

REPORT
MONITORING AND EVALUATION OF LEARNING
IMPLEMENTATION

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 LEARNING IMPLEMENTATION
Even semester 2024/2025

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 Learning Implementation for the Early Childhood Education, Faculty of Education, Universitas PGRI Semarang, Even semester 2024/2025, can be properly completed.

This monitoring and evaluation activity was conducted as part of the implementation of the Internal Quality Assurance System within the Early Childhood Education Study Program. The activity aimed to obtain information regarding the quality of learning implementation based on students' perceptions of the courses they attended during the academic year.

The aspects evaluated in this monitoring and evaluation activity include lecturer attendance, student attendance, alignment of learning implementation with the Semester Learning Plan, use of the Learning Management System, implementation of blended learning, implementation of case method and project-based learning, lecturer–student interaction, discussion activities, and use of learning media.

This report is expected to serve as a basis for evaluation, reflection, and follow-up actions for the Early Childhood Education Study Program in continuously improving the quality of learning. The results of this monitoring and evaluation also serve as supporting evidence for strengthening academic quality culture and fulfilling higher education quality assurance standards.

Semarang, August 15, 2025

Quality Assurance Sub-Unit
Early Childhood Education Study Program

Ismatul Khasanah, M.Pd.

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1. INTRODUCTION

Learning implementation is one of the main components in the delivery of higher education. The quality of learning needs to be monitored and evaluated regularly so that the teaching and learning process can be carried out in accordance with academic standards, learning outcomes, and student needs. Monitoring and evaluation of learning implementation are important parts of the Internal Quality Assurance System of the Early Childhood Education Study Program, Faculty of Education, Universitas PGRI Semarang.

This monitoring and evaluation activity was conducted to identify students' perceptions of learning implementation during Even semester 2024/2025. Students, as active participants in the learning process, have direct experience regarding lecturer attendance, student attendance, alignment of learning implementation with the Semester Learning Plan, use of the Learning Management System, implementation of blended learning, implementation of case method or project-based learning, academic interaction, discussion activities, and use of learning media.

The monitoring and evaluation activity involved 496 active students of the Early Childhood Education Study Program. The survey was conducted on the learning implementation of 42 courses offered in Even semester 2024/2025. The results of the survey were used as the basis for identifying the achievement of learning quality and formulating recommendations for improvement in the following period.

The legal and institutional bases for this monitoring and evaluation activity 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 guidelines of the Early Childhood Education Study Program, Faculty of Education, Universitas PGRI Semarang.

2. OBJECTIVES OF MONITORING AND EVALUATION

The monitoring and evaluation of learning implementation in the Even semester 2024/2025 aimed to:

- a. Identify the level of lecturer attendance in course implementation.
- b. Identify the level of student attendance and participation in learning activities.
- c. Evaluate the alignment between learning implementation and the Semester Learning Plan.

- d. Assess the utilisation of the Learning Management System (SPADA) in supporting the learning process.
- e. Evaluate the implementation of blended learning in course delivery.
- f. Assess the implementation of case method and project-based learning approaches.
- g. Evaluate the quality of lecturer–student interaction during the learning process.
- h. Identify the implementation of discussion-based learning activities.
- i. Assess the effectiveness of learning media utilisation in enhancing students’ understanding.
- j. Formulate follow-up recommendations to improve the quality of learning implementation.

3. METHOD OF MONITORING AND EVALUATION

Monitoring and evaluation of learning implementation were carried out through a student survey approach. This survey was designed to collect quantitative data related to students’ perceptions and evaluations of the learning processes conducted in the courses they attended.

A total of 100 active students from the Early Childhood Education Study Program, Faculty of Education, Universitas PGRI Semarang participated as respondents in this activity. Students provided assessments based on their learning experiences throughout the Even semester 2024/2025.

Consisting of 27 statement items classified into 9 indicators, the survey instrument was developed to measure various aspects of learning implementation. Each indicator included 3 statements, and the assessment employed a four-point Likert scale consisting of Strongly Disagree, Disagree, Agree, and Strongly Agree.

