

**MONITORING AND EVALUATION REPORT OF  
MID-TERM AND FINAL EXAMINATION IMPLEMENTATION  
BASED ON STUDENT SURVEY  
ODD SEMESTER 2024/2025**

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

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**Program Study of 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 Mid-Term and Final Examination Implementation Based on Student Survey in the Early childhood education (ECE-TT) Study Program, 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 (ECE-TT) Study Program. The activity aimed to obtain information regarding the implementation of assessment from the perspective of students, particularly related to the implementation of the Mid-Term Examination and Final Examination.

The aspects evaluated in this report include the timeliness of assessment, transparency of assessment, remedial implementation, and learning outcome analysis. These aspects were selected because they represent important elements in ensuring that assessment is conducted fairly, clearly, and in accordance with academic quality standards.

The Mid-Term Examination and Final Examination are presented separately in this report. This separation is necessary because the two examinations take place at different points in the semester and have different academic characteristics. The Mid-Term Examination reflects the implementation of assessment in the middle of the semester, while the Final Examination reflects the implementation of assessment at the end of the semester.

The results in this report are not interpreted as a linear continuous improvement from the Mid-Term Examination to the Final Examination. Instead, they are interpreted as two different assessment moments with different academic contexts. For example, remedial implementation may be relatively limited during the Mid-Term Examination period, while learning outcome analysis may be more limited after the Final Examination due to the focus on final grading and score submission.

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

Semarang, Desember 2024

Quality Assurance Sub-Unit

**Early Childhood Education Teacher Training  
Study Program**

**Ismatul Khasanah, S.Pd.I., M.Pd.**

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## **A. INTRODUCTION**

Assessment is an essential part of the teaching and learning process in higher education. Through assessment, lecturers can identify the extent to which students have achieved the expected learning outcomes. Assessment also provides information for lecturers and study programs to evaluate the effectiveness of the learning process.

In the Early Childhood Education (ECE-TT) Study Program, monitoring and evaluation of examination implementation are conducted as part of the Internal Quality Assurance System. This activity is intended to ensure that the implementation of assessment is not only carried out administratively, but also reflects fairness, transparency, accountability, and follow-up actions for student learning development.

This report focuses on the implementation of Mid-Term Examination and Final Examination based on student survey responses. Unlike the assessment document review report, this report emphasizes students' perceptions of how examinations and assessment processes were implemented in practice.

The Mid-Term Examination and Final Examination are treated as two separate assessment moments. The Mid-Term Examination represents assessment implementation in the middle of the semester, while the Final Examination represents assessment implementation at the end of the semester. Therefore, the results of both surveys are presented separately and interpreted according to their respective contexts.

The indicators used in this monitoring and evaluation include timeliness of assessment, transparency of assessment, remedial implementation, and learning outcome analysis. These four indicators were used to obtain a comprehensive picture of the quality of assessment implementation from the student perspective.

The monitoring and evaluation activity involved 88 active students of ECE-TT Study Program and covered the implementation of assessment in 32 courses offered in the Odd Semester 2024/2025. The results are expected to support quality improvement in the implementation of examinations and assessment practices in the study program.

The legal and institutional bases for this monitoring and evaluation activity include 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 academic guidelines of the Early childhood education (ECE-TT) Faculty of Education, Universitas PGRI Semarang.

## **B. OBJECTIVES OF MONITORING AND EVALUATION**

The monitoring and evaluation of Mid-Term and Final Examination implementation aimed to obtain student feedback regarding the implementation of assessment during the Odd Semester 2024/2025.

This activity was conducted to identify students' perceptions of the timeliness of assessment, including the suitability of examination implementation with the scheduled time, clarity of examination information, and timeliness of score announcement.

This activity also aimed to evaluate the transparency of assessment. Transparency in this context refers to the clarity of assessment criteria, the extent to which students understand the basis for grading, and the clarity of score interpretation.

Another objective was to evaluate remedial implementation. This indicator assessed whether lecturers provided opportunities for improvement, remedial activities, or follow-up learning when students had not achieved the expected learning outcomes.

In addition, this monitoring and evaluation aimed to identify the implementation of learning outcome analysis. This aspect includes feedback on examination results, explanation of common student difficulties, and the use of examination results to support further learning improvement.

The results of this monitoring and evaluation are expected to provide input for lecturers, the study program, and the Quality Assurance Sub-Unit in strengthening assessment implementation, improving feedback mechanisms, and enhancing student learning support.

## C. METHOD OF MONITORING AND EVALUATION

The monitoring and evaluation activity was conducted using a student survey method. The survey was designed to capture students' experiences and perceptions regarding the implementation of Mid-Term Examination and Final Examination.

The survey was administered separately for the Mid-Term Examination and Final Examination. The Mid-Term Examination survey was used to capture the implementation of assessment during the middle of the semester, while the Final Examination survey was used to capture the implementation of assessment at the end of the semester.

The survey instrument consisted of 16 statements grouped into four indicators. Each indicator consisted of four statements. The indicators included timeliness of assessment, transparency of assessment, remedial implementation, and learning outcome analysis.

The survey was completed by 88 active students of Early childhood education (ECE-TT) With four items for each indicator and a four-point Likert scale, the maximum score for each indicator was 1.408. The maximum score for the overall instrument was 5.632

The scale used in the survey was a four-point Likert scale. Students selected one response that best represented their experience in each course. The response options consisted of Strongly Agree, Agree, Disagree, and Strongly Disagree.

