

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

QUALITY ASSURANCE SUB-UNIT
EARLY CHILDHOOD EDUCATION STUDY PROGRAM
FACULTY OF EDUCATION
UNIVERSITAS PGRI SEMARANG
2025

REPORT
MONITORING AND EVALUATION OF SEMESTER LEARNING PLAN DOCUMENTS
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Early Childhood Education QA Sub 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 SLP Documents for the Even Semester of the 2024/2025 Academic Year in the Early Childhood Education Study Program, Faculty of Education, 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 within the Early Childhood Education Study Program. The purpose of this activity was to ensure that the SLP documents, hereinafter referred to as SLP, prepared by course lecturers comply with the established academic quality standards and are suitable to be used as guidelines for teaching and learning activities.

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 Education, Universitas PGRI Semarang;
5. The Head of the Early Childhood Education Study Program;
6. The Quality Assurance Sub-Unit of the Early Childhood Education Study Program;
7. All course lecturers in the Early Childhood 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 Early Childhood Education Study Program, Faculty of Education Universitas PGRI Semarang.

Semarang, September 17, 2025

Quality Assurance Sub-Unit

Early Childhood Education Study Program

Ismatul Khasanah, M.Pd.

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1. INTRODUCTION

The SLP, or Semester Learning Plan (SLP), is an essential academic document used by lecturers as a guideline in implementing the teaching and learning process. An SLP systematically describes the learning design, including learning outcomes, learning materials, teaching methods, student learning experiences, assessment methods, learning resources, and assessment rubrics. Therefore, the quality of SLP documents significantly determines the direction and quality of classroom learning.

Monitoring and evaluation of SLP documents are necessary to ensure that the SLP prepared by course lecturers complies with the established learning quality standards. The SLP does not merely function as an administrative document, but also serves as an academic reference that connects Graduate Learning Outcomes, Course Learning Outcomes, learning methods, assessment, learning resources, and student learning activities.

In the Early Childhood Education Study Program, Faculty of Education Universitas PGRI Semarang, the monitoring and evaluation of SLP documents for the Even Semester of the 2024/2025 Academic Year was conducted by the Quality Assurance Sub-Unit of the Early Childhood Education Study Program. This activity was aimed at assessing the readiness and quality of SLP documents to be used by lecturers in the teaching and learning process.

The indicators used in the monitoring and evaluation of SLP documents included the following:

- a. The SLP is prepared in accordance with Graduate Learning Outcomes and Course Learning Outcomes;
- b. The learning methods used support the achievement of Graduate Learning Outcomes;
- c. The 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 the principles of Student-Centered Learning;
- g. Learning activities integrate the research and community service outcomes of course lecturers.

The legal and institutional bases for conducting this monitoring and evaluation of SLP documents 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 Education, Universitas PGRI Semarang;
- g. Academic guidelines of the Early Childhood Education Study Program, Faculty of Education 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 has fulfilled the principles of good learning planning. An SLP must clearly demonstrate the relationship among learning outcomes, learning materials, learning strategies, student learning experiences, assessment, teaching materials, and assessment rubrics.

In an Outcome-Based Education approach, an SLP document must show a clear alignment among Graduate Learning Outcomes, Course Learning Outcomes, Sub-Course Learning Outcomes, learning methods, and assessment. Accordingly, the 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 MONITORING AND EVALUATION OF SLP DOCUMENTS

The monitoring and evaluation of SLP documents was conducted by the Quality Assurance Sub-Unit of the Early Childhood Education Study Program, Faculty of Education, Universitas PGRI Semarang. This activity was conducted on the SLP documents of courses offered in the Even Semester of the 2024/2025 Academic Year.

A total of 25 course SLP documents were monitored. Each SLP document was reviewed based on the predetermined indicators. The review was conducted to ensure that each SLP fulfilled the components of learning planning in accordance with the quality standards of the Early Childhood Education Study Program.

The stages of the monitoring and evaluation of SLP documents were as follows:

1. The Quality Assurance Sub-Unit of the Study Program prepared the monitoring instrument for SLP documents;
2. Course lecturers submitted or uploaded their SLP documents;
3. The monitoring team reviewed each SLP document based on the established indicators;
4. The monitoring team assigned scores to each indicator;
5. The results were recapitulated in the form of achievement percentages;
6. The monitoring team analyzed the results of the SLP document review;

7. The monitoring team formulated conclusions and follow-up recommendations;
8. The monitoring team prepared the monitoring and evaluation report of SLP documents.

4. INSTRUMENTS AND RUBRICS FOR MONITORING SLP DOCUMENTS

a. Instrument for Monitoring SLP 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 the Graduate Learning Outcomes and Course Learning Outcomes of the Early Childhood Education Study Program?	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 the principles of Student-Centered Learning?	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 assessment used binary scoring, namely 1 and 0.

Table 2 Scoring Criteria

Score	Criteria
1	The indicator is fulfilled in the SLP document
0	The indicator is not fulfilled or is not clearly visible in the SLP document

The achievement category was determined based on the following percentage ranges.