The scoring system used in the survey is presented in Table 1.

Table 1. Scoring System of the Student Survey

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

Maximum scores for each indicator were determined based on the number of respondents, the number of statement items, and the highest possible score. Considering 100 respondents, 3 items for each indicator, and a maximum score of 4, the maximum score for each indicator was calculated as follows.

$$100 \times 3 \times 4 = 1.200$$

Meanwhile, the maximum score for the overall survey instrument was obtained through the following calculation.

$$100 \times 27 \times 4 = 10.800$$

Achievement percentages were calculated by comparing the actual score with the maximum score using the following formula.

$$\text{Percentage} = \text{Actual Score} / \text{Maximum Score} \times 100\%$$

Furthermore, the category of monitoring and evaluation results was determined based on the percentage ranges presented in Table 2.

Table 2. Category of Monitoring and Evaluation Results

Percentage Range	Category
85%–100%	Excellent
70%–84%	Good
55%–69%	Fair
40%–54%	Poor
< 40%	Very Poor

4. MONITORING AND EVALUATION INSTRUMENT

The monitoring and evaluation instrument for learning implementation consisted of 9 main indicators. Each indicator consisted of 3 statements, resulting in a total of 27 items.

Table 3. Blueprint of the Monitoring and Evaluation Instrument

No .	Indicator	Item Numbers	Number of Items
1	Lecturer attendance	1, 2, 3	3
2	Student attendance	4, 5, 6	3
3	Alignment of learning implementation with the Semester Learning Plan	7, 8, 9	3
4	Use of Learning Management System	10, 11, 12	3
5	Implementation of blended learning	13, 14, 15	3
6	Implementation of case method/project-based learning	16, 17, 18	3
7	Lecturer–student interaction	19, 20, 21	3
8	Discussion activities	22, 23, 24	3
9	Use of learning media	25, 26, 27	3
	Total	1–27	27

a. Lecturer attendance

This indicator was used to assess the consistency of lecturer attendance, punctuality in starting and ending classes, and the provision of information when there were changes in the class schedule.

b. Student attendance

This indicator was used to assess student involvement in attending classes, student discipline in attendance, and student participation in learning activities.

c. The alignment of learning implementation with the Semester Learning Plan

This indicator assessed whether lecturers introduced the Semester Learning Plan or course contract, delivered materials according to the planned topics, and implemented learning activities in accordance with the Semester Learning Plan.

d. The use of the Learning Management System.

This indicator assessed the use of LMS or SPADA in supporting learning, the availability of materials on the LMS, and the use of LMS for assignments, discussions, quizzes, or examinations.

e. The implementation of blended learning

This indicator assessed the integration of face-to-face and online activities, the clarity of learning instructions, and the support of online learning for student understanding.

f. The implementation of case method or project-based learning

This indicator assessed the use of case studies, contextual problems, projects, and learning activities that encourage students to analyze problems and produce solutions or learning products.

g. Lecturer–student interaction

This indicator assessed opportunities for students to ask questions, the quality of lecturer feedback, and the smoothness of academic communication during learning.

h. Discussion activities

This indicator assessed the facilitation of class discussions or group discussions, student involvement in discussions, and the contribution of discussions to students' understanding of the course materials.

i. The use of learning media

This indicator assessed the suitability of learning media to course characteristics, the contribution of learning media to student understanding, and the clarity of media use in learning.

5. RESULTS OF MONITORING AND EVALUATION

a. General Recapitulation of Survey Results

Based on the survey results involving 100 active students of the Early Childhood Education Study Program, the implementation of learning activities in the Academic Year 2024/2025 was generally classified as Excellent. The overall achievement across the 9 evaluated indicators reached an average percentage of 94%, indicating that the learning process had been implemented effectively and in accordance with the expected standards.

The highest achievement was observed in the indicators of Learning Management System (LMS) utilisation and blended learning implementation, both of which achieved a percentage of 100%. These results indicate that LMS or SPADA had been effectively integrated to support learning activities, while the blended learning approach had also been successfully implemented in course delivery.