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

The achievement percentage was calculated based on the proportion of positive assessment results from the survey responses. The category of achievement was determined using the following criteria.

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

The survey covered 32 courses in the Early Childhood Education. The course list and lecturers are presented in Appendix 1 to support traceability of the monitoring and evaluation process.

## D. STUDENT SURVEY INSTRUMENT

The student survey instrument was developed to evaluate the implementation of assessment from the student perspective. The instrument consisted of four main indicators, namely timeliness of assessment, transparency of assessment, remedial implementation, and learning outcome analysis.

The first indicator is timeliness of assessment. This indicator evaluates whether the examination was implemented according to schedule, whether information on examination procedures was clearly communicated, and whether examination scores were announced within a reasonable time.

The second indicator is transparency of assessment. This indicator evaluates whether lecturers explained assessment criteria, whether students understood the basis for grading, and whether examination scores were understandable based on the stated criteria.

The third indicator is remedial implementation. This indicator evaluates whether lecturers provided opportunities for remedial activities, improvement, or follow-up learning when students did not achieve the expected results.

The fourth indicator is learning outcome analysis. This indicator evaluates whether lecturers provided feedback on examination results, explained common difficulties or weaknesses found in student answers, and used examination results to support further learning improvement.

| No. | Indicator                  | Item Numbers   | Number of Items |
|-----|----------------------------|----------------|-----------------|
| 1   | Timeliness of assessment   | 1, 2, 3, 4     | 4               |
| 2   | Transparency of assessment | 5, 6, 7, 8     | 4               |
| 3   | Remedial implementation    | 9, 10, 11, 12  | 4               |
| 4   | Learning outcome analysis  | 13, 14, 15, 16 | 4               |
|     | Total                      | 1–16           | 16              |

## E. RESULTS OF MID-TERM EXAMINATION IMPLEMENTATION SURVEY

### 1. General Recapitulation of Mid-Term Examination Implementation

The student survey results show that the implementation of the Mid-Term Examination was generally categorized as Good. The average achievement of the four indicators was 84.59%. This result indicates that the Mid-Term Examination implementation had been carried out properly, although some aspects still required follow-up.

The highest achievement in the Mid-Term Examination implementation was found in the transparency of assessment, which reached 91.05 %. This indicates that students perceived the assessment criteria and grading basis as clear and understandable.

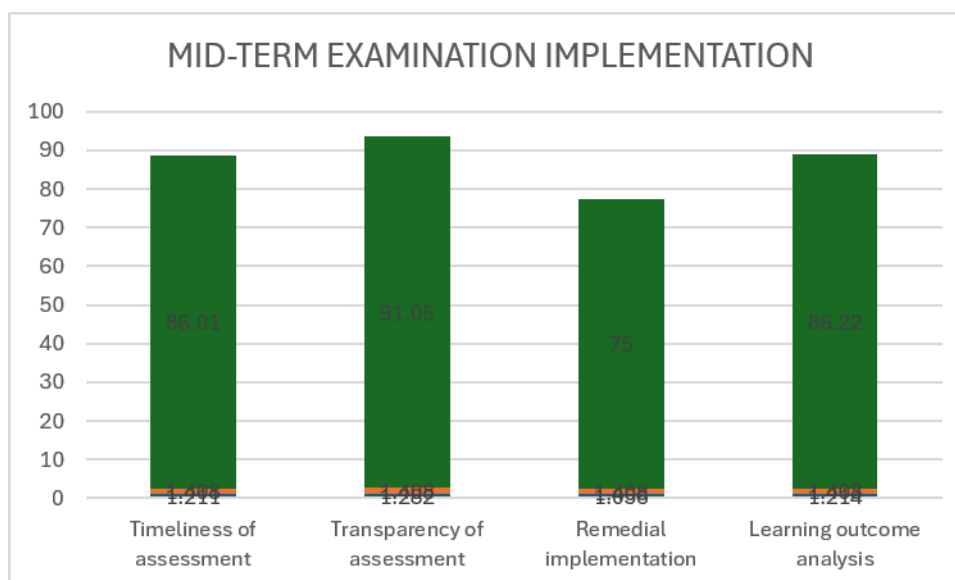
The lowest achievement was found in remedial implementation, which reached 75.00 %. This result indicates that remedial activities or follow-up learning after the Mid-Term Examination were not yet implemented consistently across all courses. This condition is understandable because the Mid-Term Examination occurs in the middle of the semester, when lecturers may still focus on continuing course materials and completing the remaining learning plan.

### 2. Indicator Achievement of Mid-Term Examination Implementation

| No. | Indicator | Actual Score | Maximum Score | Achievement | Category |
|-----|-----------|--------------|---------------|-------------|----------|
|-----|-----------|--------------|---------------|-------------|----------|

|   |                            |       |       |        |           |
|---|----------------------------|-------|-------|--------|-----------|
| 1 | Timeliness of assessment   | 1.211 | 1.408 | 86.01% | Excellent |
| 2 | Transparency of assessment | 1.282 | 1.408 | 91.05% | Excellent |
| 3 | Remedial implementation    | 1.056 | 1.408 | 75.00% | Good      |
| 4 | Learning outcome analysis  | 1.214 | 1.408 | 86.22% | Excellent |
|   | Average                    | 4.763 | 5.632 | 84.59% | Excellent |

**Figure 1. Achievement of Mid-Term Examination Implementation Indicators**



### 3. Analysis of Mid-Term Examination Implementation

The timeliness of assessment achieved 86.01 % and was categorized as Excellent. This indicates that the Mid-Term Examination was generally conducted according to schedule and that technical information regarding the examination was communicated to students. However, the score announcement process still needs to be strengthened so that students can receive timely feedback after the examination.

