

REPORT
MONITORING AND EVALUATION OF LEARNING
IMPLEMENTATION
ODD SEMESTER 2024/2025

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

REPORT
MONITORING AND EVALUATION OF LEARNING IMPLEMENTATION
ODD SEMESTER 2024/2025

Early Childhood Education QA Sub Unit Team

1. Ismatul Khasanah, M.Pd.
2. Dr. Ratna Wahyu Pusari, M.Pd

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 Study Program, Faculty of education, Universitas PGRI Semarang, Odd 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 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, September 25, 2024

Quality Assurance Sub-Unit
Early Childhood Education Program

Ismatul Khasanah, M.Pd.

TABLE OF CONTENTS

PREFACE	iii
TABLE OF CONTENTS	v
1. INTRODUCTION	1
2. OBJECTIVES OF MONITORING AND EVALUATION	3
3. METHOD OF MONITORING AND EVALUATION	4
4. MONITORING AND EVALUATION INSTRUMENT	7
5. RESULTS OF MONITORING AND EVALUATION	10
a. General Recapitulation of Survey Results	10
b. Recapitulation Table of Student Survey Results	11
c. Chart of Indicator Achievement	12
d. Analysis of Monitoring and Evaluation Results	14
e. Findings of Monitoring and Evaluation	18
6. CONCLUSION	20
7. RECOMMENDATIONS	21
8. CLOSING	23
9. APPENDICES	24
a. Appendix 1. Student Survey Instrument	24
b. Appendix 2. List of Courses Monitored	27
c. Appendix 3. Recapitulation of Student Survey Responses from the System	30
d. Appendix 4. Sample of Student Survey Responses from the System	31
e. Appendix 5. Achievement Category of Monitoring and Evaluation Results	34
f. Appendix 6. Follow-Up Plan for Monitoring and Evaluation Results	35
REFERENCES	37

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 Odd 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 100 active students of the Early Childhood Education Study Program. The survey was conducted on the learning implementation of 32 courses offered in Odd 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 Odd 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 Odd 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 93,72%, 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 implementation of case method/project-based learning recorded the lowest achievement, with a percentage of 85,61%. 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.

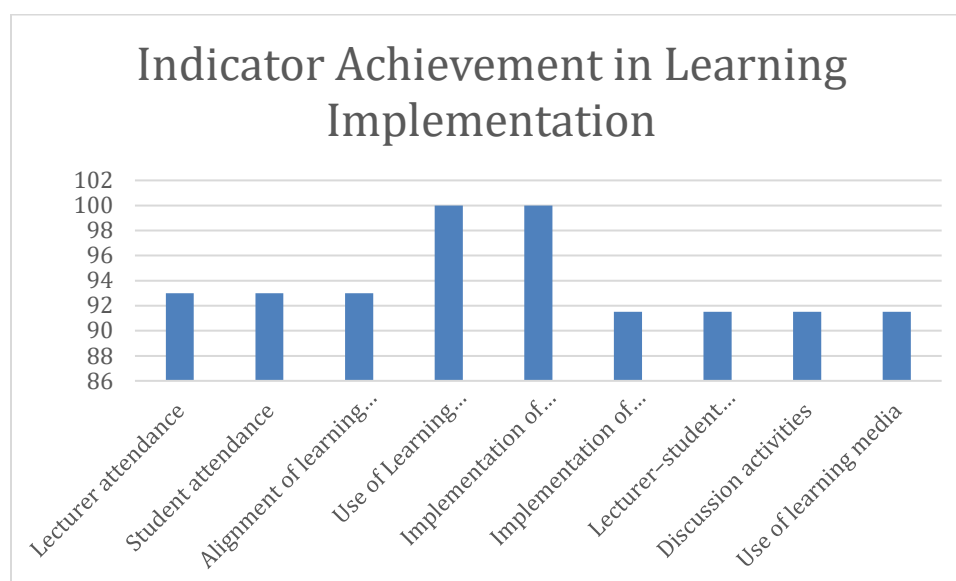
b. Recapitulation Table of Student Survey Results

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	91.50%	Excellent
7	Lecturer-student interaction	1098	1.200	91.50%	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 91,5 % 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

The results of the monitoring and evaluation of learning implementation indicate that the overall quality of teaching and learning activities in the Early childhood Education Study Programme during the 2024/2025 Academic Year was categorised as Excellent, with an average achievement score of 94,6%. This finding demonstrates that the learning process has been conducted effectively and consistently in accordance with the programme's quality standards. The high achievement across all indicators reflects a strong commitment to delivering high-quality, student-centred, and technology-supported learning experiences.