Meanwhile, the indicator related to the utilisation of learning media recorded the lowest achievement, with a percentage of 90.51%. Although this result remained within the Excellent category, continuous improvement is required to encourage the development and application of more diverse, interactive, and course-relevant learning media to further enhance students' learning experiences.

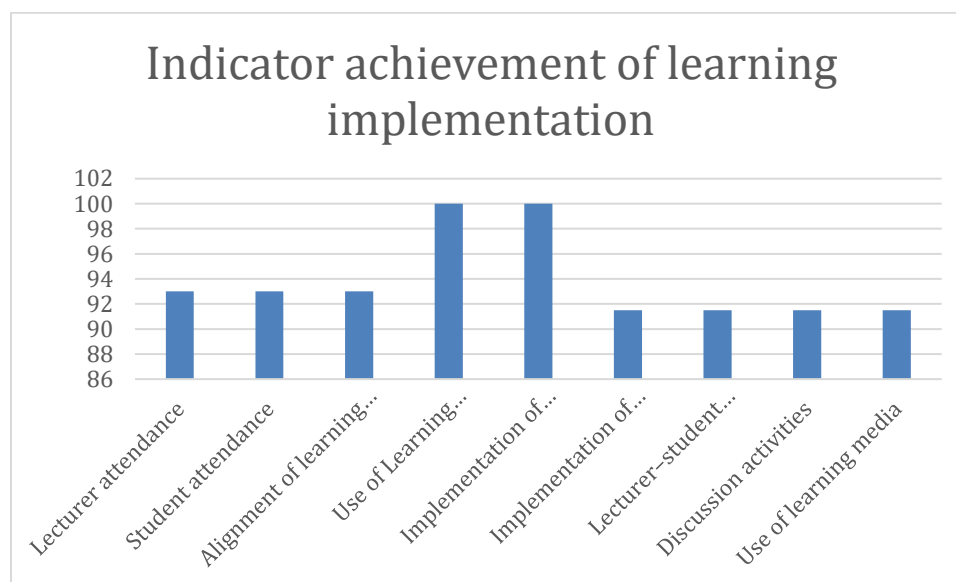
b. Recapitulation Table of Student Survey Results

Table 4. Recapitulation of Student Survey Results

No.	Indicator	Actual Score	Maximum Score	Percentage	Category
1	Lecturer attendance	1119	1.200	93.25%	Excellent
2	Student attendance	1117	1.200	93 %	Excellent
3	Alignment of learning implementation with the Semester Learning Plan	1117	1.200	93%	Excellent
4	Use of Learning Management System	1200	1.200	100%	Excellent
5	Implementation of blended learning	1200	1.200	100%	Excellent
6	Implementation of case method/project-based learning	1098	1.200	91.5%	Excellent
7	Lecturer-student interaction	1098	1.200	91.5%	Excellent
8	Discussion activities	1098	1.200	91,5%	Excellent
9	Use of learning media	1098	1.200	91,5%	Excellent
	Average	1127	1.200	94,6%	Excellent

c. Chart of Indicator Achievement

Figure 1. Chart of Indicator Achievement in Learning Implementation



d. Analysis of Monitoring and Evaluation Results

1. Lecturer Attendance

The lecturer attendance indicator achieved a score of 93.25% and was classified as Excellent. This achievement reflects that lecturers consistently conducted learning activities according to the established schedule. In addition, lecturers were considered to have managed course implementation effectively, including providing appropriate information regarding any changes in class schedules.

2. Student Attendance and Participation

Student attendance and participation achieved a percentage of 93% and was categorized as Excellent. This result demonstrates that students maintained a high level of attendance and active involvement throughout the learning process. Student participation was effectively demonstrated in both face-to-face and online learning activities.

3. Alignment between Learning Implementation and the Semester Learning Plan

An achievement of 93% was obtained for the alignment between learning implementation and the Semester Learning Plan, placing this indicator in the Excellent category. This result indicates that course delivery was generally consistent with the planned learning design. Lecturers introduced the Semester Learning Plan or course contract, delivered materials according to the planned schedule, and implemented learning activities based on the established course objectives.