The transparency of assessment achieved 91.05 % and was categorized as Excellent. This shows that students perceived assessment criteria, grading components, and the basis of assessment as clearly communicated. This achievement indicates that lecturers had implemented transparent assessment practices during the Mid-Term Examination.

The remedial implementation indicator achieved 75.00% and was categorized as good. This was the lowest achievement in the Mid-Term Examination implementation survey. This condition indicates that remedial activities, score improvement mechanisms, or follow-up learning after the Mid-Term Examination were not yet consistently implemented. Since the Mid-Term Examination is conducted in the middle of the semester, remedial implementation may be limited by the need to continue the remaining course materials.

The learning outcome analysis indicator achieved 86.22 % and was categorized as Excellent. This indicates that several lecturers had provided feedback or discussed student examination results. However, the analysis of learning outcomes still needs to be strengthened, especially in explaining common mistakes, identifying difficult topics, and using examination results as a basis for improving the next learning activities.

#### 4. Findings of Mid-Term Examination Implementation

The Mid-Term Examination implementation was generally conducted properly. Students perceived that assessment transparency was very strong, as the criteria and basis of grading were clearly communicated.

However, remedial implementation after the Mid-Term Examination still needs improvement. The relatively low achievement of remedial implementation indicates that not all courses provided structured remedial activities or learning follow-up after the Mid-Term Examination. Learning outcome analysis was also categorized as Excellent, but still needs to be strengthened so that examination results can be used more effectively to improve student learning during the remaining part of the semester.

## F. RESULTS OF FINAL EXAMINATION IMPLEMENTATION SURVEY

### 1. General Recapitulation of Final Examination Implementation

The student survey results show that the implementation of the Final Examination was generally categorized as Excellent. The average achievement of the four indicators was 89.68 %. This result indicates that the Final Examination implementation was carried out very well based on student perceptions.

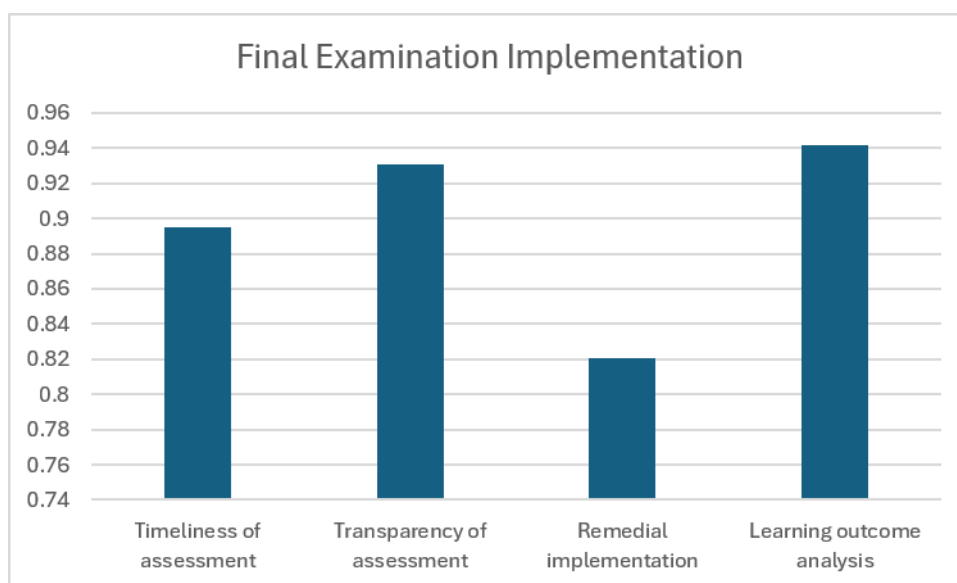
The highest achievements were found in learning outcome analysis reaching 94.18%. This indicates that the lectures effectively utilized examination results to evaluate student achievement and provide academic feedback.

The lowest achievement was found in remedial implementation reached 82.03%. This result indicates that although the Final Examination was implemented well in terms of timeliness, transparency, and remedial or follow-up mechanisms, the analysis of final learning outcomes still needs to be strengthened. This condition is understandable because the Final Examination is conducted at the end of the semester, when lecturers are often focused on final grading, score submission, and academic reporting.

### 2. Indicator Achievement of Final Examination Implementation

| No. | Indicator                  | Actual Score | Maximum Score | Achievement | Category  |
|-----|----------------------------|--------------|---------------|-------------|-----------|
| 1   | Timeliness of assessment   | 1.260        | 1.408         | 89.49%      | Excellent |
| 2   | Transparency of assessment | 1.310        | 1.408         | 93.04%      | Excellent |
| 3   | Remedial implementation    | 1.155        | 1.408         | 82.03%      | Excellent |
| 4   | Learning outcome analysis  | 1.326        | 1.408         | 94.18%      | Excellent |
|     | Average                    | 5.051        | 5.632         | 89.68%      | Excellent |

Figure 2. Achievement of Final Examination Implementation Indicators



### 3. Analysis of Final Examination Implementation

The timeliness of assessment achieved 89.49 % and was categorized as Excellent. This indicates that the Final Examination was implemented according to the academic schedule and that technical information was clearly communicated to students. The end-of-semester examination schedule is generally more structured, which supports stronger timeliness in assessment implementation.