Table 3 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 MONITORING AND EVALUATION OF SLP DOCUMENTS

a. General Recapitulation of Monitoring Results

The results of the monitoring and evaluation of SLP documents in the Early Childhood Education Study Program, Faculty of Education, Universitas PGRI Semarang, indicate that the overall quality of SLP documents was categorized as Excellent. Of the seven indicators assessed, five indicators were categorized as Excellent, while two indicators were categorized as Good.

The highest achievement was found in the indicator of SLP alignment with Graduate Learning Outcomes and Course Learning Outcomes, reaching 100%. This indicates that all reviewed SLP documents had demonstrated alignment between Graduate Learning Outcomes and Course Learning Outcomes. Meanwhile, the indicator of integration of lecturers' research and community service outcomes reached 80%, which indicates that this aspect requires particular attention in the improvement of future SLP documents.

The average achievement of all indicators was 90.86%, categorized as Excellent.

b. Recapitulation Table of SLP Document Indicator Achievement

Table 4 Recapitulation of SLP Document Indicator Achievement

No.	Indicator of SLP Document Monitoring	Number of SLP Documents Fulfilled	Percentage	Category
1	The SLP is prepared in accordance with Graduate Learning Outcomes and Course Learning Outcomes	25 out of 25	100%	Excellent
2	The learning methods used support the achievement of Graduate Learning Outcomes	24 out of 25	96%	Excellent

No.	Indicator of SLP Document Monitoring	Number of SLP Documents Fulfilled	Percentage	Category
3	The assessment is aligned with Course Learning Outcomes	24 out of 25	96%	Excellent
4	Teaching materials are available and support the learning process	22 out of 25	88%	Excellent
5	Assessment rubrics are available as a basis for objective assessment	21 out of 25	84%	Good
6	Learning activities apply the principles of Student-Centered Learning	23 out of 25	92%	Excellent
7	Learning activities integrate lecturers' research and community service outcomes	20 out of 25	80%	Good
	Average	159 out of 175	90.86%	Excellent

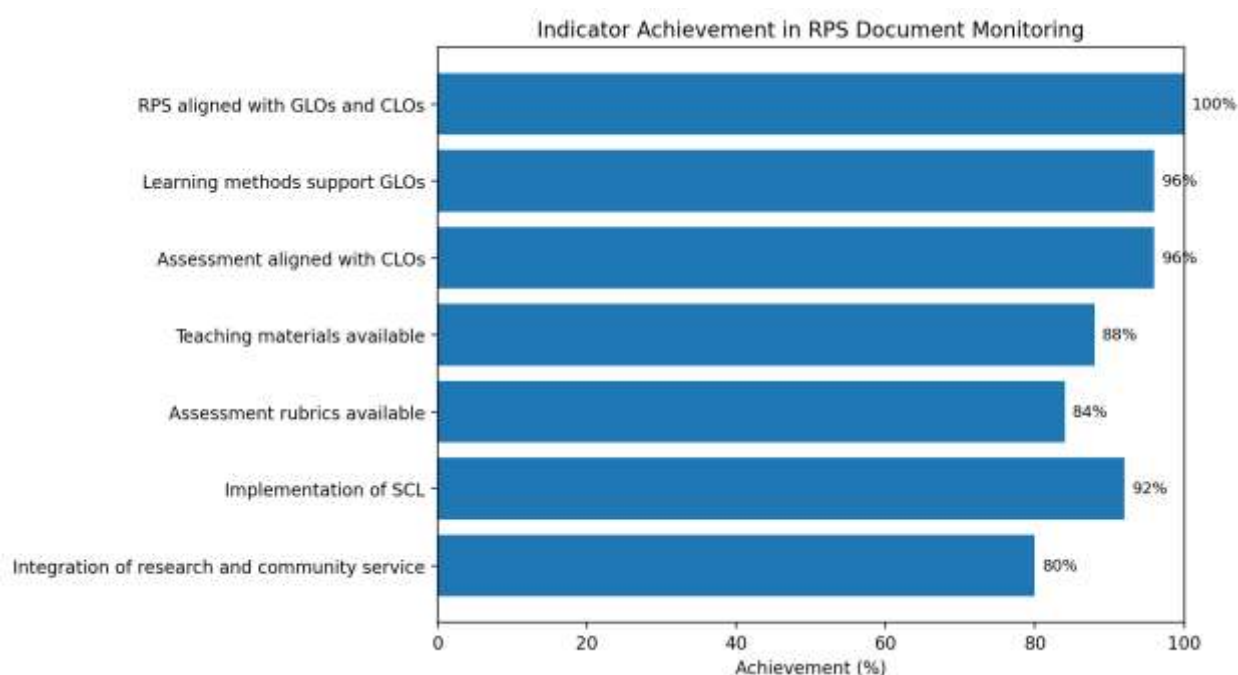


Figure 1 Indicator Achievement in SLP Document Monitoring

Based on Figure 1, the highest achievement was found in the indicator of SLP alignment with Graduate Learning Outcomes and Course Learning Outcomes, reaching 100%. This indicates that the SLP documents had been prepared by considering both study program learning outcomes and course learning outcomes.