4. Learning Management System (LMS/SPADA) Utilisation

LMS/SPADA utilisation reached the maximum achievement of 100% and was classified as Excellent. This result indicates that digital learning platforms had been optimally integrated into the learning process. LMS/SPADA was effectively used to provide learning materials, facilitate assignment submission, support discussions, and conduct quizzes or examinations.

5. Blended Learning Implementation

Blended learning implementation achieved 100% and was categorized as Excellent. This achievement shows that the integration of face-to-face and online learning had been successfully implemented. The blended learning approach supported learning

flexibility and enabled students to access materials and participate in learning activities through digital platforms.

6. Case Method and Project-Based Learning Implementation

The implementation of case method and project-based learning reached 91.5% and was classified as Excellent. This achievement indicates that lecturers had applied case-based learning, contextual problem-solving activities, and project-based approaches. These methods encouraged students to develop critical thinking, problem-solving abilities, collaboration skills, and the ability to produce learning outcomes or projects.

7. Lecturer–Student Interaction

Lecturer–student interaction obtained an achievement score of 91.5% and remained within the Excellent category. This result shows that academic communication between lecturers and students had been established effectively. Lecturers provided opportunities for students to ask questions, share opinions, and receive feedback. Nevertheless, further improvement can be made by strengthening academic interaction and providing more intensive feedback during the learning process.

8. Discussion-Based Learning Activities

Discussion-based learning activities achieved 91,5% and were categorized as Excellent. This result indicates that discussions had been effectively incorporated into learning implementation. Various forms of discussion, including classroom, group, and online discussions, supported students in understanding course materials and improving their academic communication skills.

9. Learning Media Utilisation

Learning media utilisation achieved 90.51% and was classified as Excellent. This result demonstrates that lecturers had integrated learning media into course delivery.

However, as this indicator recorded the lowest achievement among all indicators, continuous improvement is required to develop more engaging, interactive, and course-relevant learning media that better support students' understanding.

e. Analysis of Monitoring and Evaluation Findings

1. Learning implementation in the Early Childhood Education Study Program during the Academic Year 2024/2025 was generally conducted effectively, as reflected by the average achievement of 94.6% and classified as Excellent.
2. Lecturer and student attendance demonstrated a high level of consistency and participation, indicating that learning activities were implemented with good academic discipline and commitment.
3. Course implementation was generally aligned with the Semester Learning Plan, showing that lecturers had followed the established learning design, learning outcomes, and course delivery plans.
4. The utilisation of LMS/SPADA and the implementation of blended learning became the strongest aspects of learning implementation, indicating that digital-based learning had been fully integrated into the academic process.
5. Case method and project-based learning approaches were effectively implemented, supporting active learning practices that encouraged critical thinking, collaboration, and problem-solving skills among students.
6. Lecturer–student interaction and discussion activities were conducted effectively; however, continuous improvement is required by strengthening academic communication, feedback mechanisms, and student engagement.
7. Learning media utilisation was identified as the main area for improvement, particularly in developing more interactive, innovative, and course-specific media to enhance the quality of learning.
8. Overall findings indicate that learning implementation has met the expected quality standards, with follow-up actions focusing on maintaining excellent achievements and improving indicators with relatively lower scores.

6. CONCLUSION

- a. Based on the results of monitoring and evaluation of learning implementation in the Academic Year 2024/2025 in the Early Childhood Education Study Program, Faculty of Education, Universitas PGRI Semarang, it can be concluded that learning implementation was generally categorized as Excellent.
- b. The survey results from 100 active students showed an average achievement of 94.6%. The highest achievements were found in the indicators of LMS utilization and blended learning implementation, each reaching 100%. This indicates that the use of LMS and the implementation of blended learning had been carried out optimally.
- c. Other indicators also showed very good achievements, including case method/project-based learning implementation at 91.5%, lecturer attendance at 93.25%, student attendance at 93%, alignment of learning implementation with the Semester Learning Plan at 93%, discussion activities at 91.5%, lecturer–student interaction at 91.5%, and use of learning media at 91.5%.
- d. Therefore, learning implementation in the Early Childhood Education Study Program has fulfilled the learning quality standards. However, continuous improvement is still required, particularly in the use of learning media and the strengthening of lecturer–student interaction.

