based learning, project-based learning, and collaborative learning
7	Integration of lecturers' research and community service outcomes	Does the SLP integrate lecturers' research and community service outcomes into materials, case examples, assignments, projects, or teaching materials?	Lecturer research references, community service outcomes, case examples, project topics, and research-based teaching materials

b. Scoring Rubric

The scoring rubric follows the instruments used by the study programs. For faculty aggregation, indicator fulfillment was converted into fulfilled/not fulfilled status based on the recapitulation tables in each study program report.

Table 2. Achievement Category

Percentage Range	Category	Description
85%-100%	Excellent	The SLP document fulfills almost all quality indicators and is appropriate to be used as a learning guideline.
70%-84%	Good	The SLP document fulfills most quality indicators, but some aspects still require improvement.
55%-69%	Fair	The SLP document fulfills some indicators, but significant improvement is needed.
40%-54%	Poor	The SLP document does not fulfill most quality indicators.
<40%	Very Poor	The SLP document does not meet the quality standards and requires comprehensive revision.

5. RESULTS OF FACULTY-LEVEL MONITORING AND EVALUATION OF SLP DOCUMENTS

a. General Recapitulation of Monitoring Results

The faculty-level monitoring and evaluation covered 110 SLP documents from four study programs. Based on the consolidated results, the overall achievement of SLP document quality indicators reached 91.95%, which is categorized as Excellent.

The category composition of monitored SLP documents shows that 89 SLP documents (80.91%) were categorized as Excellent, while 21 documents (19.09%) were categorized as Good. No SLP documents were categorized as Fair, Poor, or Very Poor.

These findings indicate that, at the faculty level, SLP documents have generally fulfilled the required academic quality standards and are appropriate to be used as learning guidelines. However, continuous improvement remains necessary, particularly in indicators related to assessment rubrics, teaching material clarity, and the integration of lecturers' research and community service outcomes.

b. Recapitulation by Study Program

Table 3. Faculty-Level Recapitulation by Study Program

Study Program	Number of SLP Documents	Fulfilled Indicators	Achievement	Category	Excellent Documents	Good Documents
Information Technology Education	41	267/287	93.03%	Excellent	28	13
Mathematics Education	25	159/175	90.86%	Excellent	22	3
Biology Education	20	125/140	89.29%	Excellent	18	2
Physics Education	24	157/168	93.45%	Excellent	21	3
Faculty Total/Average	110	708/770	91.95%	Excellent	89	21

Note: The faculty-level aggregation was recalculated from the per-indicator fulfillment data in each study program report to ensure consistency across study programs.

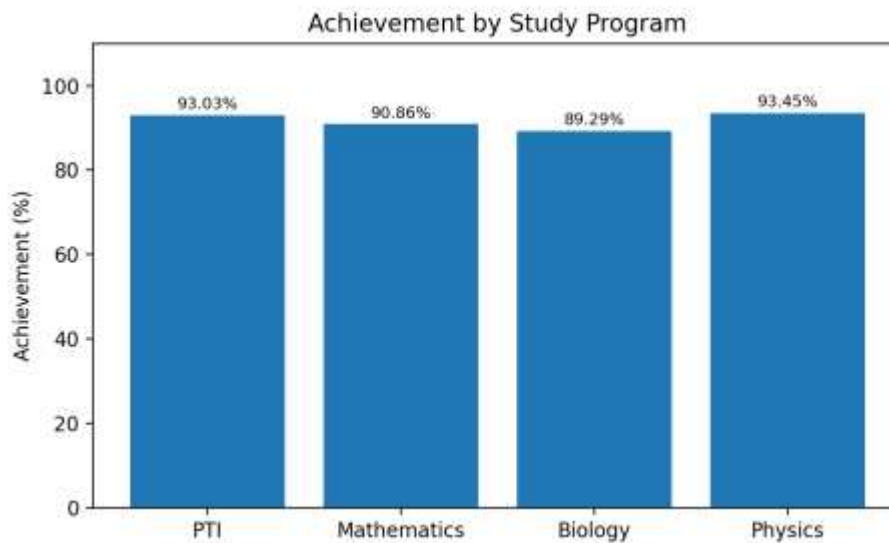


Figure 1. Achievement by Study Program

c. Faculty-Level Indicator Achievement

Table 4. Faculty-Level Indicator Achievement

Code	Indicator of SLP Document Monitoring	Number of SLP Documents Fulfilled	Percentage	Category
11	SLP alignment with Graduate Learning Outcomes and Course Learning Outcomes	110/110	100.00%	Excellent
12	Learning methods support the achievement of Graduate Learning Outcomes	102/110	92.73%	Excellent
13	Assessment is aligned with Course Learning Outcomes	106/110	96.36%	Excellent
14	Teaching materials are available and support the learning process	96/110	87.27%	Excellent
15	Assessment rubrics are available as a basis for objective assessment	95/110	86.36%	Excellent
16	Learning activities apply Student-Centered Learning principles	102/110	92.73%	Excellent
17	Learning activities integrate lecturers' research and community service outcomes	97/110	88.18%	Excellent
Average	Overall indicator achievement	708/770	91.95%	Excellent

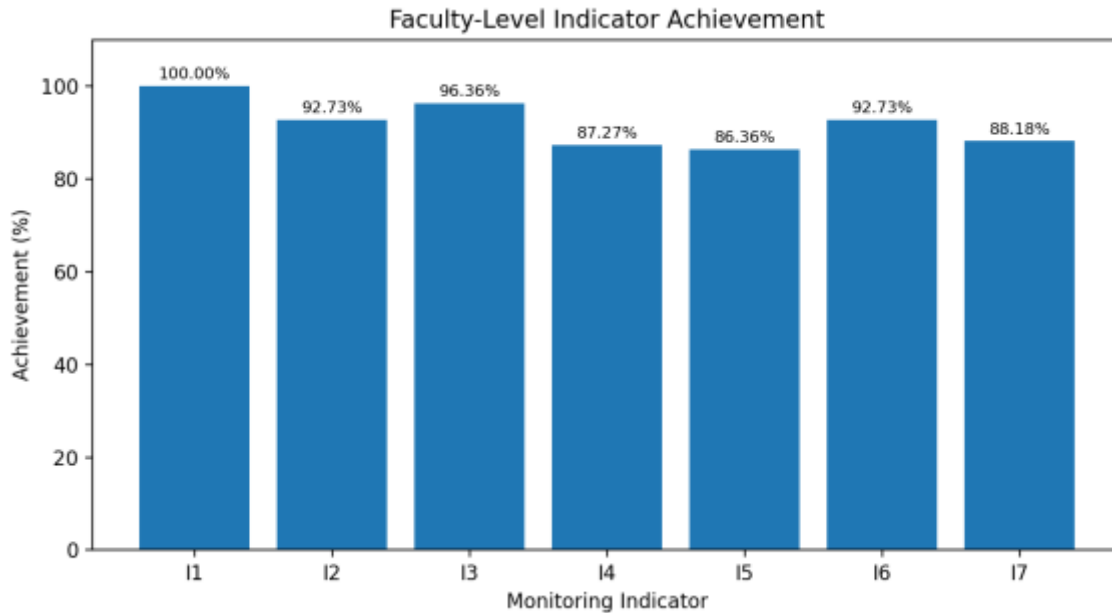


Figure 2. Faculty-Level Indicator Achievement in SLP Document Monitoring

The highest achievement was found in Indicator I1, namely the alignment of SLP documents with Graduate Learning Outcomes and Course Learning Outcomes, which reached 100.00%. This result indicates that all monitored SLP documents across the faculty had demonstrated alignment between course planning and expected learning outcomes.