The indicators of learning methods supporting Graduate Learning Outcomes and assessment aligned with Course Learning Outcomes each reached 96%. These results indicate that most SLP documents had included learning methods and assessment strategies aligned with the intended learning outcomes.

The availability of teaching materials reached 88%. This shows that most SLP documents had listed teaching materials that support the learning process. However, three SLP documents still need clearer and more complete teaching materials.

The availability of assessment rubrics reached 84% and was categorized as Good. This indicates that assessment rubrics were available in most SLP documents, but four SLP documents still require clearer or more complete rubrics.

The implementation of Student-Centered Learning reached 92%. This indicates that most SLP documents had reflected active learning designs, such as discussion, problem solving, presentations, group work, projects, and learning reflection.

The integration of lecturers' research and community service outcomes reached 80%. Although this result was categorized as Good, it was the lowest achievement among all indicators. Therefore, the integration of research and community service outcomes into SLP documents should become a priority for improvement in the following semester.

c. Diagram of Indicator Category Composition

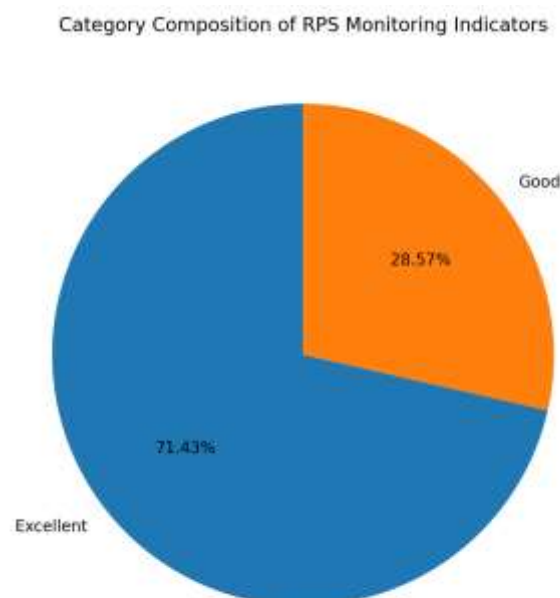


Figure 2 *Category Composition of SLP Monitoring Indicators*

Table 5 *Category Composition of SLP Monitoring Indicators*

Category	Number of Indicators	Percentage
Excellent	5 indicators	71.43%
Good	2 indicators	28.57%
Fair	0 indicators	0%
Poor	0 indicators	0%
Very Poor	0 indicators	0%

The diagram shows that most indicators of SLP documents were categorized as Excellent. Two indicators were categorized as Good, namely the availability of assessment rubrics and the

integration of lecturers' research and community service outcomes. Therefore, the SLP documents of the Early Childhood Education Study Program are generally appropriate to be used as guidelines for teaching and learning, but improvement is still required in the areas of assessment rubrics and the integration of lecturers' tridharma activities.

d. Recapitulation of Monitoring Results by SLP Document

The indicator codes used in the following table are I1 for SLP aligned with Graduate Learning Outcomes and Course Learning Outcomes, I2 for learning methods supporting Graduate Learning Outcomes, I3 for assessment aligned with Course Learning Outcomes, I4 for teaching materials availability, I5 for assessment rubric availability, I6 for Student-Centered Learning implementation, and I7 for integration of lecturers' research and community service outcomes.

Table 6 *Recapitulation of Monitoring Results by SLP Document*

No.	Course	Course Lecturers	I1	I2	I3	I4	I5	I6	I7	Score	Percentage	Category
1	Student development	Dwi Prasetya wati, DH.,S.Pd., M.Pd.	1	1	1	1	0	1	0	5/7	71.43%	Good
2	Early Childhood Education Curriculum Development	Dr. Muniroh Munawar , S.Pi.,M.Pd	1	1	1	1	1	1	0	6/7	85.71%	Excellent
3	Parenting Communication	Nila Kusumangtyas, M.Pd	1	1	1	1	1	1	1	7/7	100.00 %	Excellent
4	Entrepreneur Basics	Dr. Perdana Afif Luthfy, M.T	1	1	1	1	1	1	1	7/7	100.00 %	Excellent
5	Landasan Kependidikan	Purwadi, M.Pd	1	1	1	1	1	1	1	7/7	100.00 %	Excellent
6	Pembelajaran Musik Dasar	Purwadi, M.Pd	1	1	1	1	1	1	0	6/7	85.71%	Excellent
7	Prenatal Development	Dr. Agung Prasetyo, M.Pd	1	1	1	1	1	1	1	7/7	100.00 %	Excellent
8	Play and Games in Early Childhood Education	Ismatul Khasanah , M.Pd.	1	1	1	1	1	1	1	7/7	100.00 %	Excellent