7. RECOMMENDATIONS

- 7.a. The study program should maintain the achievement of LMS utilization and blended learning implementation, both of which reached 100%.
- 7.b. Lecturers should continuously ensure that course implementation is aligned with the Semester Learning Plan, including learning materials, methods, assessments, and learning activities.
- 7.c. The implementation of case method and project-based learning should be continuously strengthened through contextual cases, group projects, problem analysis, and learning products.
- 7.d. Lecturer–student interaction should be improved through more intensive feedback, question-and-answer forums, reflective discussions, and open academic communication.
- 7.e. Discussion activities should be continuously developed so that students become more active in expressing opinions, asking questions, and developing critical thinking.
- 7.f. The use of learning media should be improved through visual media, learning videos, simulations, digital applications, interactive LMS features, and multimedia-based teaching materials.
- 7.g. The study program should conduct mentoring or workshops for lecturers on learning media development, project-based learning, case method, and learning interaction strategies.
- 7.h. The Quality Assurance Sub-Unit of the Early Childhood Education Study Program should conduct regular monitoring to ensure that the follow-up actions from the evaluation results are implemented consistently.

8. CLOSING

This Monitoring and Evaluation Report of Learning Implementation of the Early Childhood Education Study Program, Faculty of Education, Universitas PGRI Semarang, Academic Year 2024/2025, was prepared as part of the implementation of the Internal Quality Assurance System.

The results of monitoring and evaluation indicate that learning implementation was generally categorized as Excellent. This achievement shows that the course delivery process has been carried out in accordance with the established quality standards. Nevertheless, continuous improvement is still needed, particularly in learning media, lecturer–student interaction, and the strengthening of academic discussion.

This report is expected to serve as a basis for reflection, evaluation, and follow-up actions for the Early Childhood Education Study Program, course lecturers, and the Quality Assurance Sub-Unit of the Study Program in maintaining and improving the quality of learning sustainably.

9. APPENDICES

a. Appendix 1. Student Survey Instrument

The student survey instrument was used to obtain students' perceptions of learning implementation in the Academic Year 2024/2025. The instrument consisted of 27 statements grouped into 9 indicators. Each indicator consisted of 3 statements.

Table 5. Student Survey Instrument

No.	Indicator	Statement
1	Lecturer attendance	The lecturer attends classes consistently according to the course schedule.
2	Lecturer attendance	The lecturer starts and ends classes according to the scheduled time.
3	Lecturer attendance	The lecturer provides information when there is a change in the class schedule.
4	Student attendance	Students attend classes actively and orderly.
5	Student attendance	Students attend classes according to the attendance requirements of the course.
6	Student attendance	Students participate in learning activities, both face-to-face and online.
7	Alignment with the Semester Learning Plan	The lecturer introduces the Semester Learning Plan or course contract at the beginning of the course.
8	Alignment with the Semester Learning Plan	The materials delivered by the lecturer are aligned with the Semester Learning Plan.
9	Alignment with the Semester Learning Plan	The learning activities are implemented according to the learning plan stated in the Semester Learning Plan.
10	Use of Learning Management System	The lecturer uses LMS or SPADA to support the learning process.
11	Use of Learning Management System	Course materials are available on LMS or SPADA.
12	Use of Learning Management System	LMS or SPADA is used for assignment submission, discussion, quizzes, or examinations.
13	Implementation of blended learning	Learning is implemented by combining face-to-face and online activities proportionally.
14	Implementation of blended learning	The lecturer provides clear instructions for both face-to-face and online learning.
15	Implementation of blended learning	Online learning through LMS or digital media supports students' understanding.
16	Implementation of case method/project-based learning	The lecturer uses case studies, contextual problems, or projects in learning.
17	Implementation of case method/project-based learning	Assignments or projects help students understand course concepts.
18	Implementation of case method/project-based learning	Students are given opportunities to analyze cases, solve problems, or produce learning products.
19	Lecturer–student interaction	The lecturer provides opportunities for students to ask questions and express opinions.
20	Lecturer–student interaction	The lecturer provides responses or feedback to students' questions, assignments, or opinions.
21	Lecturer–student interaction	Communication between lecturer and students runs well during the course.
22	Discussion activities	The lecturer facilitates class discussions, group discussions, or online discussions.
23	Discussion activities	Students are actively involved in discussions during the learning process.
24	Discussion activities	Discussions help students understand course materials.
25	Use of learning media	The lecturer uses learning media appropriate to the characteristics of the course.
26	Use of learning media	The learning media used help students understand the materials.
27	Use of learning media	The lecturer uses learning media in an interesting, clear, and understandable way.

