

REPORT
MONITORING AND EVALUATION OF ASSESSMENT DOCUMENTS
MID-TERM EXAMINATION AND FINAL EXAMINATION
EVEN SEMESTER 2024/2025



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

REPORT
MONITORING AND EVALUATION OF ASSESSMENT 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 Assessment Documents for the Mid-Term Examination and Final Examination in the Early Childhood Education program, Faculty of education, Universitas PGRI Semarang, Academic Year 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 program. The activity aimed to ensure that the assessment documents prepared by course lecturers complied with the principles of quality assessment and were suitable to be used as instruments for measuring student learning achievement.

The assessment documents reviewed in this report consist of two separate components, namely Mid-Term Examination documents and Final Examination documents. The review of Mid-Term Examination documents was conducted from April 14 to April 26, 2025, while the review of Final Examination documents was conducted from June 16 to June 28, 2025. The two review processes were separated because the examinations were conducted at different times and had different assessment scopes.

The quality review indicators included the validity principle, educational principle, authentic principle, objective principle, and accountable principle. The review was conducted on assessment documents from 25 courses offered in the Early Childhood Education program during the Even Semester 2024/2025.

This report is expected to serve as a basis for reflection, evaluation, and follow-up actions in improving the quality of assessment documents. The results of this monitoring and evaluation also serve as supporting evidence for internal quality assurance and accreditation purposes.

Semarang, August 20th, 2025

Quality Assurance Sub-Unit

Early Childhood Education program

Ismatul Khasanah, M.Pd.

TABLE OF CONTENTS

PREFACE	iii
TABLE OF CONTENTS	v
A. INTRODUCTION	1
B. OBJECTIVES OF MONITORING AND EVALUATION	3
C. METHOD OF MONITORING AND EVALUATION	4
D. REVIEW INDICATORS AND SCORING RUBRIC	7
E. RESULTS OF MID-TERM EXAMINATION DOCUMENT REVIEW	10
1. General Recapitulation of Mid-Term Examination Review	10
2. Indicator Achievement of Mid-Term Examination Review	11
3. Analysis of Mid-Term Examination Review Results	12
4. Findings of Mid-Term Examination Review	14
F. RESULTS OF FINAL EXAMINATION DOCUMENT REVIEW	16
1. General Recapitulation of Final Examination Review	16
2. Indicator Achievement of Final Examination Review	17
3. Analysis of Final Examination Review Results	18
4. Findings of Final Examination Review	20
G. COMPARISON BETWEEN MID-TERM AND FINAL EXAMINATION REVIEW RESULTS	22
H. CONCLUSION	25
I. RECOMMENDATIONS	26
J. CLOSING	28
K. APPENDICES	29
REFERENCES	42

A. INTRODUCTION

Assessment is an essential component of the teaching and learning process in higher education. Through assessment, lecturers can measure the extent to which students have achieved the intended learning outcomes. Therefore, assessment documents, including Mid-Term Examination and Final Examination question papers, need to be reviewed regularly to ensure that they meet academic quality standards.

In the Early Childhood Education program, assessment document monitoring and evaluation are conducted as part of the Internal Quality Assurance System. This activity is intended to ensure that examination documents prepared by course lecturers are aligned with course materials, the Semester Learning Plan, and the intended learning outcomes. In addition, the review also ensures that the assessment process is implemented in a valid, educational, authentic, objective, and accountable manner.

The Mid-Term Examination and Final Examination were reviewed separately because they were conducted at different stages of the semester. The Mid-Term Examination was used to evaluate students' learning achievement during the first half of the semester, while the Final Examination was used to evaluate students' learning achievement at the end of the semester. Therefore, the review results, findings, and follow-up recommendations for both examinations are presented separately in this report.

The monitoring and evaluation activity covered assessment documents from 25 courses in the Early Childhood Education program during the Even Semester 2024/2025. The reviewed documents included examination question papers, examination instructions, scoring guidelines, answer keys, and supporting assessment criteria submitted by course lecturers.

The legal and institutional bases for this monitoring and evaluation activity are Law Number 20 of 2003 concerning the National Education System, Law Number 12 of 2012 concerning Higher Education, Regulation of the Minister of Higher Education, Science, and Technology of the Republic of Indonesia Number 39 of 2025 concerning Quality Assurance in Higher Education, Internal Quality Assurance System documents of Universitas PGRI Semarang, Learning and Assessment Quality Standards of Universitas PGRI Semarang, and the academic guidelines of the Early Childhood Education program, FIP Universitas PGRI Semarang.