Indicators I3 and I6 also showed very strong achievement, reaching 96.36% and 92.73% respectively. This means that assessment alignment with Course Learning Outcomes and the implementation of Student-Centered Learning principles were generally well reflected in the SLP documents.

Indicator I2 reached 92.73%, indicating that most SLP documents had used learning methods that support the achievement of Graduate Learning Outcomes. This result demonstrates that learning strategies in the faculty have generally been aligned with outcome-based learning principles.

Indicators I4, I5, and I7 reached 87.27%, 86.36%, and 88.18% respectively. Although all three indicators were categorized as Excellent, they had relatively lower achievement compared with other indicators. Therefore, these indicators should become priorities for improvement at the faculty level, especially the clarity of teaching materials, the completeness of assessment rubrics, and the explicit integration of lecturers' research and community service outcomes.

d. Category Composition of SLP Documents

Table 5. Category Composition of SLP Documents at the Faculty Level

Category	Number of SLP Documents	Percentage
Excellent	89	80.91%
Good	21	19.09%
Fair	0	0.00%
Poor	0	0.00%
Very Poor	0	0.00%

Category Composition of SLP Documents

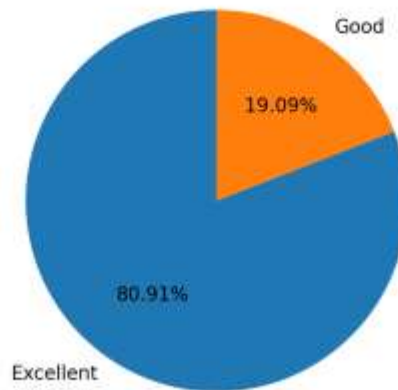


Figure 3. Category Composition of SLP Documents

Based on the category composition, the majority of SLP documents were categorized as Excellent (80.91%). The remaining 19.09% were categorized as Good. These findings show that the quality of SLP documents at FPMIPATI is generally strong, while targeted improvement is needed so that all SLP documents can consistently reach the Excellent category.

e. Analysis of Results by Indicator

I1 - Alignment with Graduate Learning Outcomes and Course Learning Outcomes

This indicator reached 100.00%, showing that all study programs had ensured the alignment of SLP documents with Graduate Learning Outcomes and Course Learning Outcomes. This achievement is a major strength of faculty-level learning planning.

I2 - Learning methods support Graduate Learning Outcomes

This indicator reached 92.73%. The result indicates that most learning methods stated in the SLP documents were relevant to the characteristics of the courses and supported the achievement of graduate competencies.

I3 - Assessment alignment with Course Learning Outcomes

This indicator reached 96.36%. Most SLP documents had aligned assessment components with Course Learning Outcomes, indicating that assessment practices were generally outcome-based and measurable.

I4 - Availability of teaching materials

This indicator reached 87.27%. Although categorized as Excellent, several documents still need clearer and more complete teaching materials, particularly to support independent learning and digital learning resources.

I5 - Availability of assessment rubrics

This indicator reached 86.36%, which was the lowest faculty-level achievement. This indicates that assessment rubrics still require strengthening in several courses, especially for assignments, projects, presentations, portfolios, practical work, and performance assessment.

I6 - Implementation of Student-Centered Learning

This indicator reached 92.73%. Most SLP documents had reflected active learning designs, including discussion, problem solving, projects, case studies, collaboration, and learning reflection.

I7 - Integration of research and community service outcomes

This indicator reached 88.18%. Although categorized as Excellent, this aspect requires continuous improvement so that lecturers' research and community service outcomes are more explicitly integrated into learning materials, case examples, assignments, projects, and references.

f. Findings of Faculty-Level Monitoring and Evaluation

1. All monitored SLP documents across the faculty demonstrated alignment with Graduate Learning Outcomes and Course Learning Outcomes.
2. The overall achievement of the faculty-level monitoring indicators reached the Excellent category.
3. The strongest indicator was the alignment of SLP documents with learning outcomes, reaching 100.00%.
4. Assessment alignment and Student-Centered Learning implementation were also strong across the faculty.
5. The lowest achievement was found in the availability of assessment rubrics, indicating the need for more detailed and explicit rubrics in several SLP documents.
6. Teaching material availability and research/community service integration were generally good, but still require strengthening in terms of clarity, completeness, and explicit documentation.

7. Most SLP documents were categorized as Excellent, while a smaller proportion were categorized as Good. No documents were categorized as Fair, Poor, or Very Poor.
8. At the faculty level, the monitoring results indicate that SLP documents are generally appropriate to be used as learning guidelines and support the implementation of Outcome-Based Education.

6. CONCLUSION

Based on the faculty-level monitoring and evaluation results, the overall quality of Semester Learning Plan documents in FPMIPATI Universitas PGRI Semarang for the Even Semester of the 2024/2025 Academic Year was categorized as Excellent, with an average indicator achievement of 91.95%.

The monitoring covered 110 SLP documents from four study programs. A total of 89 documents (80.91%) were categorized as Excellent, while 21 documents (19.09%) were categorized as Good.

The highest achievement was found in the alignment between SLP documents, Graduate Learning Outcomes, and Course Learning Outcomes. Meanwhile, the indicators related to assessment rubrics, teaching materials, and the integration of lecturers' research and community service outcomes require continued strengthening.

7. RECOMMENDATIONS

- a. The faculty should maintain the consistency of SLP alignment with Graduate Learning Outcomes and Course Learning Outcomes across all study programs.
- b. Study programs should continue to strengthen the alignment among learning methods, learning experiences, and intended learning outcomes.
- c. Course lecturers should ensure that assessment methods and instruments are explicitly mapped to Course Learning Outcomes.
- d. Teaching materials should be updated, completed, and clearly listed in SLP documents, including textbooks, modules, scientific articles, digital learning resources, and student worksheets.
- e. Assessment rubrics should be attached or described in more detail in SLP documents, especially for project-based, practical, portfolio, presentation, and performance assessments.
- f. Student-Centered Learning activities should be made more explicit in the SLP, including student roles, collaborative learning strategies, reflective activities, and authentic learning experiences.

- g. Lecturers should strengthen the integration of research and community service outcomes into learning through case studies, teaching materials, assignments, projects, references, and community-based learning activities.
- h. The Faculty Quality Assurance Unit should provide technical assistance and a standardized checklist to help study programs improve SLP documents before the semester begins.
- i. Monitoring and evaluation of SLP documents should be conducted regularly every semester and followed by documented improvement actions.