The assessment scale used in the instrument is presented in Table 6.

Table 6. Survey Response Scale

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

b. Appendix 2. List of Courses Monitored

The monitoring and evaluation survey was conducted on 25 courses in the Early Childhood EducationEducation Study Program Even semester the Academic Year 2024/2025.

Table 7. List of Courses Monitored

No.	Course	Course Lecturers
1	Student development	Dwi Prasetyawati, DH.,S.Pd.,M.Pd.
2	Early Childhood Education Curriculum Development	Dr. Muniroh Munawar, S.Pi.,M.Pd
3	Parenting Communication	Nila Kusumaningtyas, M.Pd
4	Entrepreneur Basics	Dr. Perdana Afif Luthfy, M.T
5	Landasan Kependidikan	Purwadi, M.Pd
6	Pembelajaran Musik Dasar	Purwadi,M.Pd
7	Prenatal Development	Dr. Agung Prasetyo, M.Pd
8	Play and Games in Early Childhood Education	Ismatul Khasanah, M.Pd.
9	Early Childhood Learning Assessment	Mila Karmila, M.Pd
10	Early Childhood Social Studies Learning	Dr. Anita Chandra, M.Pd
11	Learning Resources and Learning Media	Dr. Perdana Afif Luthfy, M.Pd
12	Drawing Learning	Singgih A.P.,S.Sn.,M.Pd
13	Planning and Management of Learning Environments	Dr. Muniroh Munawar, M.Pd
14	Children's Education in the Family	Nila Kusumanigtyas, ST.,M.Pd
15	Basic Concepts of Mathematics	Ismatul Khasanah, M.Pd
16	Outbond	Asep Ardianto., S.Pd.,M.Or
17	Introduction to the School Field	Dr. Anita Chandra, M.Pd
18	Health and Nutrition	Dr. Anita Chandra, M.Pd
19	Childcare Center Management	Ratna Wahyu Pusari.,S.Pd.,M.Pd
20	Management of PAUD implementation	Dr. Perdana Afif Luthfy, M.T
21	Research methods	Dwi Prasetyawati, DH.,S.Pd.,M.Pd.
22	Inclusive Education	Dr. Agung Prasetyo. Psi.,M.Pd
23	Indonesian	Meifita Asri Untari, M.Pd
24	English	Ratna Wahyu Pusari, M.Pd
25	Pancasila education	Dr. Sri Suneki, M.Pd

c. Appendix 3. Recapitulation of Student Survey Responses from the System

The following data present the recapitulation of student survey responses obtained from the system. The number of respondents was 496 active students of the Early Childhood Education Study Program. Each indicator consisted of 3 statements with a maximum score of 4.

The maximum score for each indicator was 2,844, obtained from $496 \text{ students} \times 3 \text{ items} \times 4$. The maximum score for the entire instrument was 53,568, obtained from $496 \text{ students} \times 27 \text{ items} \times 4$.