B. OBJECTIVES OF MONITORING AND EVALUATION

The monitoring and evaluation of assessment documents were conducted to review the quality of Mid-Term Examination and Final Examination documents prepared by course lecturers. This activity aimed to ensure that examination questions were aligned with course materials, the Semester Learning Plan, and course learning outcomes.

In addition, this monitoring and evaluation aimed to ensure that the examination documents fulfilled the principles of validity, educational value, authenticity, objectivity, and accountability. Through this activity, the Quality Assurance Sub-Unit was able to identify aspects of assessment documents that

required improvement and provide follow-up recommendations for strengthening assessment quality in the following semester.

The review also served as evidence of quality assurance implementation in the assessment process. By reviewing Mid-Term Examination and Final Examination documents separately, the study program demonstrated that assessment quality was monitored continuously during the academic year.

C. METHOD OF MONITORING AND EVALUATION

The monitoring and evaluation of assessment documents were conducted using a document review method. The documents reviewed consisted of Mid-Term Examination and Final Examination question papers submitted by lecturers of 25 courses in the Early Childhood Education program.

The review was conducted by the Quality Assurance Sub-Unit of the Early Childhood Education program. The review process focused on the completeness, clarity, alignment, and quality of the examination documents based on predetermined indicators. The indicators included validity, educational value, authenticity, objectivity, and accountability.

The Mid-Term Examination document review was conducted from April 14 to April 26, 2025. This review focused on the examination documents used in the middle of the semester. The main emphasis was on the alignment of examination questions with the course materials covered during the first half of the semester, the clarity of question format, examination instructions, scoring guidelines, answer keys, and accountable assessment criteria.

The Final Examination document review was conducted from June 16 to June 28, 2025. This review focused on the examination documents used at the end of the semester. The main emphasis was on the alignment of questions with overall course learning outcomes, the authenticity of assessment, the objectivity of scoring criteria, and the accountability of examination procedures.

Table 1. List of Courses and Course Lecturers Reviewed

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

The scoring system used a percentage-based review result. The achievement percentage for each principle was calculated based on the level of indicator fulfillment in the reviewed examination documents. The category of achievement was determined using the criteria presented in Table 2.

Table 2. Achievement Category of Assessment Document Review

Percentage Range	Category	Description
85%–100%	Excellent	The assessment document fulfills almost all quality principles and is suitable for use.
70%–84%	Good	The assessment document generally fulfills the quality principles but requires improvement in several aspects.
55%–69%	Fair	The assessment document fulfills some quality principles but needs significant improvement.
40%–54%	Poor	The assessment document requires major revision.
< 40%	Very Poor	The assessment document is not suitable for use and requires comprehensive revision.

D. REVIEW INDICATORS AND SCORING RUBRIC

The review instrument used five main principles of assessment quality. These principles were applied to both Mid-Term Examination and Final Examination documents so that the review results could be analyzed separately and compared.

Table 3. Review Indicators of Assessment Documents

No.	Principle	Review Focus	Description
1	Validity Principle	Content validity and face validity	The examination questions are aligned with course materials, the Semester Learning Plan, and learning outcomes. The questions are also presented in a clear, neat, readable, and understandable format.
2	Educational Principle	Educational value of assessment	The examination questions encourage students to improve their learning planning, learning strategies, and achievement of learning outcomes.
3	Authentic Principle	Authenticity of assessment	The examination questions reflect students' actual competencies and are connected to the continuous learning process.
4	Objective Principle	Objectivity of assessment	The examination questions and scoring criteria are based on clear standards and minimize subjective bias.
5	Accountable Principle	Accountability of assessment	The examination documents include clear procedures, instructions, criteria, scoring guidelines, answer keys, and assessment rubrics.

The Validity Principle consists of content validity and face validity. Content validity refers to the alignment between examination questions, course materials, the Semester Learning Plan, and learning outcomes. Face validity refers to the clarity of the question format, layout, language, and readability.

The Educational Principle refers to the extent to which examination questions encourage students to improve their learning planning and learning strategies and support the achievement of learning outcomes. The Authentic Principle refers to the extent to which examination questions reflect students' competencies developed during the learning process and relate to meaningful academic or contextual tasks.