8. CLOSING

This Faculty-Level Monitoring and Evaluation Report of Semester Learning Plan Documents 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 the quality of SLP documents across the faculty was generally categorized as Excellent, with an average achievement of 91.95%. These results demonstrate that learning planning in the faculty has been developed in accordance with academic standards and supports the implementation of Outcome-Based Education.

This report is expected to serve as a basis for reflection, follow-up actions, and continuous quality improvement for the faculty, study programs, lecturers, and quality assurance units. Through sustainable quality assurance practices, FPMIPATI is expected to continuously improve the quality of learning planning and strengthen the achievement of graduate competencies.

9. APPENDICES

The appendices present the supporting data for the faculty-level monitoring and evaluation report. The data consolidate the monitoring results from the Information Technology Education, Mathematics Education, Biology Education, and Physics Education Study Programs.

Appendix 1. Instrument for Monitoring Semester Learning Plan Documents

Table A1. Instrument for Monitoring Semester Learning Plan Documents

No.	Indicator	Monitoring Question	Evidence Reviewed
1	Alignment of SLP with Graduate Learning Outcomes and Course Learning Outcomes	Has the SLP been prepared in accordance with Graduate Learning Outcomes and Course Learning Outcomes?	Formulation of Graduate Learning Outcomes, Course Learning Outcomes, Sub-Course Learning Outcomes, and their alignment in the SLP
2	Alignment of learning methods with Graduate Learning Outcomes	Do the learning methods stated in the SLP support the achievement of Graduate Learning Outcomes?	Learning methods, forms of learning, and student learning experiences
3	Alignment of assessment with Course Learning Outcomes	Is the assessment stated in the SLP aligned with the predetermined Course Learning Outcomes?	Assignments, tests, projects, portfolios, and assessment indicators
4	Availability of teaching materials	Are teaching materials available and supportive of the learning process?	Textbooks, modules, presentation materials, articles, worksheets, and digital learning resources
5	Availability of assessment rubrics	Are assessment rubrics available as a basis for objective assessment?	Rubrics for assignments, presentations, projects, practical work, and portfolios
6	Implementation of Student-Centered Learning	Does the learning design in the SLP apply Student-Centered Learning principles?	Discussion, case studies, problem-based learning, project-based learning, collaborative learning, and reflective activities
7	Integration of lecturers' research and community service outcomes	Does the SLP integrate lecturers' research and community service outcomes into materials, case examples, assignments, projects, or teaching materials?	Lecturer research references, community service outcomes, case examples, project topics, and research-based teaching materials

Appendix 2. Scoring Rubric and Achievement Category

The scoring system follows the instruments used in the study program reports. For the faculty-level aggregation, indicator achievement was consolidated based on fulfilled and not yet clearly fulfilled indicators in each study program report.

Table A2. Scoring Rubric

Score/Status	Criteria	Interpretation for Faculty-Level Aggregation
Fulfilled	The indicator is available, appropriate, and clearly reflected in the SLP document.	Counted as fulfilled in the faculty-level recapitulation.

Score/Status	Criteria	Interpretation for Faculty-Level Aggregation
Not yet clear / needs improvement	The indicator is partially available, incomplete, or not explicitly visible in the SLP document.	Counted as requiring improvement in the faculty-level analysis.

Table A3. Achievement Category

Percentage Range	Category	Description
85%-100%	Excellent	The SLP document fulfills almost all quality indicators and is appropriate to be used as a learning guideline.
70%-84%	Good	The SLP document fulfills most quality indicators, but some aspects still require improvement.
55%-69%	Fair	The SLP document fulfills some indicators, but significant improvement is needed.
40%-54%	Poor	The SLP document does not fulfill most quality indicators.
<40%	Very Poor	The SLP document does not meet the quality standards and requires comprehensive revision.

Appendix 3. Recapitulation of Monitored SLP Documents by Study Program

Table A4. Recapitulation of Monitored SLP Documents by Study Program

Study Program	Number of Monitored SLP Documents	Contribution to Faculty Data	General Category
Information Technology Education	41	41/110	Excellent
Mathematics Education	25	25/110	Excellent
Biology Education	20	20/110	Excellent
Physics Education	24	24/110	Excellent
Faculty Total	110	100.00%	Excellent

Appendix 4. Faculty-Level Recapitulation of SLP Indicator Achievement

Table A5. Faculty-Level Recapitulation of SLP Indicator Achievement

Code	Indicator	Number Fulfilled	Percentage	Category
I1	SLP alignment with Graduate Learning Outcomes and Course Learning Outcomes	110/110	100.00%	Excellent
I2	Learning methods support the achievement of Graduate Learning Outcomes	102/110	92.73%	Excellent
I3	Assessment is aligned with Course Learning Outcomes	106/110	96.36%	Excellent
I4	Teaching materials are available and support the learning process	96/110	87.27%	Excellent
I5	Assessment rubrics are available as a basis for objective assessment	95/110	86.36%	Excellent
I6	Learning activities apply Student-Centered Learning principles	102/110	92.73%	Excellent
I7	Learning activities integrate lecturers' research and community service outcomes	97/110	88.18%	Excellent
Average	Overall indicator achievement	708/770	91.95%	Excellent

Appendix 5. Recapitulation of Indicator Achievement by Study Program

Table A6. Recapitulation of Indicator Achievement by Study Program

Study Program	I1	I2	I3	I4	I5	I6	I7	Total	Achievement	Category
Information Technology Education	41/41 (100.00%)	35/41 (85.37%)	41/41 (100.00%)	34/41 (82.93%)	36/41 (87.80%)	39/41 (95.12%)	41/41 (100.00%)	267/287	93.03%	Excellent
Mathematics Education	25/25 (100.00%)	24/25 (96.00%)	24/25 (96.00%)	22/25 (88.00%)	21/25 (84.00%)	23/25 (92.00%)	20/25 (80.00%)	159/175	90.86%	Excellent
Biology Education	20/20 (100.00%)	19/20 (95.00%)	18/20 (90.00%)	17/20 (85.00%)	18/20 (90.00%)	17/20 (85.00%)	16/20 (80.00%)	125/140	89.29%	Excellent
Physics Education	24/24 (100.00%)	24/24 (100.00%)	23/24 (95.83%)	23/24 (95.83%)	20/24 (83.33%)	23/24 (95.83%)	20/24 (83.33%)	157/168	93.45%	Excellent
Faculty Total	110/110 (100.00%)	102/110 (92.73%)	106/110 (96.36%)	96/110 (87.27%)	95/110 (86.36%)	102/110 (92.73%)	97/110 (88.18%)	708/770	91.95%	Excellent

Appendix 6. Recapitulation of SLP Document Categories at Faculty Level

Table A7. SLP Document Category Composition by Study Program and Faculty Level

Study Program	Total SLP	Excellent	Excellent (%)	Good	Good (%)	Fair	Fair (%)	Poor	Poor (%)	Very Poor	Very Poor (%)
Information Technology Education	41	28	68.29%	13	31.71%	0	0.00%	0	0.00%	0	0.00%
Mathematics Education	25	22	88.00%	3	12.00%	0	0.00%	0	0.00%	0	0.00%
Biology Education	20	18	90.00%	2	10.00%	0	0.00%	0	0.00%	0	0.00%
Physics Education	24	21	87.50%	3	12.50%	0	0.00%	0	0.00%	0	0.00%
Faculty Total	110	89	80.91%	21	19.09%	0	0.00%	0	0.00%	0	0.00%

Appendix 7. Recapitulation of Monitoring Results by Course across Study Programs

The following table consolidates course-level monitoring results from the four study program reports. Indicator scores follow the scoring format used in each source report.