No.	Course	Course Lecturers	I1	I2	I3	I4	I5	I6	I7	Score	Percentage	Category
9	Early Childhood Learning Assessment	Mila Karmila, M.Pd	1	1	1	0	1	1	1	6/7	85.71%	Excellent
10	Early Childhood Social Studies Learning	Dr. Anita Chandra, M.Pd	1	1	1	1	1	1	1	7/7	100.00 %	Excellent
11	Learning Resources and Learning Media	Dr. Perdana Afif Luthfy, M.Pd	1	0	1	1	0	1	1	5/7	71.43%	Good
12	Drawing Learning	Singgih A.P.,S.Sn., M.Pd	1	1	1	1	1	1	0	6/7	85.71%	Excellent
13	Planning and Management of Learning Environments	Dr. Muniroh Munawar , M.Pd	1	1	1	1	1	1	1	7/7	100.00 %	Excellent
14	Children's Education in the Family	Nila Kusumangtyas, ST.,M.Pd	1	1	0	1	1	1	1	6/7	85.71%	Excellent
15	Basic Concepts of Mathematics	Ismatul Khasanah , M.Pd	1	1	1	1	1	1	1	7/7	100.00 %	Excellent
16	Outbond	Asep Ardianto., S.Pd.,M.Or	1	1	1	1	1	1	1	7/7	100.00 %	Excellent
17	Introduction to the School Field	Dr. Anita Chandra, M.Pd	1	1	1	0	0	1	1	5/7	71.43%	Good
18	Health and Nutrition	Dr. Anita Chandra, M.Pd	1	1	1	1	1	0	1	6/7	85.71%	Excellent
19	Childcare Center Management	Ratna Wahyu Pusari.,S. Pd.,M.Pd	1	1	1	1	1	1	1	7/7	100.00 %	Excellent
20	Management of PAUD	Dr. Perdana Afif	1	1	1	1	1	0	1	6/7	85.71%	Excellent

No.	Course	Course Lecturers	I1	I2	I3	I4	I5	I6	I7	Score	Percentage	Category
	implementation	Luthfy, M.T										
21	Research methods	Dwi Prasetyawati, DH.,S.Pd., M.Pd.	1	1	1	0	1	1	1	6/7	85.71%	Excellent
22	Inclusive Education	Dr. Agung Prasetyo. Psi.,M.Pd	1	1	1	1	1	1	1	7/7	100.00 %	Excellent
23	Indonesian	Meifita Asri Untari, M.Pd	1	1	1	1	0	1	1	6/7	85.71%	Excellent
24	English	Ratna Wahyu Pusari, M.Pd	1	1	1	1	1	1	1	7/7	100.00 %	Excellent
25	Pancasila education	Dr. Sri Suneki, M.Pd	1	1	1	1	1	1	0	6/7	85.71%	Excellent

e. Analysis of Results by Indicator

For the indicator that the SLP is prepared in accordance with Graduate Learning Outcomes and Course Learning Outcomes, the achievement reached 100%. This shows that all SLP documents had clearly stated the relationship between Graduate Learning Outcomes and Course Learning Outcomes. This achievement is a major strength in the learning planning system of the Early Childhood Education Study Program.

For the indicator that learning methods support the achievement of Graduate Learning Outcomes, the achievement reached 96%. This indicates that most SLP documents had included learning methods that were appropriate to the characteristics of the courses and supportive of the achievement of Graduate Learning Outcomes. However, one SLP document still needs to clarify the alignment between learning methods and Graduate Learning Outcomes.

For the indicator that assessment is aligned with Course Learning Outcomes, the achievement reached 96%. This shows that most SLP documents had included forms of assessment that were aligned with Course Learning Outcomes. However, one SLP document still needs to refine the mapping between assessment and Course Learning Outcomes to ensure more focused assessment.

For the indicator of the availability of teaching materials, the achievement reached 88%. This result indicates that most SLP documents had listed relevant teaching materials. However, three SLP documents still need to clarify or complete their teaching materials to better support the learning process.

For the indicator of the availability of assessment rubrics as a basis for objective assessment, the achievement reached 84%. This indicates that assessment rubrics were available in most SLP documents. Nevertheless, four SLP documents still need to complete or clarify their assessment rubrics, particularly for assignments, presentations, projects, portfolios, and practical work.

For the indicator of the implementation of Student-Centered Learning, the achievement reached 92%. This indicates that most SLP documents had designed learning activities centered on students. However, two SLP documents still need to more clearly describe active student learning activities so that the implementation of SCL is more visible in the SLP.