The transparency of assessment also achieved 93.04% and was categorized as Excellent. This result shows that students clearly understood the assessment criteria and grading basis in the Final Examination. This achievement indicates consistency in transparent assessment practices across courses.

The remedial implementation indicator achieved 82.03% and was categorized as Excellent. In the context of the Final Examination, remedial implementation may refer to clarification, score confirmation, final learning follow-up, or opportunities for completing assessment requirements according to academic rules. This high achievement indicates that students perceived the follow-up mechanism after the Final Examination as clear and fair.

The learning outcome analysis indicator achieved 94.18% and was categorized as Excellent. This was the highest achievement in the Final Examination implementation survey. The result indicates that lectures actively utilized examination results to provide feedback, identify learning difficulties, and support student learning improvement. This condition may occur because the Final Examination is conducted at the end of the semester, when lecturers must complete final grading and administrative score submission within a limited time.

### 4. Findings of Final Examination Implementation

The Final Examination implementation showed strong achievements in timeliness and transparency. Students perceived that the examination was conducted according to schedule and that assessment criteria were clearly communicated.

The remedial or follow-up mechanism after the Final Examination was also perceived positively. However, the learning outcome analysis indicator requires further attention. Feedback and analysis after the Final Examination need to be strengthened so that students can better understand their learning achievement, common weaknesses, and areas for improvement.

## G. CONTEXTUAL ANALYSIS OF MID-TERM AND FINAL EXAMINATION IMPLEMENTATION

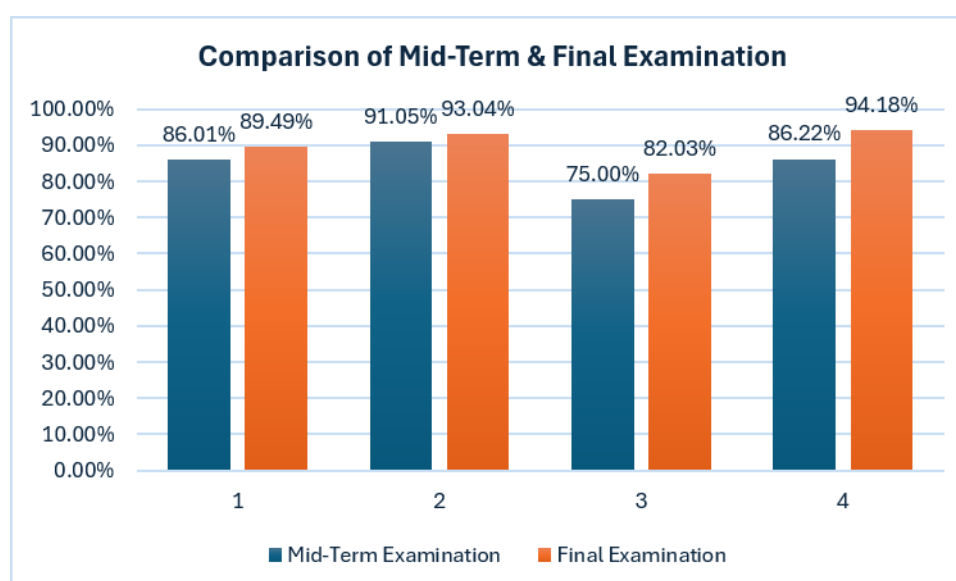
The results of the Mid-Term Examination and Final Examination surveys should not be interpreted as a simple linear improvement from one examination to the next. Instead, the results represent two different assessment moments with different academic contexts.

The Mid-Term Examination is conducted in the middle of the semester. At this stage, lecturers are still continuing the learning process and completing the remaining course materials. Therefore, remedial implementation after the Mid-Term Examination may not yet be fully structured or oddly implemented across all courses. This explains why the remedial implementation indicator in the Mid-Term Examination survey reached 75.00%.

The Final Examination is conducted at the end of the semester. At this stage, examination implementation tends to be more structured, especially in terms of schedule, grading, and academic administration. This explains why timeliness of assessment reached 89.49% and transparency of assessment in the Final Examination reached 93.04%. However, because the Final Examination occurs at the end of the semester, lecturers may have limited time to provide comprehensive learning outcome analysis after the examination. The high achievement in learning outcome analysis (94.18%) indicates that lectures effectively utilized examination results to evaluate students' achievement and provide academic feedback.

| No. | Indicator                  | Mid-Term Examination | Final Examination | Interpretation                                                                                                          |
|-----|----------------------------|----------------------|-------------------|-------------------------------------------------------------------------------------------------------------------------|
| 1   | Timeliness of assessment   | 86.01%               | 89.49%            | Final Examination implementation was more structured in terms of schedule and score administration.                     |
| 2   | Transparency of assessment | 91.05%               | 93.04%            | Assessment criteria and grading basis were consistently communicated clearly.                                           |
| 3   | Remedial implementation    | 75.00%               | 82.03%            | Remedial or follow-up after Mid-Term Examination was still limited, while final follow-up mechanisms were more visible. |
| 4   | Learning outcome analysis  | 86.22%               | 94.18%            | Learning outcome analysis after Final Examination was more limited due to final grading and score submission.           |
|     | Average                    | 84.59%               | 89.68%            | The results reflect different academic contexts of assessment implementation.                                           |

**Figure 3. Comparison of Mid-Term and Final Examination Implementation Indicators**



The comparison shows that each assessment moment has its own strengths and areas for improvement. The Mid-Term Examination had strong transparency, but remedial implementation still needed attention. The Final Examination demonstrated strong performance across all indicators, particularly learning outcome analysis. Remedial implementation remained the indicator with the lowest achievement and therefore requires continued attention.