Table A8. Consolidated Monitoring Results by Course across Study Programs

Study Program	No.	Course	I1	I0	I1	I4	I5	I6	I7	Score	%	Category
Information Technology Education	1	Sistem Informasi	1	1	1	1	1	0	1	6/7	85.71%	Excellent
Information Technology Education	2	E-learning	1	1	1	1	1	0	1	6/7	85.71%	Excellent
Information Technology Education	1	Pemrograman Java	1	1	1	1	1	0	1	6/7	85.71%	Excellent
Information Technology Education	4	Sistem Operasi Server	1	1	1	1	1	0	1	6/7	85.71%	Excellent
Information Technology Education	5	Pemrograman Framework	1	1	1	1	1	0	1	6/7	85.71%	Excellent
Information Technology Education	6	Technopreneur	1	1	1	1	1	0	1	6/7	85.71%	Excellent
Information Technology Education	7	Simulasi Digital	1	1	1	1	1	1	1	7/7	100.00%	Excellent
Information Technology Education	8	Komunikasi Data	1	1	1	0	1	0	1	5/7	71.411%	Good
Information Technology Education	9	Data Mining	1	1	1	1	1	0	1	6/7	85.71%	Excellent
Information Technology Education	10	Teknik Digital	1	1	1	1	1	0	1	6/7	85.71%	Excellent
Information Technology Education	11	Manajemen Jaringan Komputer	1	1	1	1	1	1	1	7/7	100.00%	Excellent
Information Technology Education	12	Statistik	1	1	1	1	1	0	1	6/7	85.71%	Excellent
Information Technology Education	11	Animasi 1D	1	1	1	1	1	0	1	6/7	85.71%	Excellent
Information Technology Education	14	Matematika Dasar	1	1	0	1	1	0	1	5/7	71.41%	Good
Information Technology Education	15	Rencana Pembelajaran	1	1	1	1	1	1	1	7/7	100.00%	Excellent
Information Technology Education	16	Kapita Selektta SMK	1	1	1	1	1	0	1	6/7	85.71%	Excellent
Information Technology Education	17	Metode Riset	1	1	1	1	1	0	1	6/7	85.71%	Excellent
Information Technology Education	18	Sistem Basis Data	1	1	0	1	1	0	1	6/7	71.41%	Good
Information Technology Education	19	Fisika dasar	1	1	1	1	1	1	1	7/7	100.00%	Excellent
Information Technology Education	20	Decision Support System	1	1	1	0	1	0	1	5/7	71.41%	Good
Information Technology Education	21	Desain Fotografi dan Videografi	1	1	1	1	1	1	1	7/7	100.00%	Excellent
Information Technology Education	22	Mobile Programming	1	1	0	1	1	0	1	5/7	71.41%	Good
Information Technology Education	23	Human Computer Interaction	1	1	1	1	1	1	1	7/7	100.00%	Excellent
Information Technology Education	24	Digital Forensic	1	1	1	1	1	1	1	7/7	100.00%	Excellent
Information Technology Education	25	Algoritma Pemrograman	1	1	1	1	1	1	1	7/7	100.00%	Excellent
Information Technology Education	26	Etika Profesi	1	1	1	1	1	1	1	7/7	100.00%	Excellent
Information Technology Education	27	Evaluasi Proses dan Hasil Belajar	1	1	1	1	1	1	1	7/7	100%	Excellent
Information Technology Education	28	Mikroteaching	1	0	1	1	1	1	1	6/7	85.71%	Excellent
Information Technology Education	29	Praktikum Pemrograman	1	1	1	1	0	1	0	5/7	71,41%	Good

Study Program	No.	Course	I1	I0	I1	I4	I5	I6	I7	Score	%	Category
		Game										
Information Technology Education	30	Keamanan Jarkom	1	0	1	0	1	1	1	5/7	71.43%	Good
Information Technology Education	31	Praktikum VR System	1	1	1	0	1	1	0	5/7	71.43%	Good
Information Technology Education	32	Praktikum Mobile Programming	1	1	1	1	0	1	1	6/7	85.71%	Excellent
Information Technology Education	33	Praktikum Artificial Intelligence	1	0	1	1	1	0	1	5/7	71.43%	Good
Information Technology Education	34	Praktikum Jaringan Komputer	1	1	1	0	1	1	1	6/7	85.71%	Excellent
Information Technology Education	35	Praktikum Pemrograman Komputer	1	1	1	1	1	1	1	7/7	100.00%	Excellent
Information Technology Education	36	Praktikum Desain Fotografi dan Videografi	1	1	1	1	1	1	1	7/7	100.00%	Excellent
Information Technology Education	37	Praktikum Analisa dan Desain Sistem	1	0	1	1	1	0	1	5/7	71.43%	Good
Information Technology Education	38	E-Business	1	0	1	0	1	1	1	5/7	71.43%	Good
Information Technology Education	39	Praktikum Decision Support System	1	1	1	0	0	1	1	5/7	71.41%	Good
Information Technology Education	40	Praktikum Sistem Informasi	1	0	1	0	1	1	1	5/7	71.41%	Good
Information Technology Education	41	Praktikum Human Computer Interaction	1	1	1	0	1	1	1	1	85.71%	Excellent
Mathematics Education	1	Foundations of Education	1	1	1	1	0	1	0	5/7	71.41%	Good
Mathematics Education	2	Descriptive Statistics	1	1	1	1	1	1	0	6/7	85.71%	Excellent
Mathematics Education	3	Number Theory	1	1	1	1	1	1	1	7/7	100.00%	Excellent
Mathematics Education	4	Probability Theory	1	1	1	1	1	1	1	7/7	100.00%	Excellent
Mathematics Education	5	Linear Algebra	1	1	1	1	1	1	1	7/7	100.00%	Excellent
Mathematics Education	6	Integral Calculus	1	1	1	1	1	1	0	6/7	85.71%	Excellent
Mathematics Education	7	Professional Ethics in Education	1	1	1	1	1	1	1	7/7	100.00%	Excellent
Mathematics Education	8	Senior High School Mathematics	1	1	1	1	1	1	1	7/7	100.00%	Excellent
Mathematics Education	9	Mathematics Workshop	1	1	1	0	1	1	1	6/7	85.71%	Excellent
Mathematics Education	10	Mathematics Learning Planning	1	1	1	1	1	1	1	7/7	100.00%	Excellent
Mathematics Education	11	Numerical Methods	1	0	1	1	0	1	1	5/7	71.41%	Good
Mathematics Education	12	Linear Programming	1	1	1	1	1	1	0	6/7	85.71%	Excellent
Mathematics Education	13	Application of Learning Technology	1	1	1	1	1	1	1	7/7	100.00%	Excellent
Mathematics Education	14	Entrepreneurship	1	1	0	1	1	1	1	6/7	85.71%	Excellent
Mathematics Education	15	Exploration of Mathematics Learning	1	1	1	1	1	1	1	7/7	100.00%	Excellent
Mathematics Education	16	Differential Equations	1	1	1	1	1	1	1	7/7	100.00%	Excellent
Mathematics Education	17	PMBS	1	1	1	0	0	1	1	5/7	71.41%	Good
Mathematics Education	18	Mathematical Statistics	1	1	1	1	1	0	1	6/7	85.71%	Excellent
Mathematics Education	19	Real Analysis	1	1	1	1	1	1	1	7/7	100.00%	Excellent