For the indicator of integrating lecturers' research and community service outcomes, the achievement reached 80%. This shows that most SLP documents had integrated lecturers' research and community service outcomes into learning through materials, case studies, assignments, projects, or references. However, five SLP documents still need to strengthen this aspect.

f. Findings of SLP Document Monitoring and Evaluation

Based on the monitoring and evaluation of SLP documents, the following findings were identified:

1. All SLP documents demonstrated alignment with Graduate Learning Outcomes and Course Learning Outcomes.
2. Most SLP documents had included learning methods that support the achievement of Graduate Learning Outcomes.
3. Most assessments stated in the SLP documents were aligned with Course Learning Outcomes.
4. Teaching materials were available in most SLP documents, but three SLP documents still need improvement in this aspect.
5. Assessment rubrics were available in most SLP documents, but four SLP documents still need to clarify or complete the rubrics.
6. Student-Centered Learning principles were reflected in most learning designs stated in the SLP documents.
7. The integration of lecturers' research and community service outcomes still needs to be strengthened, as five SLP documents did not yet show this integration clearly.
8. In general, the SLP documents of the Early Childhood Education Study Program were categorized as Excellent and were appropriate to be used as learning guidelines.

6. CONCLUSION

Based on the results of the monitoring and evaluation of SLP documents for the Even Semester of the 2024/2025 Academic Year in the Early Childhood Education Study Program, Faculty Of Education, Universitas PGRI Semarang, it can be concluded that the overall quality of the SLP documents was categorized as Excellent.

The average achievement of SLP document monitoring indicators was 90.86%. The highest achievement was found in the indicator of SLP alignment with Graduate Learning Outcomes and Course Learning Outcomes, reaching 100%. This indicates that the SLP documents had been prepared in accordance with the learning outcome orientation of both the study program and the courses.

The indicators of learning methods supporting Graduate Learning Outcomes and assessment aligned with Course Learning Outcomes each reached 96%. The indicator of teaching materials availability reached 88%, the availability of assessment rubrics reached 84%, and the implementation of Student-Centered Learning reached 92%.

Meanwhile, the indicator of integrating lecturers' research and community service outcomes reached 80% and was categorized as Good. Therefore, this aspect should become a major concern in the follow-up improvement of SLP documents in the following semester.

7. RECOMMENDATIONS

Based on the results of the monitoring and evaluation of SLP documents, the following recommendations are proposed:

- a. The Early Childhood Education Study Program should maintain the quality of SLP preparation, particularly the alignment between Graduate Learning Outcomes and Course Learning Outcomes.
- b. Course lecturers should continuously ensure that the learning methods stated in the SLP support the achievement of Graduate Learning Outcomes.
- c. Assessments stated in the SLP should be continuously aligned with Course Learning Outcomes so that student achievement can be measured accurately.
- d. Teaching materials in the SLP should be updated and completed regularly to ensure relevance to scientific development, technological advancement, and learning needs.
- e. Assessment rubrics should be attached or described in more detail in the SLP, particularly for assignments, projects, presentations, practical work, portfolios, and examinations.
- f. The SLP should more explicitly demonstrate Student-Centered Learning activities, such as discussions, problem solving, projects, case studies, collaboration, and learning reflection.
- g. Course lecturers should improve the integration of research and community service outcomes into the SLP, whether in the form of teaching materials, case studies, references, assignments, or student projects.
- h. The Quality Assurance Sub-Unit of the Early Childhood Education Study Program should provide assistance in SLP preparation so that all quality indicators can be fulfilled more evenly.
- i. Monitoring of SLP documents should be conducted regularly every semester before the documents are used in the teaching and learning process.

8. CLOSING

This Monitoring and Evaluation Report of SLP Documents was prepared as part of the implementation of the Internal Quality Assurance System in the Early Childhood Education Study Program, Faculty of Education, Universitas PGRI Semarang.

The monitoring and evaluation results indicate that the SLP documents used by lecturers in teaching were generally categorized as Excellent. Nevertheless, continuous improvement remains necessary, particularly in the completeness of teaching materials, the availability of assessment rubrics, the strengthening of Student-Centered Learning, and the integration of lecturers' research and community service outcomes.

This report is expected to serve as a basis for reflection and follow-up actions for the study program, course lecturers, and the Quality Assurance Sub-Unit of the Early Childhood Education Study Program in improving the quality of SLP documents and maintaining sustainable academic quality.

10. APPENDICES

Appendix 1. Instrument for Monitoring SLP Documents

Table A1 *Instrument for Monitoring SLP Documents*

No.	Indicator	Monitoring Question	Score 1	Score 0
1	The SLP is prepared in accordance with Graduate Learning Outcomes and Course Learning Outcomes	Does the SLP clearly state Graduate Learning Outcomes, Course Learning Outcomes, and the relationship between them?	Available and appropriate	Not available/not clear
2	Learning methods support the achievement of Graduate Learning Outcomes	Do the learning methods in the SLP support the achievement of Graduate Learning Outcomes?	Available and appropriate	Not available/not appropriate
3	Assessment is aligned with Course Learning Outcomes	Is the assessment in the SLP aligned with Course Learning Outcomes?	Available and appropriate	Not available/not appropriate
4	Teaching materials are available and support the learning process	Does the SLP list relevant teaching materials that can be used by students?	Available and supportive	Not available/not clear
5	Assessment rubrics are available as a basis for objective assessment	Are assessment rubrics available in the SLP or as attachments to the SLP?	Available and clear	Not available/not clear

No.	Indicator	Monitoring Question	Score 1	Score 0
6	Learning applies Student-Centered Learning principles	Do the learning activities in the SLP show active student involvement in the learning process?	Available and clear	Not available/not clear
7	Integration of lecturers' research and community service outcomes	Does the SLP include the integration of lecturers' research and/or community service outcomes?	Available and clear	Not available/not clear

Appendix 2. Recapitulation of SLP Document Monitoring Results by Course

Note: 1 means that the indicator was fulfilled, while 0 means that the indicator was not fulfilled or was not clearly visible.