The Objective Principle refers to the extent to which assessment is based on clear standards and is free from subjective bias. Meanwhile, the Accountable Principle refers to the availability of clear examination procedures, instructions, scoring guidelines, answer keys, and assessment criteria that can be understood by students.

E. RESULTS OF MID-TERM EXAMINATION DOCUMENT REVIEW

1. General Recapitulation of Mid-Term Examination Review

The Mid-Term Examination document review was conducted from April 14 to April 26, 2025, on 25 examination documents submitted by course lecturers. The review was based on five assessment quality principles, namely validity, educational value, authenticity, objectivity, and accountability.

The overall achievement of the Mid-Term Examination document review was 86,6 %, which was categorized as Excellent. This indicates that the Mid-Term Examination documents generally fulfilled the expected assessment quality principles.

The highest achievement in the Mid-Term Examination review was found in the Objective Principle, reaching 93%. The lowest achievement was found in the Accountable Principle, reaching 80%. This indicates that the main area for improvement in the Mid-Term Examination documents was the completeness of examination instructions, scoring guidelines, assessment rubrics, answer keys, and accountable assessment procedures.

2. Indicator Achievement of Mid-Term Examination Review

Table 4. Results of Mid-Term Examination Document Review

No.	Assessment Quality Principle	Achievement	Category
1	Validity Principle	90%	Excellent
2	Educational Principle	87%	Excellent
3	Authentic Principle	80%	Good
4	Objective Principle	93%	Excellent
5	Accountable Principle	83%	Good
	Average	86,6%	Excellent

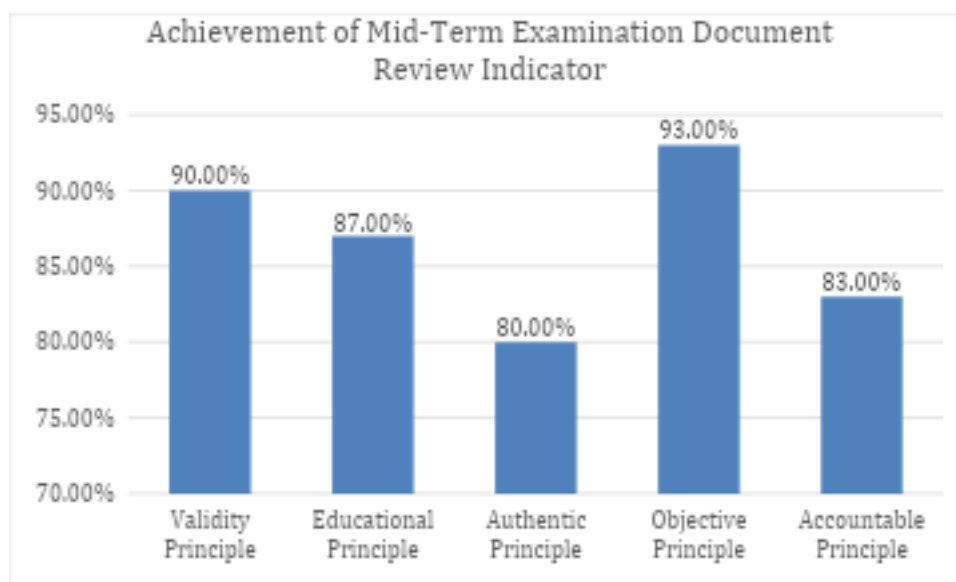


Figure 1. Achievement of Mid-Term Examination Review Indicators

3. Analysis of Mid-Term Examination Review Results

The Validity Principle achieved 90% and was categorized as Excellent. This result indicates that most Mid-Term Examination questions were aligned with the course materials, Semester Learning Plan, and learning outcomes. The questions were generally relevant to the topics taught during the first half of the semester.

The Educational Principle achieved 87% and was categorized as Excellent. This indicates that the Mid-Term Examination questions generally encouraged students to review, reflect on, and improve their learning strategies. However, several documents still needed stronger alignment between examination tasks and learning improvement orientation.

The Authentic Principle achieved 80% and was categorized as Good. This result shows that most Mid-Term Examination questions reflected students' competencies developed during the learning process. Some questions had already used contextual cases or problem-solving tasks, although not all documents showed strong authentic assessment characteristics.

The Objective Principle achieved 92% and was categorized as Excellent. This indicates that most Mid-Term Examination documents were based on clear assessment standards. The questions were generally structured to minimize subjective interpretation in scoring.