Study Program	No.	Course	I1	I0	I1	I4	I5	I6	I7	Score	%	Category
Mathematics Education	20	Statistical Computing	1	1	1	1	1	0	1	6/7	85.71%	Excellent
Mathematics Education	21	Ring Theory	1	1	1	0	1	1	1	6/7	85.71%	Excellent
Mathematics Education	22	Quantitative Research Methods	1	1	1	1	1	1	1	7/7	100.00%	Excellent
Mathematics Education	23	Programming Algorithms	1	1	1	1	0	1	1	6/7	85.71%	Excellent
Mathematics Education	24	Realistic Mathematics Education Approach	1	1	1	1	1	1	1	7/7	100.00%	Excellent
Mathematics Education	25	Evaluation of Mathematics Learning Process and Outcomes	1	1	1	1	1	1	0	6/7	85.71%	Excellent
Biology Education	1	Genetics	1	1	1	1	0	0	1	5/7	71.43%	Good
Biology Education	2	Ethics and Teaching Profession	1	1	1	1	1	1	0	6/7	85.71%	Excellent
Biology Education	3	Information and Communication Technology	1	1	0	1	1	1	1	6/7	85.71%	Excellent
Biology Education	4	Animal Developmental Structure	1	1	1	0	1	0	1	5/7	71.41%	Good
Biology Education	5	Fundamentals of Biology Learning	1	1	1	1	1	0	1	6/7	85.71%	Excellent
Biology Education	6	Biology Seminar	1	1	1	1	1	1	0	6/7	85.71%	Excellent
Biology Education	7	Biotechnology	1	0	1	1	1	1	1	6/7	85.71%	Excellent
Biology Education	8	Environmental Science (A)	1	1	1	1	1	1	0	6/7	85.71%	Excellent
Biology Education	9	Environmental Science (B)	1	1	1	0	1	1	1	6/7	85.71%	Excellent
Biology Education	10	Educational Research Methodology	1	1	1	1	0	1	1	6/7	85.71%	Excellent
Biology Education	11	Plant Physiology	1	1	1	1	1	1	1	7/7	100%	Excellent
Biology Education	12	Plant Developmental Structure	1	1	1	1	1	1	0	6/7	85.71%	Excellent
Biology Education	11	Animal Diversity	1	1	1	1	1	1	1	7/7	100.00%	Excellent
Biology Education	14	Plant Diversity	1	1	0	1	1	1	1	6/7	85.71%	Excellent
Biology Education	15	Basic Human Anatomy and Physiology	1	1	1	1	1	1	1	7/7	100.00%	Excellent
Biology Education	16	Development of Biology Learning Curriculum	1	1	1	1	1	1	1	7/7	100.00%	Excellent
Biology Education	17	Development of Biology Learning Resources and Materials	1	1	1	0	1	1	1	6/7	85.71%	Excellent
Biology Education	18	Biological Research Methodology	1	1	1	1	1	0	1	6/7	85.71%	Excellent
Biology Education	19	Digital Learning Media Innovation	1	1	1	1	1	1	1	7/7	100.00%	Excellent
Biology Education	20	Classroom Management	1	1	1	1	1	1	1	7/7	100%	Excellent
Physics Education	1	Pancasila Education	1	1	1	1	0	1	0	5	71%	Good
Physics Education	2	Basic Electronics	1	1	1	1	1	1	0	6	86%	Excellent
Physics Education	3	Indonesian Language	1	1	1	1	1	1	1	7	100%	Excellent
Physics Education	4	Fundamental Physics: Electromagnetism	1	1	1	1	1	1	1	7	100%	Excellent

Study Program	No.	Course	I1	I0	I1	I4	I5	I6	I7	Score	%	Category
		(theory)										
Physics Education	5	Fundamental Physics: Electromagnetism (practical)	1	1	1	1	1	1	1	7	100%	Excellent
Physics Education	6	Computer Programming	1	1	1	1	1	1	0	6	86%	Excellent
Physics Education	7	English Language	1	1	1	1	1	1	1	7	100%	Excellent
Physics Education	8	Thermodynamics	1	1	1	1	1	1	1	7	100%	Excellent
Physics Education	9	Introduction to Mathematical Physics	1	1	1	0	1	1	1	6	86%	Excellent
Physics Education	10	Waves and Optics	1	1	1	1	1	1	1	7	100%	Excellent
Physics Education	11	Advanced Electronics	1	1	1	1	0	1	1	6	86%	Excellent
Physics Education	12	Solid State Physics	1	1	1	1	1	1	0	6	86%	Excellent
Physics Education	13	Nuclear Physics	1	1	1	1	1	1	1	7	100%	Excellent
Physics Education	14	Introduction to Astronomy	1	1	0	1	1	1	1	6	86%	Excellent
Physics Education	15	Introduction to Quantum Mechanics	1	1	1	1	1	1	1	7	100%	Excellent
Physics Education	16	Environmental Physics	1	1	1	1	1	1	1	7	100%	Excellent
Physics Education	17	High School Physics 0	1	1	1	1	0	1	1	6	86%	Excellent
Physics Education	18	Physics Education Laboratory	1	1	1	1	1	0	1	6	86%	Excellent
Physics Education	19	Physics Learning Design	1	1	1	1	1	1	1	7	100%	Excellent
Physics Education	20	Interfacing 0	1	1	1	1	1	1	1	7	100%	Excellent
Physics Education	21	Innovation in Learning (MBKM conversion)	1	1	1	1	1	1	1	7	100%	Excellent
Physics Education	22	Learning Process and Outcome Evaluation	1	1	1	1	1	1	1	7	100%	Excellent
Physics Education	23	Physics Teaching Media and Materials	1	1	1	1	0	1	1	6	86%	Excellent
Physics Education	24	PLP (Teaching Practice Program)	1	1	1	1	1	1	1	7	100%	Excellent

Appendix 8. List of Monitored SLP Documents by Study Program

All monitored SLP documents were available. Notes were generated based on indicators that were not yet fully fulfilled or still required strengthening in each course-level recapitulation.