Thus, the interpretation of the data should be contextual. The purpose of this monitoring and evaluation is not merely to show improvement from Mid-Term Examination to Final Examination, but to identify the specific quality issues that arise in each assessment period.

## **H. CONCLUSION**

Based on the monitoring and evaluation results, the implementation of Mid-Term Examination and Final Examination in the Early childhood education Study Program during the Academic Year 2024/2025 was generally carried out well.

The Mid-Term Examination implementation achieved an average score of 84.59 % and was categorized as Good. The highest achievement was found in transparency of assessment at 91.05%, while the lowest achievement was found in remedial implementation at 82.03%.

The Final Examination implementation achieved an average score of 89.68% and was categorized as Excellent. The highest achievement was found in learning outcome analysis(94.18%) and transparency of assessment, each reaching 93.04%, while the lowest achievement was found in learning outcome analysis at 94.18 %.

The results indicate that the Mid-Term Examination and Final Examination have different implementation characteristics. The Mid-Term Examination needs strengthening in remedial implementation, while the Final Examination needs strengthening in remedial implementation and post-assessment follow up mechanism.

Overall, the monitoring and evaluation results show that assessment implementation in the Early childhood education Study Program has been carried out in accordance with quality assurance principles. However, several aspects still require follow-up to ensure that assessment not only measures achievement but also supports student learning improvement.

## **I. RECOMMENDATIONS**

The study program needs to strengthen the mechanism for remedial implementation after the Mid-Term Examination. Remedial activities do not always have to be in the form of repeated tests, but may also include structured feedback, additional assignments, learning reinforcement, consultation, or targeted follow-up activities for students who have not achieved the expected learning outcomes.

Lecturers need to improve the use of Mid-Term Examination results as a basis for identifying student learning difficulties. This can be done by discussing common mistakes, identifying topics that are not yet mastered, and providing additional learning support during the remaining part of the semester.

For the Final Examination, the study program needs to strengthen remedial implementation and structured post-assessment follow up opportunities. Although final grading and score submission are important, students still need feedback or information regarding their learning achievement. This feedback may be provided in the form of general class feedback, score review sessions, or summary notes on common learning weaknesses.

The transparency of assessment should be maintained because both the Mid-Term Examination (91.05%) and Final Examination achieved 93.04% achieved excellent results. Lecturers should continue to explain assessment criteria, grading components, and the basis for score determination to students.

The Quality Assurance Sub-Unit should continue conducting student surveys on Mid-Term Examination and Final Examination implementation separately. This separation is important because the two assessment periods have different academic characteristics and require different follow-up strategies.

## **J. CLOSING**

This Monitoring and Evaluation Report of Mid-Term and Final Examination Implementation Based on Student Survey was prepared as part of the Internal Quality Assurance System of the Early childhood education Study Program, Faculty of Education, Universitas PGRI Semarang.

The results show that the implementation of assessment has generally been carried out well. The Mid-Term Examination showed strong transparency but required improvement in remedial implementation. The Final Examination showed strong performance across all indicators, particularly learning outcome analysis, while implementation remained an area for further improvement.

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

Semarang, September 17, 2025

Quality Assurance Sub-Unit

**Early childhood education Study Program**

**Ismatul Khasanah, S.Pd.I., M.Pd**

## K. APPENDICES

### 1. Appendix 1. List of Courses and Course Lecturers

This appendix presents the list of courses included in the student survey on Mid-Term Examination and Final Examination implementation. The survey covered 32 courses offered in Early childhood education Study Program during the Academic Year 2024/2025.