A major strength identified in the evaluation was the utilisation of the Learning Management System (LMS/SPADA), which achieved a perfect score of 100%. This result indicates that digital learning platforms have been fully integrated into teaching and learning activities. LMS/SPADA has been effectively used for distributing learning

materials, facilitating communication, managing assignments, and conducting assessments. The achievement demonstrates the programme's successful adaptation to digital learning practices and its commitment to supporting flexible and accessible learning.

The indicators of lecturer attendance (93.25%) and lecturer–student interaction (91.5%) also recorded exceptionally high achievements. These results suggest that lecturers consistently fulfilled their teaching responsibilities and actively engaged with students throughout the learning process. Strong lecturer presence and effective academic interaction contribute significantly to student learning, motivation, and academic satisfaction. The findings indicate that students perceived lecturers as accessible, responsive, and supportive in facilitating learning activities.

High achievement was also observed in blended learning implementation (100%), student attendance (93%), and alignment of learning implementation with the Semester Learning Plan (93%). These results indicate that students actively participated in learning activities and that course delivery was generally implemented according to the approved learning plans. The successful integration of face-to-face and online learning further demonstrates the programme's ability to provide flexible learning opportunities while maintaining academic quality.

The indicators of discussion activities (91,5%) and learning media utilisation (91,5%) achieved excellent results but were comparatively lower than other indicators. These findings suggest that while discussions and learning media have been incorporated into course delivery, there is still room for improvement in increasing the variety, quality, and effectiveness of these learning strategies. More interactive discussions, collaborative learning activities, and innovative digital learning media could further enhance student engagement and learning outcomes.

The lowest achievement was recorded in the implementation of case method and project-based learning (91,5%), although it remained within the Excellent category. This result indicates that lecturers have begun integrating authentic learning experiences through

case studies and project-based activities; however, the implementation is not yet consistent across all courses. Greater emphasis on contextual learning tasks, problem-solving activities, and project-based assignments could strengthen students' critical thinking, creativity, collaboration, and practical application of knowledge.

Overall, the findings demonstrate that the Early Childhood Education Study Programme has successfully established an effective learning environment characterised by strong lecturer commitment, active student participation, effective digital learning integration, and positive academic interaction. Although all indicators achieved the Excellent category, continuous quality improvement efforts should prioritise the enhancement of case method and project-based learning, the enrichment of learning media, and the strengthening of discussion-based learning activities to further improve the effectiveness and quality of learning implementation.

6. CONCLUSION

The monitoring and evaluation results indicate that the implementation of learning activities in the Early Childhood Education Study Programme during the 2024/2025 Academic Year was categorised as Excellent, with an overall achievement score of 94,6%. This finding demonstrates that the learning process has been implemented effectively and consistently in accordance with the programme's quality standards and educational objectives.

The strongest achievements were observed in the utilisation of the Learning Management System (100.00%), and Implementation of blended learning (100%), indicating the successful integration of digital learning platforms, strong lecturer commitment, and effective academic communication. Lecturer attendance (93,25%), and lecturer–student interaction (93%), High achievements were also recorded in blended learning implementation (94.96%), student attendance (93%), and alignment of learning implementation with the Semester Learning Plan (93%), reflecting active student participation and the effective implementation of planned learning activities.

Although all indicators achieved the Excellent category, comparatively lower scores were found in case method/project-based learning implementation (91,5%), discussion activities (91,5%), and learning media utilisation (91,5%). These findings suggest that further enhancement is needed to strengthen active learning strategies, increase the use of innovative and interactive learning media, and expand the implementation of authentic learning experiences across courses.