The Accountable Principle achieved 83% and was categorized as Good. This was the lowest achievement in the Mid-Term Examination review. The result indicates that some examination documents still needed improvement in terms of scoring guidelines, answer keys, assessment rubrics, and clear instructions for students.

4. Findings of Mid-Term Examination Review

The review of 25 Mid-Term Examination documents showed that the overall quality of the assessment documents was Excellent, with an average achievement score of 85.33%. The highest achievement was recorded in the Objective Principle (93%), indicating that most examination documents were developed based on clear assessment standards and scoring procedures. The Validity Principle (90%) and Educational Principle (87%) also achieved excellent results, demonstrating that the examination questions were generally aligned with the Semester Learning Plan, learning outcomes, and course content, while also supporting students' learning and reflection processes.

The Authentic Principle (80%) and Accountable Principle (83%) obtained the lowest scores, although both remained within the Good category. These findings indicate that some examination documents still require improvement in incorporating contextual and competency-based assessment tasks, as well as providing complete assessment documentation, including scoring guidelines, answer keys, assessment rubrics, and clear examination instructions. Overall, the results suggest that the Mid-Term Examination documents have met the expected quality standards, while further enhancement is needed to strengthen authenticity and accountability in assessment practices.

F. RESULTS OF FINAL EXAMINATION DOCUMENT REVIEW

1. General Recapitulation of Final Examination Review

The Final Examination document review was conducted from June 16 to June 28, 2025, on 25 examination documents submitted by course lecturers. The review was conducted separately from the Mid-Term Examination review because the Final Examination was conducted at the end of the semester and assessed broader course learning achievements.

The overall achievement of the Final Examination document review was 88.00%, which was categorized as Excellent. This result indicates an improvement compared to the Mid-Term Examination review.

The highest achievement in the Final Examination review was found in the Objective Principle, reaching 92%. The lowest achievement was found in the Accountable Principle, reaching 88%. Although it remained the lowest indicator, the Accountable Principle improved significantly compared to the Mid-Term Examination review.

2. Indicator Achievement of Final Examination Review

Table 5. Results of Final Examination Document Review

No.	Assessment Quality Principle	Achievement	Category
1	Validity Principle	90%	Excellent
2	Educational Principle	87%	Excellent
3	Authentic Principle	85%	Excellent
4	Objective Principle	92%	Excellent
5	Accountable Principle	86%	Excellent
	Average	88,00%	Excellent

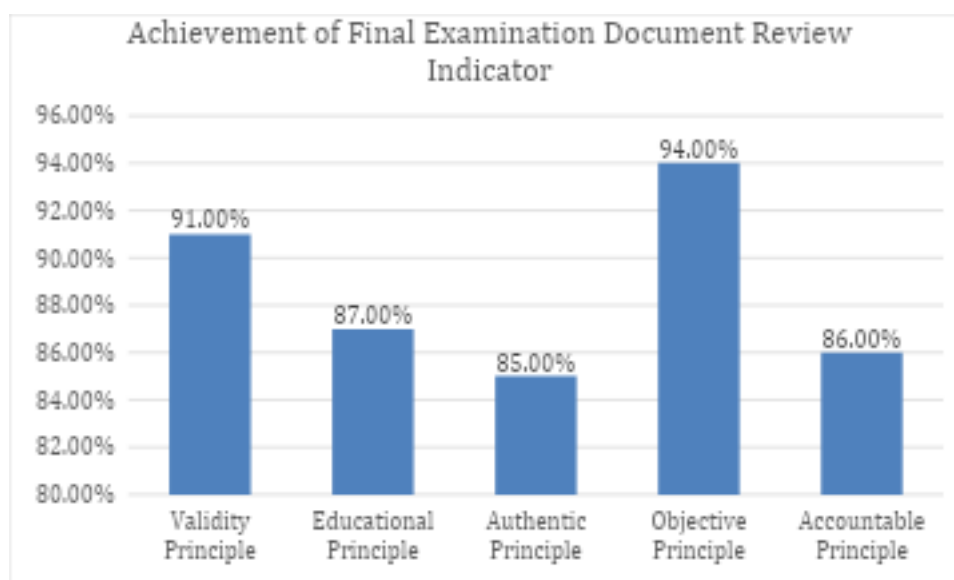


Figure 2. Achievement of Final Examination Review Indicators

3. Analysis of Final Examination Review Results

The Validity Principle achieved 91% and was categorized as Excellent. This indicates that the Final Examination questions were strongly aligned with the Semester Learning Plan, course materials, and learning outcomes. The increase from the Mid-Term Examination review shows that lecturers improved the alignment of examination questions with the overall course learning outcomes.