| No. | Course                                      | Course Lecturers         |
|-----|---------------------------------------------|--------------------------|
| 1   | Pendidikan Agama Islam                      | Team                     |
| 2   | Ke-PGRI-an dan Kepemimpinan                 | Team                     |
| 3   | Belajar dan Pembelajaran AUD                | Agung Prasetyo           |
| 4   | Pendidikan kewarganegaraan                  | Team                     |
| 5   | Konsep Dasar PAUD                           | Ismatul Khasanah         |
| 6   | Pembelajaran Inovatif PAUD                  | Muniroh Munawar          |
| 7   | Antropobiologi                              | Nila Kusumaningtyas      |
| 8   | Hak dan Perlindungan Anak                   | Ratna Wahyu Pusari       |
| 9   | PAUD Holistik Integratif                    | Anita Chandra Dewi S     |
| 10  | Etika Profesi Kependidikan                  | Purwadi                  |
| 11  | Instrumen Musik                             | Purwadi                  |
| 12  | Konsep Dasar Bahasa dan Literasi AUD        | Mila Karmila             |
| 13  | Pembelajaran Sains AUD                      | Dwi Prasetyawati Diyah H |
| 14  | Pembelajaran Fisik/Motorik AUD              | Anita Chandra Dewi S     |
| 15  | Konsep Dasar Moral Agama & Sosial Emosional | Perdana Afif Luthfi      |
| 16  | Pendidikan Seni Tari dan Drama untuk Anak   | Prasena                  |
| 17  | Tumbuh Kembang Anak                         | Agung Prasetyo           |
| 18  | Statistik Penelitian kuantitatif            | Dwi Prasetyawati Diyah H |
| 19  | Pengelolaan KB                              | Nila Kusumaningtyas      |
| 20  | Pengelolaan TK                              | Anita Chandra Dewi S     |
| 21  | Media BK AUD (animasi)                      | M. Yusuf Setia W         |
| 22  | Bimbingan Konseling AUD                     | Agung Prasetyo           |
| 23  | Micro teaching                              | Ismatul Khasanah         |
| 24  | Media Pembelajaran Video editing AUD        | Husni Wahyudin           |
| 25  | Kurikulum Satuan Lembaga PAUD               | Muniroh Munawar          |
| 26  | Media Pembelajaran Grafis AUD               | Perdana Afif Luthfi      |
| 27  | Studi Eksplorasi                            | Anita Chandra Dewi S     |
| 28  | Pengelolaan KB                              | Nila Kusumaningtyas      |
| 29  | Seminar Proposal                            | Dwi Prasetyawati Diyah H |
| 30  | Pengelolaan TK                              | Perdana Afif Luthfi      |
| 31  | Pembelajaran Bahasa Inggris AUD             | Ratna Wahyu Pusari       |
| 32  | KKN                                         | Anita Chandra Dewi S     |

### 2. Appendix 2. Student Survey Instrument for Examination Implementation

This appendix presents the student survey instrument used to evaluate the implementation of Mid-Term Examination and Final Examination. The instrument consists of 16 statements grouped into four indicators. Each indicator consists of four statements.

The survey was completed by 88 active students of Early childhood education Study Program. The same instrument was used separately for the Mid-Term Examination and the Final Examination so that both assessment moments could be analyzed according to their respective academic contexts.

### a. Survey Response Scale

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

The maximum score for each indicator was calculated as follows: 88 students  $\times$  4 items  $\times$  4 = 1.408. The maximum score for the overall instrument was calculated as follows: 88 students  $\times$  16 items  $\times$  4 = 5.632.

### b. Survey Instrument

| No. | Indicator                  | Statement                                                                                                                                                        |
|-----|----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1   | Timeliness of assessment   | The examination was conducted according to the schedule determined by the study program or course lecturer.                                                      |
| 2   | Timeliness of assessment   | The lecturer provided clear information about the schedule, technical procedures, and examination requirements before the examination was conducted.             |
| 3   | Timeliness of assessment   | Examination results or scores were announced to students within a reasonable time after the examination.                                                         |
| 4   | Timeliness of assessment   | The lecturer provided assessment-related information in a timely manner, including changes in schedule, technical procedures, or score confirmation.             |
| 5   | Transparency of assessment | The lecturer explained the components or criteria of examination assessment to students.                                                                         |
| 6   | Transparency of assessment | Students understood the basis used by the lecturer in assessing examination answers.                                                                             |
| 7   | Transparency of assessment | The examination score given by the lecturer could be understood based on the assessment criteria explained previously.                                           |
| 8   | Transparency of assessment | Students had access to clear information regarding the weighting, scoring criteria, or grading components used in the examination.                               |
| 9   | Remedial implementation    | The lecturer provided opportunities for improvement, remedial activities, or learning follow-up when students had not achieved the expected results.             |
| 10  | Remedial implementation    | The mechanism for remedial activities or score improvement was clearly communicated to students.                                                                 |
| 11  | Remedial implementation    | Remedial activities or learning follow-up were carried out fairly and in accordance with applicable rules.                                                       |
| 12  | Remedial implementation    | The lecturer provided appropriate follow-up activities, such as feedback, consultation, additional assignments, or learning reinforcement after the examination. |
| 13  | Learning outcome analysis  | The lecturer provided feedback on students' examination results, either directly or through learning media.                                                      |
| 14  | Learning outcome analysis  | The lecturer explained common mistakes or learning materials that were not yet mastered by students based on examination results.                                |
| 15  | Learning outcome analysis  | Examination results were used as evaluation material to improve students' understanding of subsequent learning materials.                                        |
| 16  | Learning outcome analysis  | The lecturer used examination results to identify students' learning difficulties and provide recommendations for improvement.                                   |

### c. Blueprint of the Instrument

| No. | Indicator                  | Item Numbers   | Number of Items |
|-----|----------------------------|----------------|-----------------|
| 1   | Timeliness of assessment   | 1, 2, 3, 4     | 4               |
| 2   | Transparency of assessment | 5, 6, 7, 8     | 4               |
| 3   | Remedial implementation    | 9, 10, 11, 12  | 4               |
| 4   | Learning outcome analysis  | 13, 14, 15, 16 | 4               |
|     | Total                      | 1–16           | 16              |

### 3. Appendix 3. Recapitulation of Mid-Term Examination Survey Results

This appendix presents the recapitulation of student survey results on Mid-Term Examination implementation. The survey was completed by 88 students. Each indicator consisted of four items, and the maximum score for each indicator was 1.408.