Table 8. Recapitulation of Student Survey Responses from the System

No.	Indicator	Actual Score	Maximum Score	Percentage	Category
1	Lecturer attendance	1119	1.200	93.25%	Excellent
2	Student attendance	1117	1.200	93 %	Excellent
3	Alignment of learning implementation with the Semester Learning Plan	1117	1.200	93%	Excellent
4	Use of Learning Management System	1200	1.200	100%	Excellent
5	Implementation of blended learning	1200	1.200	100%	Excellent

No.	Indicator	Actual Score	Maximum Score	Percentage	Category
6	Implementation of case method/project-based learning	1098	1.200	91.5%	Excellent
7	Lecturer–student interaction	1098	1.200	91.5%	Excellent
8	Discussion activities	1098	1.200	91,5%	Excellent
9	Use of learning media	1098	1.200	91,5%	Excellent
	Average	2.679	2,844	94%	Excellent

Based on the system recapitulation, the average achievement of learning implementation was 100% and was categorized as Excellent. The indicators with the highest achievement were LMS utilization and blended learning implementation, each reaching 100%. The indicator with the lowest achievement was the use of learning media, reaching 91,5%, although it was still categorized as Excellent.

d. Appendix 4. Sample of Student Survey Responses from the System

The following data present anonymized samples of student survey responses. Student identities are not displayed to maintain respondent confidentiality. The complete data are stored in the internal system of the Early Childhood Education Study Program and may be accessed by authorized parties for quality assurance purposes.

Indicator codes are as follows.

I1 refers to lecturer attendance. (I1a-I1c)

I2 refers to student attendance.

I3 refers to alignment of learning implementation with the Semester Learning Plan.

I4 refers to use of Learning Management System.

I5 refers to implementation of blended learning.

I6 refers to implementation of case method/project-based learning.

I7 refers to lecturer–student interaction.

I8 refers to discussion activities.

I9 refers to use of learning media.

Table 9. Sample of Anonymized Student Survey Responses

Resp ID	Course	I1a	I1b	I1c	I2a	I2b	I2c	I3a	I3b	I3c	I4a	I4b	I4c	I5a	I5b	I5c	I6a	I6b	I6c	I7a	I7b	I7c	I8a	I8b	I8c	I9a	I9b	I9c
R01	Student development	4	3	4	4	3	3	4	4	4	4	4	4	4	4	4	4	3	3	4	4	3	4	4	4	4	3	3
R02	Early Childhood Education Curriculum Development	4	4	3	4	3	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4
R03	Parenting Communication	3	4	4	4	4	3	4	3	4	4	4	4	4	4	4	3	4	4	4	3	4	4	3	4	4	4	4
R04	Entrepreneur Basics	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4	4	4	3	3	4	4	4	4	4	4	3	3
R05	Landasan Kependidikan	4	4	4	4	4	4	4	3	4	4	4	4	4	4	4	4	4	3	4	4	3	4	3	4	4	4	3
R06	Pembelajaran Musik Dasar	4	4	4	3	3	4	4	4	3	4	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4	3	4
R07	Prenatal Development	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	4	3	4	4	3	4	3	4	4	4	3
R08	Play and Games in Early Childhood Education	4	4	4	4	3	3	4	4	3	4	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4	4	4
R09	Early Childhood Learning Assessment	4	4	4	4	4	4	4	3	4	4	4	4	4	4	4	4	4	3	3	4	4	4	3	4	4	4	4
R10	Early Childhood Social Studies Learning	4	3	4	4	3	4	4	3	4	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4
R12	Learning Resources and Learning Media	4	4	3	3	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	4
R13	Drawing Learning	4	4	3	3	4	3	4	4	4	4	4	4	4	4	4	4	4	4	3	4	3	3	4	4	4	4	3
R14	Planning and Management of Learning Environments	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	3	4	4	4	3	3
R15	Children's Education in the Family	4	4	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	3	4	4	4	4	4	3	4
R16	Basic Concepts of Mathematics	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4	4
R17	Outbond	4	4	4	3	3	4	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4	4	3	3
R18	Introduction to the School Field	4	4	4	3	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4	3	4	4	3	4	4	3	4
R19	Health and Nutrition	4	3	4	4	4	3	3	4	3	4	4	4	4	4	4	3	4	4	4	3	4	4	4	4	4	4	3
R20	Childcare Center Management	4	4	4	4	3	3	4	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4	3	4	4	4	4
R21	Management of PAUD implementation	4	3	4	4	4	4	4	3	3	4	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	3	4
R22	Research methods	3	3	4	4	3	4	3	4	4	4	4	4	4	4	4	3	4	4	4	4	4	3	4	4	4	4	3
R23	Inclusive Education	4	3	4	4	4	3	3	3	4	4	4	4	4	4	4	3	4	4	3	4	4	4	4	4	4	3	4
R24	Indonesian	4	4	4	4	3	3	4	4	4	4	4	4	4	4	4	4	4	4	4	3	4	3	4	4	4	3	4
R25	English	4	4	4	4	4	4	3	4	4	4	4	4	4	4	4	3	4	4	3	3	4	4	4	4	3	4	3