The Educational Principle achieved 87% and was categorized as Excellent. This indicates that the Final Examination questions supported students in demonstrating their learning achievement and encouraged deeper learning. The increase suggests that lecturers improved the educational function of assessment in the Final Examination documents.

The Authentic Principle achieved 85% and was categorized as Excellent. This shows that the Final Examination questions increasingly reflected authentic assessment characteristics, including contextual problems, application-based questions, analytical tasks, and problem-solving activities.

The Objective Principle achieved 94% and was categorized as Excellent. This was the highest achievement among all principles in the Final Examination review. The result indicates that the Final Examination documents had clearer assessment standards, better scoring criteria, and more objective evaluation structures.

The Accountable Principle achieved 86% and was categorized as Excellent. This result indicates improvement in the availability of instructions, procedures, scoring guidelines, answer keys, and assessment criteria. Although it still had the lowest achievement among the five principles, it showed significant progress compared to the Mid-Term Examination review.

4. Findings of Final Examination Review

The Final Examination documents showed stronger alignment with course learning outcomes compared to the Mid-Term Examination documents. The educational and authentic aspects of assessment also improved in the Final Examination documents.

Assessment objectivity improved through clearer question structure and scoring criteria. The accountable aspect also improved through better availability of instructions, scoring guidelines, answer keys, and assessment criteria. These findings indicate that lecturers followed up on several recommendations from the Mid-Term Examination review when preparing Final Examination documents.

G. COMPARISON BETWEEN MID-TERM AND FINAL EXAMINATION REVIEW RESULTS

The comparison between Mid-Term Examination and Final Examination review results shows an improvement in all assessment quality principles. The average achievement increased from 86.6% in the Mid-Term Examination review to 88.6% in the Final Examination review.

This improvement indicates that the feedback and recommendations from the Mid-Term Examination review were followed up by course lecturers in preparing the Final Examination documents.

Table 6. Comparison of Mid-Term and Final Examination Review Results

No.	Assessment Quality Principle	Mid-Term Examination	Final Examination	Improvement
1	Validity Principle	90.00%	91.00%	+1%
2	Educational Principle	87.00%	87.00%	+0%
3	Authentic Principle	80.00%	85.00%	+5%
4	Objective Principle	93.00%	94.00%	+1%
5	Accountable Principle	83.00%	86.00%	+3%
	Average	86.60%	88.60%	+2.00%