Table A9. List of Monitored SLP Documents by Study Program

Study Program	No.	Course	Course Lecturers	SLP Document Status	Notes
Information Technology Education	1	Sistem Informasi	Andi Priyolistiyanto, S.Kom , M.Kom	Available	Needs strengthening in I6
Information Technology Education	2	E-learning	Dr. Lilik Ariyanto	Available	Needs strengthening in I6
Information Technology Education	1	Pemrograman Java	Wijayanto, S.T. M.Kom	Available	Needs strengthening in I6
Information Technology Education	4	Sistem Operasi Server	Ade Ricky Rozzaqi, S.Pd, M.Kom	Available	Needs strengthening in I6
Information Technology Education	5	Pemrograman Framework	wijayanto, S.T. M.Kom	Available	Needs strengthening in I6
Information Technology Education	6	Technopreneur	T. Indriati Wardani, S.Kom, M.Pd, M.Kom	Available	Needs strengthening in I6
Information Technology Education	7	Simulasi Digital	T. Indriati Wardani, S.Kom, M.Pd, M.Kom	Available	Complete
Information Technology Education	8	Komunikasi Data	Ade Ricky Rozzaqi, S.Pd, M.Kom	Available	Needs strengthening in I6
Information Technology Education	9	Data Mining	Andi Priyolistiyanto, S.Kom , M.Kom	Available	Needs strengthening in I6
Information Technology Education	10	Teknik Digital	Ade Ricky Rozzaqi, S.Pd, M.Kom	Available	Needs strengthening in I6
Information Technology Education	11	Manajemen Jaringan Komputer	Ade Ricky Rozzaqi, S.Pd, M.Kom	Available	Complete
Information Technology Education	12	Statistik	Sudargo, M.Kom	Available	Needs strengthening in I6
Information Technology Education	13	Animasi 1D	Wijayanto, S.T. M.Kom	Available	Needs strengthening in I6
Information Technology Education	14	Matematika Dasar	Priyanto, M. Pd.	Available	Needs strengthening in I6
Information Technology Education	15	Rencana Pembelajaran	Nurina happy, M.Pd	Available	Complete
Information Technology Education	16	Kapita Selektta SMK	T. Indriati Wardani, S.Kom, M.Pd, M.Kom	Available	Needs strengthening in I6
Information Technology Education	17	Metode Riset	Dr. Supandi, M,Si	Available	Needs strengthening in I6
Information Technology Education	18	Sistem Basis Data	Andi Priyolistiyanto, S.Kom , M.Kom	Available	Needs strengthening in I6

Study Program	No.	Course	Course Lecturers	SLP Document Status	Notes
Information Technology Education	19	Fisika dasar	Dr. Affandi Faisal	Available	Complete
Information Technology Education	20	Decision Support System	Andi Priyolistiyanto, S.Kom., M.Kom	Available	Needs strengthening in I6
Information Technology Education	21	Desain Fotografi dan Videografi	Ade Ricky Rozzaqi, S.Pd., M.Kom	Available	Complete
Information Technology Education	22	Mobile Programming	Wijayanto, S,T., M.Kom	Available	Needs strengthening in I6
Information Technology Education	23	Human Computer Interaction	Th. Indriati W, M.Pd., M.Kom	Available	Complete
Information Technology Education	24	Digital Forensic	Ade Ricky Rozzaqi, S.Pd., M.Kom	Available	Complete
Information Technology Education	25	Algoritma Pemrograman	Dr. Prayito, M.Pd	Available	Complete
Information Technology Education	26	Etika Profesi	Dr. Lilik Ariyanto, M.Pd	Available	Complete
Information Technology Education	27	Evaluasi Proses dan Hasil Belajar	Dr. Heni Purwati, M.Pd	Available	Needs strengthening in I7
Information Technology Education	28	Mikroteaching	Th. Indriati W, M.Pd., M.Kom	Available	Needs strengthening in I0, I6
Information Technology Education	29	Praktikum Pemrograman Game	Wijayanto, S,T., M.Kom	Available	Needs strengthening in I5, I7
Information Technology Education	30	Keamanan Jarkom	Ade Ricky Rozzaqi, S.Pd., M.Kom	Available	Needs strengthening in I0, I4, I6
Information Technology Education	31	Praktikum VR System	Prof. Ahmad Buchori, M.Pd	Available	Needs strengthening in I4, I7
Information Technology Education	32	Praktikum Mobile Programming	Wijayanto, S,T., M.Kom	Available	Needs strengthening in I5
Information Technology Education	33	Praktikum Artificial Intelligence	Wijayanto, S,T., M.Kom	Available	Needs strengthening in I0, I6
Information Technology Education	34	Praktikum Jaringan Komputer	Ade Ricky Rozzaqi, S.Pd., M.Kom	Available	Needs strengthening in I0, I4, I5, I6
Information Technology Education	35	Praktikum Pemrograman Komputer	Wijayanto, S,T., M.Kom	Available	Complete
Information Technology Education	36	Praktikum Desain Fotografi dan Videografi	Ade Ricky Rozzaqi, S.Pd., M.Kom	Available	Complete
Information Technology Education	37	Praktikum Analisa dan Desain Sistem	Andi Priyolistiyanto, S.Kom., M.Kom	Available	Needs strengthening in I0, I4, I6
Information Technology Education	38	E-Business	Th. Indriati W, M.Pd., M.Kom	Available	Needs strengthening in I0, I4
Information Technology Education	39	Praktikum Decision Support System	Andi Priyolistiyanto, S.Kom., M.Kom	Available	Needs strengthening in I0, I4, I5, I6
Information Technology Education	40	Praktikum Sistem Informasi	Wijayanto, S,T., M.Kom	Available	Needs strengthening in I0, I4, I5
Information Technology Education	41	Praktikum Human Computer Interaction	Th. Indriati W, M.Pd., M.Kom	Available	Needs strengthening in I4