Table A2 Recapitulation of SLP Document Monitoring Results by Course

No.	Course	I1	I2	I3	I4	I5	I6	I7	Score	Percentage	Category
1	Student development	1	1	1	1	0	1	0	5	71.43%	Good
2	Early Childhood Education Curriculum Development	1	1	1	1	1	1	0	6	85.71%	Excellent
3	Parenting Communication	1	1	1	1	1	1	1	7	100.00%	Excellent
4	Entrepreneur Basics	1	1	1	1	1	1	1	7	100.00%	Excellent
5	educational foundation	1	1	1	1	1	1	1	7	100.00%	Excellent
6	basic music learning	1	1	1	1	1	1	0	6	85.71%	Excellent
7	Prenatal Development	1	1	1	1	1	1	1	7	100.00%	Excellent
8	Play and Games in Early Childhood Education	1	1	1	1	1	1	1	7	100.00%	Excellent
9	Early Childhood Learning Assessment	1	1	1	0	1	1	1	6	85.71%	Excellent
10	Early Childhood Social Studies Learning	1	1	1	1	1	1	1	7	100.00%	Excellent
11	Learning Resources and Learning Media	1	0	1	1	0	1	1	5	71.43%	Good
12	Drawing Learning	1	1	1	1	1	1	0	6	85.71%	Excellent
13	Planning and Management of	1	1	1	1	1	1	1	7	100.00%	Excellent

No.	Course	I1	I2	I3	I4	I5	I6	I7	Score	Percentage	Category
	Learning Environments										
14	Children's Education in the Family	1	1	0	1	1	1	1	6	85.71%	Excellent
15	Basic Concepts of Mathematics	1	1	1	1	1	1	1	7	100.00%	Excellent
16	Outbond	1	1	1	1	1	1	1	7	100.00%	Excellent
17	Introduction to the School Field	1	1	1	0	0	1	1	5	71.43%	Good
18	Health and Nutrition	1	1	1	1	1	0	1	6	85.71%	Excellent
19	Childcare Center Management	1	1	1	1	1	1	1	7	100.00%	Excellent
20	Management of PAUD implementation	1	1	1	1	1	0	1	6	85.71%	Excellent
21	Research methods	1	1	1	0	1	1	1	6	85.71%	Excellent
22	Inclusive Education	1	1	1	1	1	1	1	7	100.00%	Excellent
23	Indonesian	1	1	1	1	0	1	1	6	85.71%	Excellent
24	English	1	1	1	1	1	1	1	7	100.00%	Excellent
25	Pancasila education	1	1	1	1	1	1	0	6	85.71%	Excellent

Table A3 Recapitulation of Indicator Fulfillment

Indicator	Number Fulfilled	Total SLP Documents	Percentage
I1	25	25	100%
I2	24	25	96%
I3	24	25	96%
I4	22	25	88%
I5	21	25	84%
I6	23	25	92%
I7	20	25	80%
Total	159	175	90.86%

Appendix 3. List of Monitored SLP Documents

Table A4

List of Monitored SLP Documents

No.	Course	Course Lecturers	SLP Document Status	Notes
1	Student development	Dwi Prasetyawati, DH.,S.Pd.,M.Pd.	Available	Rubric and research/community service integration need strengthening
2	Early Childhood Education Curriculum Development	Dr. Muniroh Munawar, S.Pi.,M.Pd	Available	Research/community service integration needs strengthening
3	Parenting Communication	Nila Kusumaningtyas, M.Pd	Available	Complete
4	Entrepreneur Basics	Dr. Perdana Afif Luthfy, M.T	Available	Complete
5	educational foundation	Purwadi, M.Pd	Available	Complete
6	basic music learning	Purwadi,M.Pd	Available	Research/community service integration needs strengthening
7	Prenatal Development	Dr. Agung Prasetyo, M.Pd	Available	Complete
8	Play and Games in Early Childhood Education	Ismatul Khasanah, M.Pd.	Available	Complete
9	Early Childhood Learning Assessment	Mila Karmila, M.Pd	Available	Teaching materials need completion
10	Early Childhood Social Studies Learning	Dr. Anita Chandra, M.Pd	Available	Complete
11	Learning Resources and Learning Media	Dr. Perdana Afif Luthfy, M.Pd	Available	Learning method and assessment rubric need strengthening
12	Drawing Learning	Singgih A.P.,S.Sn.,M.Pd	Available	Research/community service integration needs strengthening
13	Planning and Management of Learning Environments	Dr. Muniroh Munawar, M.Pd	Available	Complete
14	Children's Education in the Family	Nila Kusumanigtyas, ST.,M.Pd	Available	Assessment alignment with CLOs needs strengthening
15	Basic Concepts of Mathematics	Ismatul Khasanah, M.Pd	Available	Complete
16	Outbond	Asep Ardianto., S.Pd.,M.Or	Available	Complete
17	Introduction to the School Field	Dr. Anita Chandra, M.Pd	Available	Teaching materials and assessment rubric need completion
18	Health and Nutrition	Dr. Anita Chandra, M.Pd	Available	SCL design needs strengthening
19	Childcare Center Management	Ratna Wahyu Pusari.,S.Pd.,M.Pd	Available	Complete