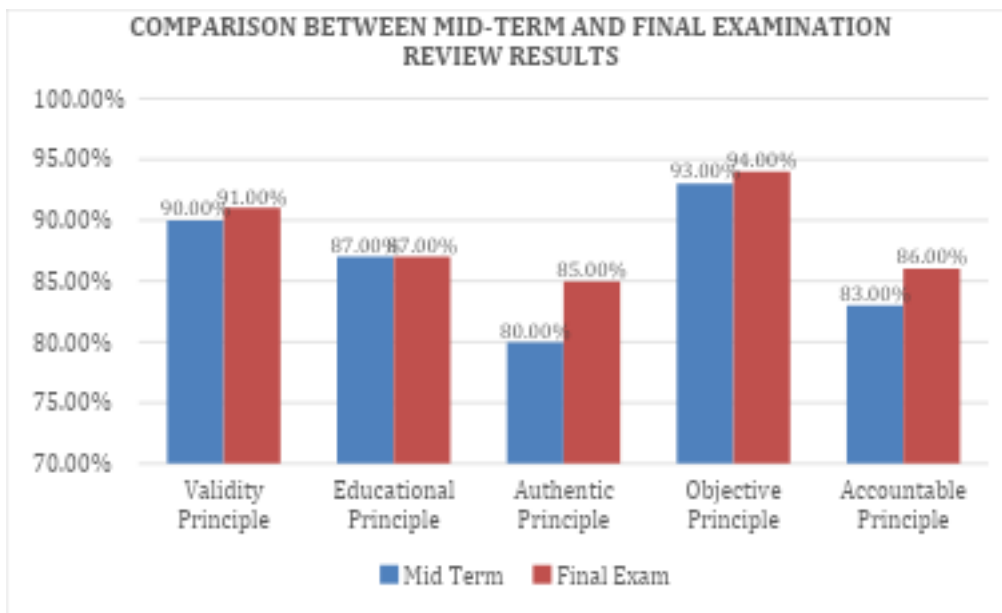


Figure 3. Comparison between Mid-Term and Final Examination Review Results

The comparison between the Mid-Term Examination and Final Examination review results indicates an overall improvement in the quality of assessment documents. The average achievement increased from 86.60% in the Mid-Term Examination to 88.60% in the Final Examination, demonstrating a positive enhancement in the implementation of assessment quality principles. This finding suggests that lecturers improved the quality of examination documents by refining assessment procedures, question design, and supporting assessment documentation.

The highest improvement was found in the Accountable Principle, which increased from 83.00% to 86.00%. This improvement indicates better preparation of examination procedures, instructions, scoring guidelines, answer keys, and assessment criteria in the Final Examination documents. The Authentic Principle also showed a notable increase from 80.00% to 85.00%, indicating that Final Examination questions were more contextual, application-oriented, and focused on problem-solving activities that reflected students' competencies.

The Validity Principle improved from 90.00% to 91.00%, while the Objective Principle increased from 93.00% to 94.00%. These improvements indicate stronger alignment between examination questions and learning outcomes, as well as clearer assessment standards and scoring procedures. Meanwhile, the Educational Principle remained stable at 87.00%, suggesting that both Mid-Term and Final Examination questions consistently supported student learning, reflection, and achievement.

Overall, the findings demonstrate that the Final Examination documents were of higher quality than the Mid-Term Examination documents, particularly in terms of authenticity and accountability. The improvements observed across most assessment principles indicate continuous efforts to enhance assessment quality and ensure that examinations are valid, objective, educationally meaningful, authentic, and accountable.

H. CONCLUSION

Based on the monitoring and evaluation results, both Mid-Term Examination and Final Examination documents in the Early Childhood Education program for the Even Semester 2024/2025 were generally categorized as Excellent.

The Mid-Term Examination document review was conducted from April 14 to April 26, 2025, and achieved an average score of 86.60%. The highest achievement was found in the Objective Principle at 93%, while the lowest achievement was found in the Accountable Principle at 83%.

The Final Examination document review was conducted from June 16 to June 28, 2025, and achieved an average score of 88.60%. The highest achievement was found in the Objective Principle at 94%, while the lowest achievement was found in the Authentic Principle at 85%.

The review results showed improvement from the Mid-Term Examination to the Final Examination in all five assessment quality principles. The average achievement increased by 2.00%, from 86.60% to 88.60%. This improvement indicates that the recommendations from the Mid-Term Examination review were followed up by course lecturers in preparing the Final Examination documents, particularly in improving accountability, scoring guidelines, answer keys, and assessment criteria.

I. RECOMMENDATIONS

Course lecturers should maintain the alignment between examination questions, course materials, the Semester Learning Plan, and learning outcomes. The educational function of assessment should also be strengthened by designing examination questions that support students' learning reflection, learning improvement, and achievement of learning outcomes.

Course lecturers are encouraged to improve authentic assessment by incorporating contextual problems, case-based questions, application-based tasks, and problem-solving activities. Objectivity in assessment also needs to be maintained by providing clear question structures, assessment standards, answer keys, and scoring criteria.

The Accountable Principle needs continued attention. Examination documents should be completed with clear instructions, answer keys, scoring guidelines, assessment rubrics, and examination procedures. This is important to ensure that students understand the assessment criteria and that lecturers have clear references in conducting assessment.

The Quality Assurance Sub-Unit should continue reviewing Mid-Term Examination and Final Examination documents separately to ensure that each examination stage is properly monitored. The

study program may also provide assistance or workshops related to assessment design, authentic assessment, scoring rubrics, and accountable examination procedures.

Follow-up actions from the Mid-Term Examination review should be documented and used as a basis for improving Final Examination documents. This practice is important to demonstrate continuous improvement in assessment quality assurance.

J. CLOSING

This Monitoring and Evaluation Report of Assessment Documents for Mid-Term Examination and Final Examination was prepared as part of the Internal Quality Assurance System of the Early Childhood Education program, Faculty of education, Universitas PGRI Semarang.

The results of this monitoring and evaluation show that assessment documents in the Even Semester 2024/2025 were generally well prepared and suitable for use. The improvement from Mid-Term Examination to Final Examination indicates that assessment quality assurance was implemented as a continuous improvement process.