Overall, the findings confirm that the Early Childhood Education Study Programme has established a high-quality learning environment characterised by effective learning management, strong lecturer and student engagement, successful technology integration, and student-centred learning practices. Continuous improvement efforts should focus on enriching learning media, strengthening discussion-based learning, and expanding the implementation of case method and project-based learning to further enhance the quality and effectiveness of learning implementation.

7. RECOMMENDATIONS

1. **Strengthen the Implementation of Case Method and Project-Based Learning**
Increase the use of case studies, project-based assignments, and real-world problem-solving activities across courses to enhance students' critical thinking, creativity, collaboration, and practical competencies.
2. **Enhance the Quality and Variety of Learning Media**
Encourage lecturers to develop and utilise more innovative, interactive, and technology-based learning media, such as instructional videos, digital modules, simulations, and multimedia resources, to improve student engagement and learning effectiveness.
3. **Promote More Interactive Discussion Activities**
Expand the use of structured classroom, group, and online discussions to foster active participation, communication skills, and deeper understanding of course materials.
4. **Maintain the Effective Utilisation of LMS and Blended Learning**
Continue optimising LMS/SPADA and blended learning practices through regular updates, technical support, and professional development activities to sustain the programme's strong digital learning performance.
5. **Sustain High Levels of Lecturer Commitment and Student Participation**
Maintain the excellent performance in lecturer attendance, student attendance, and lecturer–student interaction through continuous monitoring, academic mentoring, and effective communication practices.
6. **Conduct Continuous Quality Improvement and Monitoring**
Regularly evaluate learning implementation and use the results to guide evidence-based improvements, ensuring that the quality of teaching and learning continues to improve from semester to semester.

8. CLOSING

The monitoring and evaluation results demonstrate that the implementation of learning activities in the Early Childhood Education Study Programme during the 2024/2025 Academic Year has been carried out successfully and has achieved an overall Excellent category. The high achievement across all indicators reflects the programme's commitment to maintaining quality

learning processes, strengthening student engagement, and integrating technology to support effective teaching and learning.

The findings also highlight several areas that warrant continuous enhancement, particularly in the implementation of case method and project-based learning, the utilisation of innovative learning media, and the promotion of more interactive discussion-based learning activities. Addressing these areas will further strengthen student-centred learning and improve the overall learning experience.

The results of this monitoring and evaluation provide valuable evidence for quality assurance and continuous improvement within the study programme. It is expected that the recommended follow-up actions will be systematically implemented to sustain academic excellence, enhance learning quality, and support the achievement of the programme's educational goals and graduate competencies in future semesters.

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.

No.	Indicator	Statement
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 30 courses in the Early Childhood Education Study Program in the Academic Year 2024/2025.

Table 7. List of Courses Monitored

No.	Course	Course Lecturers
1	Islamic education	Sunan Baidhowi, M.Hum
2	PGRI and Leadership	Kiswoyo, M.M
3	Early Childhood Learning and Teaching	Dr. Agung Prasetyo, S.Psi., M.Pd.
4	Civic Education	Dr. Sri Suneki, M.Pd
5	Basic Concepts of Early Childhood Education	Ismatul Khasanah, S.Pd.I.,M.Pd
6	Innovative Early Childhood Education Learning	Muniroh Munawar, S.Pi.,M.Pd
7	Anthropobiology	Ratna Wahyu Pusari, S.Pd.,M.Pd
8	Children's Rights and Protection	Dr. Agung Prasetyo, S.Psi., M.Pd.
9	Integrative Holistic Early Childhood Education	Nila Kusumaningtays, ST.,M.Pd
10	Professional Ethics of Education	Ratna Wahyu Pusari, S.Pd.,M.Pd
11	Musical Instruments	Purwadi, S.Pd., M.Pd
12	Basic Concepts of Language and Literacy for Early Childhood Education	Mila Karmila, S.Pd., M.Pd
13	AUD Science Learning	Dr. Ir. Perdana Afif Luthfi.,M.T
14	Physical/Motor Learning for Early Childhood Education	Dwi Prasetyawati D.H., S.Pd., M.Pd
15	Basic Concepts of Religious Morals & Social Emotions	Dr. Anita Chandra.,DS.,M.Pd
16	Dance and Drama Arts Education for Children	Prasena,S.Pd., M.Pd
17	child growth and development	Dr. Agung Prasetyo, Psi., M.Pd
18	Quantitative Research Statistics	Dwi Prasetyawati.,S.Pd.,M.Pd
19	Playgroup Management	Nila Kusumaningtays, ST, M.Pd
20	Kindergarten management	Dr. Anita Chandra.,DS.,M.Pd
21	BK AUD Media (animation)	M. Yusuf Setia W, S.Pd., M.Pd.
22	AUD Counseling Guidance	Dr. Agung Prasetyo, Psi
23	Micro teaching	Ismatul Khasanah, S.Pd.I.,M.Pd
24	Video editing learning media for elementary education	Husni Wahyudin, M.Pd