No.	Course	Course Lecturers	SLP Document Status	Notes
20	Management of PAUD implementation	Dr. Perdana Afif Luthfy, M.T	Available	SCL design needs strengthening
21	Research methods	Dwi Prasetyawati, DH.,S.Pd.,M.Pd.	Available	Teaching materials need completion
22	Inclusive Education	Dr. Agung Prasetyo. Psi.,M.Pd	Available	Complete
23	Indonesian	Meifita Asri Untari, M.Pd	Available	Assessment rubric needs completion
24	English	Ratna Wahyu Pusari, M.Pd	Available	Complete
25	Pancasila education	Dr. Sri Suneki, M.Pd	Available	Research/community service integration needs strengthening

Appendix 4. Recapitulation of Teaching Material Availability in SLP Documents

Table A5 *Teaching Material Availability in SLP Documents*

No.	Course	Teaching Material Status	Types of Teaching Materials Listed	Notes
1	Student development	Available	Textbooks, presentation materials	Fulfilled
2	Early Childhood Education Curriculum Development	Available	Modules, presentation materials, exercises	Fulfilled
3	Parenting Communication	Available	Textbooks, digital teaching materials	Fulfilled
4	Entrepreneur Basics	Available	Textbooks, exercises	Fulfilled
5	educational foundation	Available	Modules, presentation materials	Fulfilled
6	basic music learning	Available	Textbooks, exercises	Fulfilled
7	Prenatal Development	Available	Textbooks, supporting articles	Fulfilled
8	Play and Games in Early Childhood Education	Available	Textbooks, presentation materials, student worksheets	Fulfilled
9	Early Childhood Learning Assessment	Not yet clear	Teaching materials have not been specified	Needs completion
10	Early Childhood Social Studies Learning	Available	Modules, sample lesson plans/SLP, presentation materials	Fulfilled
11	Learning Resources and Learning Media	Available	Modules, computational practice materials	Fulfilled
12	Drawing Learning	Available	Textbooks, exercises	Fulfilled
13	Planning and Management of Learning Environments	Available	Application modules, practical materials, tutorials	Fulfilled
14	Children's Education in the Family	Available	Modules, case studies, presentation materials	Fulfilled
15	Basic Concepts of Mathematics	Available	Modules, student worksheets, presentation materials	Fulfilled
16	Outbond	Available	Textbooks, exercises	Fulfilled
17	Introduction to the School Field	Not yet clear	Teaching materials have not been specified	Needs completion
18	Health and Nutrition	Available	Textbooks, exercises	Fulfilled

No.	Course	Teaching Material Status	Types of Teaching Materials Listed	Notes
19	Childcare Center Management	Available	Textbooks, digital teaching materials	Fulfilled
20	Management of PAUD implementation	Available	Practical modules, computational materials	Fulfilled
21	Research methods	Not yet clear	Teaching materials have not been specified	Needs completion
22	Inclusive Education	Available	Modules, journal articles, presentation materials	Fulfilled
23	Indonesian	Available	Practical modules, coding materials, tutorials	Fulfilled
24	English	Available	Textbooks, articles, sample learning tools	Fulfilled
25	Pancasila education	Available	Modules, sample instruments, rubrics	Fulfilled

Table A6 Recapitulation of Teaching Material Availability

Status	Number of SLP Documents	Percentage
Teaching materials are available and supportive	22	88%
Teaching materials are not yet clear/need completion	3	12%
Total	25	100%

Appendix 5. Recapitulation of Assessment Rubric Availability in SLP Documents

Table A7 Assessment Rubric Availability in SLP Documents

No.	Course	Assessment Rubric Status	Types of Rubrics Listed	Notes
1	Student development	Not yet clear	Not specified	Needs completion
2	Early Childhood Education Curriculum Development	Available	Assignment and exercise rubrics	Fulfilled
3	Parenting Communication	Available	Assignment and test rubrics	Fulfilled
4	Entrepreneur Basics	Available	Assignment and test rubrics	Fulfilled
5	educational foundation	Available	Assignment and test rubrics	Fulfilled
6	basic music learning	Available	Assignment and test rubrics	Fulfilled
7	Prenatal Development	Available	Assignment and participation rubrics	Fulfilled