The data in Appendix 4 are anonymized samples of survey responses. The samples are presented to show the format of the data exported from the system. The complete dataset of 496 respondents is stored in the internal system of the Early Childhood Education Study Program as supporting evidence for the implementation of learning monitoring and evaluation.

e. Appendix 5. Achievement Category of Monitoring and Evaluation Results

Achievement categories were used to interpret the results of the student survey on learning implementation.

Table 10. Achievement Category of Monitoring and Evaluation Results

Percentage Range	Category	Description
85%–100%	Excellent	Learning implementation has been carried out very well and in accordance with quality standards.
70%–84%	Good	Learning implementation has been carried out well, but some aspects still need improvement.
55%–69%	Fair	Learning implementation is fairly good, but several aspects require improvement.
40%–54%	Poor	Learning implementation has not been optimal and requires follow-up actions.
< 40%	Very Poor	Learning implementation has not met the quality standards and requires comprehensive improvement.

Based on these categories, all indicators of learning implementation were categorized as Excellent. However, the indicators of learning media use, lecturer–student interaction, and discussion activities still require attention because their achievements were relatively lower than those of the other indicators.

f. Appendix 6. Follow-Up Plan for Monitoring and Evaluation Results

The follow-up plan was formulated based on the recapitulation of student survey results. Follow-up actions were focused on indicators with relatively lower achievements, even though all indicators were categorized as Excellent.

Table 11. Follow-Up Plan for Monitoring and Evaluation Results

No.	Indicator	Achievement	Main Issue	Follow-Up Plan	Person in Charge
1	Lecturer attendance	93.25%	The consistency of lecturer attendance and punctuality needs to be maintained	Strengthening lecturer attendance monitoring and class schedule evaluation	Head of Study Program and Quality Assurance Sub-Unit
2	Student attendance	93 %	Student participation and discipline need to be maintained	Strengthening academic communication, learning motivation, and attendance monitoring	Course Lecturers
3	Alignment with the Semester Learning Plan	93%	Consistency between learning implementation and the Semester Learning Plan needs to be maintained	Reviewing the alignment of materials, methods, assessments, and learning activities with the Semester Learning Plan	Head of Study Program and Quality Assurance Sub-Unit
4	Use of LMS	100%	The achievement is already very good	Maintaining consistent use of LMS or SPADA in learning	Course Lecturers
5	Implementation of blended learning	100%	The achievement is already very good	Maintaining proportional blended learning design	Course Lecturers
6	Implementation of case method/project-based learning	91.5%	The variety of cases and projects needs to be expanded	Conducting workshops to strengthen case method and project-based learning	Study Program
7	Lecturer–student interaction	91.5%	Academic communication, consultation, and feedback need to be strengthened	Improving consultation forums, reflective discussions, and assignment feedback	Course Lecturers
8	Discussion activities	91,5%	Discussion activities need to be distributed more evenly across courses	Strengthening class discussions, group discussions, and LMS-based discussions	Course Lecturers
9	Use of learning media	91,5%	The variety and quality of learning media need to be improved	Conducting training on digital learning media, learning videos, simulations, and interactive media	Study Program and Quality Assurance Sub-Unit

This follow-up plan serves as a basis for the Early childhood Education Study Program and the Quality Assurance Sub-Unit to conduct continuous improvement in learning implementation in the following semester.

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