Study Program	No.	Course	Course Lecturers	SLP Document Status	Notes
Mathematics Education	1	Foundations of Education	Dr. Intan Indiaty, M.Pd.; Dr. Ida Dwijayanti, S.Pd., M.Pd.	Available	Needs strengthening in I5, I7
Mathematics Education	2	Descriptive Statistics	Agnita Siska P., M.Pd.; Dr. Heni Purwati, M.Pd.	Available	Needs strengthening in I7
Mathematics Education	3	Number Theory	Rizky Esti Utami, M.Pd.; Noviana Dini R., M.Pd.	Available	Complete
Mathematics Education	4	Probability Theory	Dr. Lilik Ariyanto, M.Pd.; Dewi Wulandari, M.Si.	Available	Complete
Mathematics Education	5	Linear Algebra	Noviana Dini R., M.Pd.; Dina Prasetyowati, M.Pd.	Available	Complete
Mathematics Education	6	Integral Calculus	Dr. Supandi, M.Si.; Dr. Ali Shodiqin, M.Pd.	Available	Needs strengthening in I7
Mathematics Education	7	Professional Ethics in Education	Dhian Endahwuri, M.Pd.; Rina Dwi Setyowati, M.Pd.	Available	Complete
Mathematics Education	8	Senior High School Mathematics	Sugiyanti, M.Pd.; Dr. FX. Didik Purwosetyono, M.Pd.	Available	Complete
Mathematics Education	9	Mathematics Workshop	Dr. Muhtarom, M.Pd.	Available	Needs strengthening in I4
Mathematics Education	10	Mathematics Learning Planning	Farida Nursyahidah, M.Pd.	Available	Complete
Mathematics Education	11	Numerical Methods	Dr. Heni Purwati, M.Pd.	Available	Needs strengthening in I0, I5
Mathematics Education	12	Linear Programming	Dhian Endahwuri, M.Pd.	Available	Needs strengthening in I7
Mathematics Education	13	Application of Learning Technology	Prof. Dr. Achmad Buchori, M.Pd.	Available	Complete
Mathematics Education	14	Entrepreneurship	M. Saefuddin Zuhri, M.Pd.	Available	Needs strengthening in I1
Mathematics Education	15	Exploration of Mathematics Learning	Dr. Lukman Harun, M.Pd.	Available	Complete
Mathematics Education	16	Differential Equations	Sugiyanti, M.Pd.; Nurina Happy, M.Pd.	Available	Complete
Mathematics Education	17	PMBS	Nurina Happy, M.Pd.	Available	Needs strengthening in I4, I5
Mathematics Education	18	Mathematical Statistics	Sudargo, M.Si.	Available	Needs strengthening in I6
Mathematics Education	19	Real Analysis	Dr. Drs. Nizaruddin, M.Si.; Yanuar Hery Murtianto, M.Pd.	Available	Complete
Mathematics Education	20	Statistical Computing	Dina Prasetyowati, M.Pd.; Dr. Aryo Andri Nugroho, M.Pd.	Available	Needs strengthening in I6
Mathematics Education	21	Ring Theory	Maya Rini R., M.Pd.; Dr.	Available	Needs strengthening

Study Program	No.	Course	Course Lecturers	SLP Document Status	Notes
			Widya K., M.Pd.		in I4
Mathematics Education	22	Quantitative Research Methods	Irkham Ulil Albab, M.Pd.; Dr. FX. Didik Purwosetyono, M.Pd.	Available	Complete
Mathematics Education	23	Programming Algorithms	Aurora Nur Aini, M.Sc.	Available	Needs strengthening in I5
Mathematics Education	24	Realistic Mathematics Education Approach	Farida Nursyahidah, M.Pd.; Irkham Ulil Albab, M.Pd.	Available	Complete
Mathematics Education	25	Evaluation of Mathematics Learning Process and Outcomes	Noviana Dini R., M.Pd.	Available	Needs strengthening in I7
Biology Education	1	Genetics	Dr. Dra. Mei Sulistyoningsih, M.Si.; Praptining Rahayu, S.Si., M.Pd	Available	Needs strengthening in I5, I6
Biology Education	2	Ethics and Teaching Profession	Eko Retno Mulyaningrum, M.Pd; Reni Rakhmawati, S.Pd., M.Pd.	Available	Needs strengthening in I7
Biology Education	3	Information and Communication Technology	Wijayanto ST., M.Kom.	Available	Needs strengthening in I1
Biology Education	4	Animal Developmental Structure	Dr. Dra. Mei Sulistyoningsih, M.Si.; Reni Rakhmawati, S.Pd., M.Pd.	Available	Needs strengthening in I4, I6
Biology Education	5	Fundamentals of Biology Learning	Dr. Sumarno, M.Pd.; Dr. Azizul Ghofar W, M.Pd	Available	Needs strengthening in I6
Biology Education	6	Biology Seminar	Praptining Rahayu, S.Si., M.Pd.;	Available	Needs strengthening in I7
Biology Education	7	Biotechnology	Prof. Dr. Endah Rita S.D., M.Si.; Atip Nurwahyunani, S.Si., S.Pd., M.Pd.	Available	Needs strengthening in I0
Biology Education	8	Environmental Science (A)	Dr. Ary Susatyo Nugroho, M.Si. : Dr. Ling. Maria Ulfah, S.Si.;; Fibria Kaswinarni, S.Si., M.Si.	Available	Needs strengthening in I7
Biology Education	9	Environmental Science (B)	Fibria Kaswinarni, M.Si.	Available	Needs strengthening in I4
Biology Education	10	Educational Research Methodology	Eko Retno Mulyaningrum, M.Pd; Dr. Azizul Ghofar C.W., M.Pd	Available	Needs strengthening in I5
Biology Education	11	Plant Physiology	Dr. Eny Hartadiyati W.H., M.Si.Med.; Lussana Rosita D, S.Si.,M.Pd	Available	Complete
Biology Education	12	Plant Developmental	Dr. Prasetyo, S.Pd., M.Pd.;	Available	Needs strengthening

Study Program	No.	Course	Course Lecturers	SLP Document Status	Notes
		Structure	Rivanna Citraning R, M.Pd		in 17
Biology Education	13	Animal Diversity	Fibria Kaswinarni, M.Si	Available	Complete
Biology Education	14	Plant Diversity	M. Anas Dzakiy, S.Si., M.Sc; Rivanna Citraning R., M.Pd.	Available	Needs strengthening in 11
Biology Education	15	Basic Human Anatomy and Physiology	Fibria Kaswinarni, M.Si dan Dr. Fenny Roshayanti, M.Pd	Available	Complete
Biology Education	16	Development of Biology Learning Curriculum	Dr. Prasetiyo, S.Pd., M.Pd.	Available	Complete
Biology Education	17	Development of Biology Learning Resources and Materials	Dr. M. Syaipul Hayat, M.Pd; Ipah Budi Minarti, S.Pd., M.Pd	Available	Needs strengthening in 14
Biology Education	18	Biological Research Methodology	M. Anas Dzakiy, S.Si., M.Sc.	Available	Needs strengthening in 16
Biology Education	19	Digital Learning Media Innovation	Dr. M. Syaipul Hayat, M.Pd.; Dr. Ling. Maria Ulfah, S.Si., M.Pd.	Available	Complete
Biology Education	20	Classroom Management	Dr. Eny Hartadiyati WH, M.Si.Med; Dr. Azizul Ghofar W, M.Pd	Available	Complete
Physics Education	1	Pancasila Education	Drs. Kiswoyo, MM	Available	Needs strengthening in 15, 17
Physics Education	2	Basic Electronics	Wawan Kurniawan, M.Si	Available	Needs strengthening in 17
Physics Education	3	Indonesian Language	Zainal Arifin, S.Pd., M. Hum	Available	Complete
Physics Education	4	Fundamental Physics: Electromagnetism (theory)	Dr. Affandi Faisal Kurniawan, M.Sc	Available	Complete
Physics Education	5	Fundamental Physics: Electromagnetism (practical)	Dr. Affandi Faisal Kurniawan, M.Sc	Available	Complete
Physics Education	6	Computer Programming	Joko Saefan, M.Sc	Available	Needs strengthening in 17
Physics Education	7	English Language	Sri Wahyuni, S.Pd., M.Pd	Available	Complete
Physics Education	8	Thermodynamics	Dr. Harto Nuroso, M.Pd	Available	Complete
Physics Education	9	Introduction to Mathematical Physics	Joko Saefan, M.Sc	Available	Needs strengthening in 14
Physics Education	10	Waves and Optics	Dr. Sigit Ristanto, M.Sc	Available	Complete
Physics Education	11	Advanced Electronics	Wawan Kurniawan, M.Si	Available	Needs strengthening in 15
Physics Education	12	Solid State Physics	Dr. Affandi Faisal Kurniawan, M.Sc	Available	Needs strengthening in 17
Physics Education	13	Nuclear Physics	Dr. Ummi Kaltsum, M.Sc	Available	Complete
Physics Education	14	Introduction to Astronomy	Joko Saefan, M.Sc	Available	Needs strengthening in 11