No.	Course	Course Lecturers
25	Early Childhood Education Institution Unit Curriculum	Dr. Muniroh Munawar, S.Pi.,M.Pd
26	Graphic Learning Media for Early Childhood Education	Dr. Ir. Perdana Afif Luthfi.,M.T
27	English Learning for Early Childhood Education	Ratna Wahyu Pusari.,S.Pd.,M.Pd
28	Playgroup Management	Nila Kusumaningtyas, ST.,M.Pd
29	Proposal Seminar	Dwi Prasetyawati, DH.,M.Pd
30	Kindergarten management	Dr. Ir Perdana Afif Luthfy.,ST.,M.Pd
31	Community Service Program	Dr. Anita Chandra., DS.,M.Pd
32	Exploratory Study	Dr. Anita Chandra.,DS.,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 100 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 1.200 obtained from $100 \text{ students} \times 3 \text{ items} \times 4$. The maximum score for the entire instrument was 10.800, obtained from $100 \text{ students} \times 27 \text{ items} \times 4$.

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
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

Based on the system recapitulation, the average achievement of learning implementation was 94,6% and was categorized as Excellent. The indicators with the highest achievement were LMS utilization reaching 100%. The indicator with the lowest achievement was the implementation of case method/project-based learning 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.

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

Respondent ID	Course	I1	I2	I3	I4	I5	I6	I7	I8	I9	Average
R001	Islamic education	4	4	3	4	3	4	3	3	3	3.29
R002	PGRI and Leadership	4	4	4	3	4	4	3	4	3	3.57
R003	Early Childhood Learning and Teaching	4	4	4	4	4	3	4	4	3	3.71
R004	Civic Education	4	3	4	4	4	4	3	3	3	3.57
R005	Basic Concepts of Early	4	3	4	3	4	3	3	4	3	3.43

	Childhood Education										
R006	Innovative Early Childhood Education Learning	4	4	3	4	4	4	3	4	3	3.57
R007	Anthropobiology	4	3	4	4	3	4	4	4	3	3.71
R008	Children's Rights and Protection	4	4	4	4	3	4	3	4	4	3.71
R009	Integrative Holistic Early Childhood Education	3	4	3	3	4	4	3	3	3	3.29
R010	Professional Ethics of Education	4	4	4	4	4	4	3	4	3	3.71
R011	Musical Instruments	4	4	3	3	4	3	3	3	3	3.14
R012	Basic Concepts of Language and Literacy for Early Childhood Education	4	4	4	4	3	4	3	4	3	3.57
R013	AUD Science Learning	4	4	4	4	4	4	4	4	4	4.00
R014	Physical/Motor Learning for Early Childhood Education	4	4	3	4	4	3	3	3	3	3.29
R015	Basic Concepts of Religious Morals & Social Emotions	4	4	3	3	4	3	3	3	3	3.14
R016	Dance and Drama Arts Education for Children	4	4	4	4	4	4	3	4	3	3.71
R017	child growth and development	3	4	4	4	4	4	4	4	3	3.86
R018	Quantitative Research Statistics	4	4	4	4	4	4	3	3	3	3.57