No.	Course	Assessment Rubric Status	Types of Rubrics Listed	Notes
8	Play and Games in Early Childhood Education	Available	Learning tool development rubrics	Fulfilled
9	Early Childhood Learning Assessment	Available	Practice and product rubrics	Fulfilled
10	Early Childhood Social Studies Learning	Available	Learning tool development rubrics	Fulfilled
11	Learning Resources and Learning Media	Not yet clear	Rubric has not been specified	Needs completion
12	Drawing Learning	Available	Assignment and test rubrics	Fulfilled
13	Planning and Management of Learning Environments	Available	Learning media project rubrics	Fulfilled
14	Children's Education in the Family	Available	Business project rubrics	Fulfilled
15	Basic Concepts of Mathematics	Available	Exploration and presentation rubrics	Fulfilled
16	Outbond	Available	Assignment and test rubrics	Fulfilled
17	Introduction to the School Field	Not yet clear	Rubric has not been specified	Needs completion
18	Health and Nutrition	Available	Assignment and test rubrics	Fulfilled
19	Childcare Center Management	Available	Assignment and test rubrics	Fulfilled
20	Management of PAUD implementation	Available	Computational practice rubrics	Fulfilled
21	Research methods	Available	Assignment and test rubrics	Fulfilled
22	Inclusive Education	Available	Proposal and presentation rubrics	Fulfilled
23	Indonesian	Not yet clear	Practical work rubric has not been specified	Needs completion
24	English	Available	Learning tool and presentation rubrics	Fulfilled
25	Pancasila education	Available	Evaluation instrument rubrics	Fulfilled

Table A8 *Recapitulation of Assessment Rubric Availability*

Status	Number of SLP Documents	Percentage
Assessment rubrics are available	21	84%
Rubrics are not yet clear/need completion	4	16%
Total	25	100%

Appendix 6. Recapitulation of Research and Community Service Integration in SLP Documents

Table A9 *Research and Community Service Integration in SLP Documents*

No.	Course	Research/Community Service Integration Status	Form of Integration in the SLP	Notes
1	Student development	Not yet clear	Lecturer research/community service outcomes have not been explicitly stated	Needs strengthening

No.	Course	Research/Community Service Integration Status	Form of Integration in the SLP	Notes
2	Early Childhood Education Curriculum Development	Not yet clear	Examples of lecturers' research outcomes have not been explicitly stated	Needs strengthening
3	Parenting Communication	Integrated	Examples and references related to parenting Communication	Fulfilled
4	Entrepreneur Basics	Integrated	Statistical and probability case examples in learning	Fulfilled
5	educational foundation	Integrated	Integration of applied algebraic studies in learning	Fulfilled
6	basic music learning	Not yet clear	Research/community service integration is not yet clearly visible	Needs strengthening
7	Prenatal Development	Integrated	Professional ethics cases and educational community service	Fulfilled
8	Play and Games in Early Childhood Education	Integrated	Integration of learning tools and school-based community service outcomes	Fulfilled
9	Early Childhood Learning Assessment	Integrated	Learning products and practice activities based on school needs	Fulfilled
10	Early Childhood Social Studies Learning	Integrated	Learning tools based on studies and community service outcomes	Fulfilled
11	Learning Resources and Learning Media	Integrated	Computational examples based on real-world problems	Fulfilled
12	Drawing Learning	Not yet clear	Research/community service integration has not been explicitly stated	Needs strengthening
13	Planning and Management of Learning Environments	Integrated	Development of research-based learning media	Fulfilled
14	Children's Education in the Family	Integrated	Entrepreneurship case studies and community service activities	Fulfilled
15	Basic Concepts of Mathematics	Integrated	Learning exploration based on realistic mathematics education and teaching tools	Fulfilled
16	Outbond	Integrated	Examples of outbond modeling applications	Fulfilled
17	Introduction to the School Field	Integrated	Problem-based learning activities related to school contexts	Fulfilled
18	Health and Nutrition	Integrated	Examples of statistical applications in research	Fulfilled
19	Childcare Center Management	Integrated	Integration of conceptual reinforcement and theoretical studies	Fulfilled
20	Management of PAUD implementation	Integrated	Research-based data analysis practice	Fulfilled
21	Research methods	Integrated	Examples of algebraic structure studies and concept development	Fulfilled
22	Inclusive Education	Integrated	Research articles, proposals, and sample research data	Fulfilled
23	Indonesian	Integrated	Algorithm development for solving learning-related problems	Fulfilled
24	English	Integrated	Studies on realistic english education and teaching tools	Fulfilled
25	Pancasila education	Not yet clear	Research/community service integration has not been explicitly stated	Needs strengthening

Table A10 *Recapitulation of Research and Community Service Integration*

Status	Number of SLP Documents	Percentage
Research/community service integration is clearly visible	20	80%
Integration is not yet clear/needs strengthening	5	20%
Total	25	100%