| No. | Indicator                  | Actual Score | Maximum Score | Achievement | Category  |
|-----|----------------------------|--------------|---------------|-------------|-----------|
| 1   | Timeliness of assessment   | 1.211        | 1.408         | 86.01%      | Excellent |
| 2   | Transparency of assessment | 1.282        | 1.408         | 91.05%      | Excellent |
| 3   | Remedial implementation    | 1.056        | 1.408         | 75.00%      | Good      |
| 4   | Learning outcome analysis  | 1.214        | 1.408         | 86.22%      | Excellent |
|     | Total / Average            | 4.763        | 5.632         | 84.59%      | Excellent |

The results show that the implementation of the Mid-Term Examination was generally categorized as Good, with an average achievement of 84.59%. The highest achievement was found in transparency of assessment, while the lowest achievement was found in remedial implementation. This pattern reflects the academic context of the Mid-Term Examination, where lecturers may still focus on continuing the remaining course materials, making structured remedial activities less oddly implemented across courses.

### 4. Appendix 4. Recapitulation of Final Examination Survey Results

This appendix presents the recapitulation of student survey results on Final Examination implementation. The survey was completed by 88 students. Each indicator consisted of four items, and the maximum score for each indicator was 1.408.

| No. | Indicator                  | Actual Score | Maximum Score | Achievement | Category  |
|-----|----------------------------|--------------|---------------|-------------|-----------|
| 1   | Timeliness of assessment   | 1.260        | 1.408         | 89.49%      | Excellent |
| 2   | Transparency of assessment | 1.310        | 1.408         | 93.04%      | Excellent |
| 3   | Remedial implementation    | 1.155        | 1.408         | 82.03%      | Excellent |
| 4   | Learning outcome analysis  | 1.326        | 1.408         | 94.18%      | Excellent |
|     | Total / Average            | 5.051        | 5.632         | 89.68%      | Excellent |

The results show that the implementation of the Final Examination was generally categorized as Excellent, with an average achievement of 89.68%. The highest achievements were found in timeliness of assessment and transparency of assessment. The lowest achievement was found in learning outcome analysis. This condition reflects the academic context of the Final Examination, where lecturers generally focus on final grading, score submission, and academic reporting after the examination period.

### 5. Appendix 5. Distribution of Student Responses for Mid-Term Examination Survey

This appendix presents the distribution of student responses for each indicator in the Mid-Term Examination survey. Each indicator consisted of four items and was completed by 88 students. Therefore, the total number of responses for each indicator was 352 responses.

#### a. Response Distribution by Indicator

| No. | Indicator                  | Strongly Agree | Agree | Disagree | Strongly Disagree | Total Responses | Actual Score | Achievement |
|-----|----------------------------|----------------|-------|----------|-------------------|-----------------|--------------|-------------|
| 1   | Timeliness of assessment   | 171            | 165   | 16       | 0                 | 352             | 1.211        | 86.01%      |
| 2   | Transparency of assessment | 226            | 126   | 0        | 0                 | 352             | 1.282        | 91.05%      |
| 3   | Remedial implementation    | 88             | 176   | 70       | 18                | 352             | 1.038        | 73.72%      |
| 4   | Learning outcome analysis  | 180            | 150   | 22       | 0                 | 352             | 1.214        | 86.22%      |

### **b. Interpretation of Mid-Term Examination Response Distribution**

The response distribution shows that students gave the strongest responses to transparency of assessment. The lowest response pattern was found in remedial implementation. The number of Disagree and Strongly Disagree responses was relatively high compared to the other indicators. This indicates that remedial activities, learning follow-up, consultation, or score improvement mechanisms after the Mid-Term Examination were not yet implemented consistently across all courses.

## **6. Appendix 6. Distribution of Student Responses for Final Examination Survey**

This appendix presents the distribution of student responses for each indicator in the Final Examination survey. Each indicator consisted of four items and was completed by 88 students. Therefore, the total number of responses for each indicator was 352 responses.

### **a. Response Distribution by Indicator**

| No. | Indicator                  | Strongly Agree | Agree | Disagree | Strongly Disagree | Total Responses | Actual Score | Achievement |
|-----|----------------------------|----------------|-------|----------|-------------------|-----------------|--------------|-------------|
| 1   | Timeliness of assessment   | 204            | 148   | 0        | 0                 | 352             | 1.260        | 89.49%      |
| 2   | Transparency of assessment | 254            | 98    | 0        | 0                 | 352             | 1.310        | 93.04%      |
| 3   | Remedial implementation    | 144            | 155   | 45       | 8                 | 352             | 1.155        | 82.03%      |
| 4   | Learning outcome analysis  | 270            | 56    | 26       | 0                 | 352             | 1.326        | 94.18%      |

### **b. Interpretation of Final Examination Response Distribution**

The response distribution shows that students gave the strongest responses to timeliness of assessment and transparency of assessment. Learning outcome analysis received the strongest response pattern (94.18%), followed by transparency of assessment (93.04%).

The lowest response pattern was found in learning outcome analysis. The number of Disagree and Strongly Disagree responses was higher than in other indicators. This indicates that comprehensive feedback, explanation of common mistakes, and analysis of students' final learning outcomes after the Final Examination still need to be strengthened.

## 7. Appendix 7. Sample of Anonymized Student Survey Responses from the System

This appendix presents samples of student survey responses exported from the system. The data have been anonymized to protect student privacy. Student names and student identification numbers are not displayed. The complete dataset of 88 students is stored in the internal quality assurance system of the Early childhood education Study Program and may be accessed by authorized parties for quality assurance and accreditation purposes.