This report is expected to serve as a basis for academic reflection, quality improvement, and accreditation evidence related to assessment implementation in the Early Childhood Education program.

Semarang, August 20, 2025

Quality Assurance Sub-Unit

Early Childhood Education program

Ismatul Khasanah, M.Pd

APPENDICES

Appendix 1. Mid-Term Examination Document Review Instrument

Table 7. Mid-Term Examination Document Review Instrument

No.	Principle	Review Indicator	Evidence Reviewed
1	Validity Principle	The questions are aligned with course materials, the Semester Learning Plan, and learning outcomes.	Question paper, Semester Learning Plan, course learning outcomes
2	Educational Principle	The questions encourage students to improve learning planning and learning achievement.	Question structure, learning task orientation
3	Authentic Principle	The questions reflect students' actual competencies and learning process.	Contextual problems, case-based tasks, application questions
4	Objective Principle	The questions and scoring criteria are based on clear standards.	Scoring criteria, answer guidelines, marking scheme
5	Accountable Principle	The examination document includes clear instructions, procedures, and assessment criteria.	Examination instructions, scoring rubrics, procedures

Appendix 2. Mid-Term Examination Review Results by Course

Table 8. Mid-Term Examination Review Results by Course

No.	Course	Validity	Educational	Authentic	Objective	Accountable	Average	Category
1	Student development	85%	84%	86%	80%	78%	83%	Good
2	Early Childhood Education Curriculum Development	85%	84%	86%	80%	78%	83%	Good
3	Parenting Communication	90%	88%	90%	94%	82%	89%	Excellent
4	Entrepreneur Basics	90%	88%	90%	94%	82%	89%	Excellent
5	Landasan Kependidikan	90%	86%	88%	92%	80%	87%	Excellent
6	Pembelajaran Musik Dasar	90%	86%	88%	92%	80%	87%	Excellent

7	Prenatal Development	94%	88%	90%	90%	82%	89%	Excellent
8	Play and Games in Early Childhood Education	94%	85%	90%	90%	82%	88%	Excellent
9	Early Childhood Learning Assessment	90%	84%	86%	91%	78%	86%	Good
10	Early Childhood Social Studies Learning	94%	88%	90%	94%	82%	90%	Excellent
11	Learning Resources and Learning Media	90%	84%	86%	91%	78%	86%	Good
12	Drawing Learning	92%	86%	88%	92%	80%	88%	Excellent
13	Planning and Management of Learning Environments	90%	86%	88%	92%	80%	87%	Excellent
14	Children's Education in the Family	90%	86%	88%	92%	80%	87%	Excellent
15	Basic Concepts of Mathematics	94%	88%	90%	90%	82%	89%	Excellent
16	Outbond	94%	85%	90%	90%	82%	88%	Excellent
17	Introduction to the School Field	90%	84%	86%	91%	78%	86%	Good
18	Health and Nutrition	94%	88%	90%	94%	82%	90%	Excellent
19	Childcare Center Management	90%	84%	86%	91%	78%	86%	Good
20	Management of PAUD implementation	92%	86%	88%	92%	80%	88%	Excellent

21	Research methods	92%	86%	88%	92%	80%	88%	Excellent
22	Inclusive Education	90%	86%	88%	92%	80%	87%	Excellent
23	Indonesian	90%	86%	88%	92%	80%	87%	Excellent
24	English	94%	88%	90%	90%	82%	89%	Excellent
25	Pancasila education	94%	85%	90%	90%	82%	88%	Excellent

Appendix 3. Sample of Mid-Term Examination Validation Sheet

Table 9. Sample of Mid-Term Examination Validation Sheet

Component	Description
Course	Early Childhood Social Studies Learning
Course Lecturer	Dr. Anita Chandra Dewi Sagala, M.Pd
Examination Type	Mid-Term Examination
Academic Year	2024/2025
Review Period	April 14–26, 2025
Review Result	Needs minor improvement
Main Note	Scoring guideline and accountable assessment criteria need to be clarified.
Reviewer	Quality Assurance Sub-Unit
Validation Status	Valid with minor revision

Appendix 4. Final Examination Document Review Instrument

Table 10. Final Examination Document Review Instrument

No.	Principle	Review Indicator	Evidence Reviewed
1	Validity Principle	The questions are aligned with overall course materials, the Semester Learning Plan, and learning outcomes.	Question paper, Semester Learning Plan, course learning outcomes