R019	Playgroup Management	4	4	4	4	4	3	3	4	3	3.57
R020	Kindergarten management	4	4	4	4	4	4	3	4	3	3.71
R021	BK AUD Media (animation)	4	4	3	4	4	4	3	3	3	3.43
R022	AUD Counseling Guidance	4	4	4	4	4	4	3	4	3	3.71
R023	Micro teaching	4	4	3	4	4	4	3	3	3	3.43
R024	Video editing learning media for elementary education	4	4	4	4	4	4	3	4	3	3.71
R025	Early Childhood Education Institution Unit Curriculum	4	4	4	4	4	4	4	4	4	4.00
R026	Graphic Learning Media for Early Childhood Education	3	4	4	4	3	3	3	3	3	3.29
R027	English Learning for Early Childhood Education	3	4	4	4	3	3	3	3	3	3.29
R028	Playgroup Management	4	4	4	4	3	4	3	4	3	3.57
R029	Proposal Seminar	4	4	4	4	4	4	3	4	3	3.71
R030	Kindergarten management	4	4	4	4	4	4	3	4	3	3.71
R031	Community Service Program	4	4	4	4	4	4	4	4	4	4.00
R032	Exploratory Study	3	4	4	4	3	3	3	3	3	3.29
R033	Islamic education	3	4	4	4	3	3	3	3	3	3.29
R034	PGRI and Leadership	4	4	4	4	4	4	3	4	3	3.71

R035	Early Childhood Learning and Teaching	4	4	4	4	4	4	4	4	4	4.00
R036	Civic Education	3	4	4	4	3	3	3	3	3	3.29

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 100 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 Identified	Follow-Up Plan	Person in Charge
-----	-----------	-------------	-----------------------	----------------	------------------

1	Lecturer Attendance	93,25%	Minor instances of lecturer absence or schedule adjustments.	Maintain attendance monitoring and ensure timely communication regarding any schedule changes.	Head of Study Programme, Course Lecturers
2	Student Attendance	93%	A small proportion of students showed inconsistent attendance.	Strengthen academic advising and attendance monitoring to improve student participation.	Academic Advisors, Course Lecturers
3	Alignment of Learning Implementation with the Semester Learning Plan	93%	Minor discrepancies between planned and implemented learning activities.	Conduct periodic reviews of course implementation to ensure consistency with the Semester Learning Plan.	Quality Assurance Unit, Course Lecturers
4	Use of Learning Management System (LMS/SPADA)	100.00%	No significant issues identified.	Sustain and optimise LMS utilisation through continuous technical support and innovation.	LMS Administrator, Study Programme Management
5	Implementation of Blended Learning	100%	Variation in the effectiveness of online and face-to-face integration across courses.	Provide training and best-practice sharing on effective blended learning strategies.	Head of Study Programme, Course Lecturers
6	Implementation of Case Method/Project-Based Learning	91,5%	Limited and inconsistent application of case-based and project-based learning approaches.	Increase the use of authentic case studies, project assignments, and experiential learning activities across courses.	Curriculum Team, Course Lecturers
7	Lecturer–Student Interaction	91,5%	Opportunities remain to strengthen personalised academic support and feedback.	Enhance consultation sessions, mentoring activities, and formative feedback practices.	Course Lecturers, Academic Advisors
8	Discussion Activities	91,5%	Student participation and discussion quality varied among courses.	Encourage more structured, collaborative, and interactive	Course Lecturers

				discussion activities in both face-to-face and online settings.	
9	Use of Learning Media	91,5%	Learning media were not sufficiently diverse and interactive in some courses.	Develop innovative digital learning media, interactive modules, educational videos, and multimedia resources.	Course Lecturers, Educational Technology Team

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.

REFERENCES

Republic of Indonesia. (2003). Law Number 20 of 2003 concerning the National Education System.

Republic of Indonesia. (2012). Law Number 12 of 2012 concerning Higher Education.

Ministry of Higher Education, Science, and Technology of the Republic of Indonesia. (2025). Regulation of the Minister of Higher Education, Science, and Technology Number 39 of 2025 concerning Quality Assurance in Higher Education.

Universitas PGRI Semarang. (2025). Internal Quality Assurance System documents of Universitas PGRI Semarang.

Universitas PGRI Semarang. (2025). Learning quality standards of Universitas PGRI Semarang.