Study Program	No.	Course	Course Lecturers	SLP Document Status	Notes
Physics Education	15	Introduction to Quantum Mechanics	Joko Saefan, M.Sc	Available	Complete
Physics Education	16	Environmental Physics	Dr. Harto Nuroso, M.Pd	Available	Complete
Physics Education	17	High School Physics 0	Prof. Dr. Nur Khoiri, M.Pd	Available	Needs strengthening in I5
Physics Education	18	Physics Education Laboratory	Prof. Dr. Nur Khoiri, M.Pd	Available	Needs strengthening in I6
Physics Education	19	Physics Learning Design	Dr. Joko Siswanto, M.Pd	Available	Complete
Physics Education	20	Interfacing 0	Wawan Kurniawan, M.Si	Available	Complete
Physics Education	21	Innovation in Learning (MBKM conversion)	Dr. Ernawati Saptaningrum, M.Pd	Available	Complete
Physics Education	22	Learning Process and Outcome Evaluation	Dr. Ernawati Saptaningrum, M.Pd	Available	Complete
Physics Education	23	Physics Teaching Media and Materials	Dr. Joko Siswanto, M.Pd	Available	Needs strengthening in I5
Physics Education	24	PLP (Teaching Practice Program)	Dr. Ernawati Saptaningrum, M.Pd	Available	Complete

Appendix 9. Recapitulation of Teaching Material Availability at Faculty Level

Table A10. Teaching Material Availability at Faculty Level

Study Program	Total SLP	Teaching Materials Available and Supportive	Percentage	Need Completion/ Clarification	Percentage
Information Technology Education	41	33	80.91%	8	11.09%
Mathematics Education	25	22	88.00%	3	12.00%
Biology Education	20	17	85.00%	3	15.00%
Physics Education	24	23	95.81%	1	4.17%
Faculty Total	110	95	87.07%	15	10.71%

At the faculty level, teaching materials were available and supportive in 96 of 110 SLP documents (87.07%). This indicates an Excellent category, although several documents still need clearer specification of textbooks, modules, digital resources, articles, worksheets, or other supporting references.

Appendix 10. Recapitulation of Assessment Rubric Availability at Faculty Level

Table A11. Assessment Rubric Availability at Faculty Level

Study Program	Total SLP	Rubrics Available	Percentage	Need Completion/ Clarification	Percentage
Information Technology Education	41	36	87.80%	5	10.00%
Mathematics Education	25	21	84.00%	4	16.00%
Biology Education	20	18	90.00%	2	10.00%
Physics Education	24	20	81.11%	4	16.67%
Faculty Total	110	95	86.16%	15	11.64%

Assessment rubric availability reached 86.16% at the faculty level. This was the lowest indicator among the seven monitoring indicators; therefore, assessment rubrics for assignments, projects, presentations, portfolios, practical work, and performance assessment should be strengthened.

Appendix 11. Recapitulation of Student-Centered Learning Implementation at Faculty Level

Table A10. Student-Centered Learning Implementation at Faculty Level

Study Program	Total SLP	SCL Clearly Reflected	Percentage	Need Strengthening	Percentage
Information Technology Education	41	39	95.10%	2	4.88%
Mathematics Education	25	23	90.00%	2	8.00%
Biology Education	20	17	85.00%	3	15.00%
Physics Education	24	23	95.81%	1	4.17%
Faculty Total	110	102	90.71%	8	7.07%

Student-Centered Learning implementation was clearly reflected in 100 of 110 SLP documents (90.71%). This shows that most learning plans have incorporated active learning activities, such as discussion, problem solving, collaboration, projects, case studies, and reflection.

Appendix 10. Recapitulation of Research and Community Service Integration at Faculty Level

Table A11. Research and Community Service Integration at Faculty Level

Study Program	Total SLP	Research/Community Service Integration Clearly Visible	Percentage	Need Strengthening	Percentage
Information Technology Education	41	41	100.00%	0	0.00%
Mathematics	25	20	80.00%	5	20.00%

Study Program	Total SLP	Research/Community Service Integration Clearly Visible	Percentage	Need Strengthening	Percentage
Education					
Biology Education	20	16	80.00%	4	20.00%
Physics Education	24	20	81.11%	4	16.67%
Faculty Total	110	97	88.18%	13	11.80%

The integration of lecturers' research and community service outcomes reached 88.18% at the faculty level. Although categorized as Excellent, this aspect should be continuously strengthened so that research outputs, community service products, case studies, project topics, and research-based references are more explicitly written in SLP documents.

Appendix 11. Summary of Findings and Follow-Up Recommendations by Study Program

Table A14. Summary of Findings and Follow-Up Recommendations by Study Program

Study Program/Level	Key Findings	Follow-Up Recommendations
Information Technology Education	Overall achievement reached 91.01%. The strongest indicators were I1, I1, and I7, while I4 was relatively lower than other indicators.	Strengthen the clarity of teaching materials, improve learning method alignment in several practical courses, and maintain research/community service integration.
Mathematics Education	Overall achievement reached 90.86%. I1 was fully achieved, while I5 and I7 were the lowest indicators.	Complete assessment rubrics and strengthen the explicit integration of lecturers' research and community service outcomes in SLP documents.
Biology Education	Overall achievement reached 89.09%. I1 was fully achieved, while I4, I6, and I7 still require strengthening in several courses.	Improve teaching material specification, make Student-Centered Learning activities more explicit, and strengthen research/community service integration.
Physics Education	Overall achievement reached 91.45%. I1 and I0 were fully achieved, while I5 and I7 were relatively lower.	Complete assessment rubrics and strengthen the integration of research and community service outcomes, especially in courses where these elements are not yet clearly visible.
Faculty Level	The overall faculty achievement reached 91.95% and was categorized as Excellent. The lowest faculty-level achievement was assessment rubric availability.	Provide a standardized SLP checklist, conduct technical assistance before each semester, and monitor follow-up actions for indicators requiring improvement.