2	Educational Principle	The questions encourage students to demonstrate achievement of learning outcomes.	Question structure, learning achievement orientation
3	Authentic Principle	The questions reflect actual competencies and meaningful learning tasks.	Contextual problems, case-based tasks, application questions
4	Objective Principle	The questions and scoring criteria are based on clear and objective standards.	Scoring criteria, answer guidelines, marking scheme
5	Accountable Principle	The examination document includes clear procedures, instructions, rubrics, and scoring guidelines.	Examination instructions, scoring rubrics, procedures

Appendix 5. Final Examination Review Results by Course

Table 11. Final Examination Review Results by Course

No.	Course	Validity	Educational	Authentic	Objective	Accountable	Average	Category
1	Student development	90%	86%	86%	85%	85%	86%	Excellent
2	Early Childhood Education Curriculum Development	90%	84%	86%	85%	85%	86%	Excellent
3	Parenting Communication	90%	88%	90%	94%	82%	89%	Excellent
4	Entrepreneur Basics	90%	88%	90%	94%	82%	89%	Excellent
5	Landasan Kependidikan	90%	86%	88%	92%	80%	87%	Excellent
6	Pembelajaran Musik Dasar	90%	86%	88%	92%	80%	87%	Excellent
7	Prenatal Development	94%	88%	90%	90%	82%	89%	Excellent

8	Play and Games in Early Childhood Education	94%	85%	90%	90%	82%	88%	Excellent
9	Early Childhood Learning Assessment	90%	84%	86%	91%	78%	86%	Excellent
10	Early Childhood Social Studies Learning	94%	88%	90%	94%	82%	90%	Excellent
11	Learning Resources and Learning Media	90%	84%	86%	91%	78%	86%	Excellent
12	Drawing Learning	92%	86%	88%	92%	80%	88%	Excellent
13	Planning and Management of Learning Environments	90%	86%	88%	92%	80%	87%	Excellent
14	Children's Education in the Family	90%	86%	88%	92%	80%	87%	Excellent
15	Basic Concepts of Mathematics	94%	88%	90%	90%	82%	89%	Excellent
16	Outbond	94%	85%	90%	90%	82%	88%	Excellent
17	Introduction to the School Field	90%	84%	86%	91%	78%	86%	Excellent
18	Health and Nutrition	94%	88%	90%	94%	82%	90%	Excellent
19	Childcare Center Management	90%	84%	86%	91%	78%	86%	Excellent

20	Management of PAUD implementation	92%	86%	88%	92%	80%	88%	Excellent
21	Research methods	92%	86%	88%	92%	80%	88%	Excellent
22	Inclusive Education	90%	86%	88%	92%	80%	87%	Excellent
23	Indonesian	90%	86%	88%	92%	80%	87%	Excellent
24	English	94%	88%	90%	90%	82%	89%	Excellent
25	Pancasila education	94%	85%	90%	90%	82%	88%	Excellent

6. Appendix 6. Follow-Up Plan for Assessment Document Review

Table 12. Follow-Up Plan for Assessment Document Review

No.	Aspect	Finding	Follow-Up Plan	Person in Charge
1	Validity Principle	Some Mid-Term Examination questions needed stronger alignment with learning outcomes.	Review the alignment between questions, Semester Learning Plan, and learning outcomes before examination implementation.	Course Lecturers and Quality Assurance Sub-Unit
2	Educational Principle	Some questions needed stronger learning improvement orientation.	Provide guidance on constructing questions that support student reflection and learning achievement.	Study Program
3	Authentic Principle	Some questions needed more contextual and application-based tasks.	Conduct workshops on authentic assessment, case-based questions, and project-based assessment.	Study Program
4	Objective Principle	Some scoring criteria needed more detailed descriptions.	Require scoring guidelines or marking schemes for all examination documents.	Course Lecturers
5	Accountable Principle	Several Mid-Term Examination documents lacked complete rubrics and clear scoring procedures.	Standardize examination document templates including instructions, rubrics, answer keys, and scoring guidelines.	Quality Assurance Sub-Unit
6	Continuous Improvement	Final Examination documents improved after Mid-Term Examination review.	Document the follow-up actions from Mid-Term Examination review as evidence of quality improvement.	Quality Assurance Sub-Unit and Head of Study Program