The survey consisted of 16 items grouped into four indicators. Items 1 to 4 measure timeliness of assessment, items 5 to 8 measure transparency of assessment, items 9 to 12 measure remedial implementation, and items 13 to 16 measure learning outcome analysis.

### a. Sample of Mid-Term Examination Student Responses

| Respondent ID | Course                                     | Q1 | Q2 | Q3 | Q4 | Q5 | Q6 | Q7 | Q8 | Q9 | Q10 | Q11 | Q12 | Q13 | Q14 | Q15 | Q16 | Average |
|---------------|--------------------------------------------|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|-----|-----|-----|---------|
| R001          | Child Development                          | 3  | 3  | 3  | 3  | 4  | 4  | 4  | 4  | 2  | 2   | 2   | 2   | 3   | 3   | 3   | 3   | 3.00    |
| R002          | English Language                           | 4  | 3  | 3  | 4  | 4  | 4  | 4  | 4  | 2  | 3   | 2   | 2   | 3   | 3   | 3   | 3   | 3.19    |
| R003          | Early Childhood Curriculum Development     | 4  | 4  | 3  | 3  | 4  | 4  | 4  | 4  | 3  | 2   | 2   | 3   | 4   | 3   | 3   | 3   | 3.31    |
| R004          | Family Education                           | 3  | 3  | 3  | 3  | 4  | 4  | 4  | 4  | 2  | 2   | 2   | 1   | 3   | 3   | 3   | 3   | 2.94    |
| R005          | Assessment in ECE                          | 4  | 4  | 3  | 3  | 4  | 4  | 4  | 4  | 2  | 2   | 3   | 2   | 3   | 3   | 3   | 4   | 3.25    |
| R006          | Health and Nutrition in ECE                | 3  | 3  | 3  | 4  | 4  | 4  | 4  | 4  | 1  | 2   | 2   | 2   | 3   | 3   | 3   | 3   | 3.00    |
| R007          | Inclusive Education                        | 4  | 3  | 3  | 3  | 4  | 4  | 4  | 4  | 2  | 2   | 2   | 2   | 3   | 4   | 3   | 3   | 3.12    |
| R008          | Research Methods                           | 4  | 4  | 3  | 3  | 4  | 4  | 4  | 4  | 3  | 2   | 2   | 2   | 3   | 3   | 3   | 3   | 3.19    |
| R009          | Daycare Center Management                  | 3  | 3  | 3  | 3  | 4  | 4  | 4  | 4  | 1  | 2   | 2   | 2   | 3   | 3   | 3   | 3   | 2.94    |
| R010          | Learning Resources and Instructional Media | 4  | 3  | 4  | 3  | 4  | 4  | 4  | 4  | 2  | 2   | 2   | 2   | 4   | 3   | 3   | 3   | 3.19    |

The sample of Mid-Term Examination responses shows that students generally gave high scores for transparency of assessment. However, several responses show lower scores in the remedial implementation items, especially Q9 to Q12. This pattern is consistent with the overall Mid-Term Examination survey result, where remedial implementation achieved the lowest score.

### b. Sample of Final Examination Student Responses

| Respondent ID | Course                                     | Q1 | Q2 | Q3 | Q4 | Q5 | Q6 | Q7 | Q8 | Q9 | Q10 | Q11 | Q12 | Q13 | Q14 | Q15 | Q16 | Average |
|---------------|--------------------------------------------|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|-----|-----|-----|---------|
| R001          | Child Development                          | 4  | 4  | 4  | 4  | 4  | 4  | 4  | 4  | 4  | 3   | 4   | 3   | 3   | 2   | 3   | 2   | 3.50    |
| R002          | English Language                           | 4  | 4  | 4  | 4  | 4  | 4  | 4  | 4  | 4  | 4   | 3   | 4   | 3   | 3   | 3   | 2   | 3.62    |
| R003          | Early Childhood Curriculum Development     | 4  | 4  | 4  | 4  | 4  | 4  | 4  | 4  | 4  | 4   | 4   | 4   | 3   | 3   | 3   | 3   | 3.75    |
| R004          | Family Education                           | 4  | 4  | 4  | 4  | 4  | 4  | 4  | 4  | 3  | 4   | 3   | 4   | 2   | 3   | 3   | 2   | 3.50    |
| R005          | Assessment in ECE                          | 4  | 4  | 4  | 4  | 4  | 4  | 4  | 4  | 4  | 3   | 4   | 3   | 3   | 2   | 3   | 3   | 3.56    |
| R006          | Health and Nutrition in ECE                | 4  | 4  | 4  | 4  | 4  | 4  | 4  | 4  | 4  | 4   | 3   | 4   | 2   | 3   | 3   | 2   | 3.56    |
| R007          | Inclusive Education                        | 4  | 4  | 4  | 4  | 4  | 4  | 4  | 4  | 4  | 4   | 4   | 3   | 3   | 3   | 3   | 2   | 3.62    |
| R008          | Research Methods                           | 4  | 4  | 4  | 4  | 4  | 4  | 4  | 4  | 4  | 3   | 4   | 4   | 3   | 3   | 2   | 3   | 3.62    |
| R009          | Daycare Center Management                  | 4  | 4  | 4  | 4  | 4  | 4  | 4  | 4  | 3  | 4   | 3   | 4   | 2   | 2   | 3   | 2   | 3.44    |
| R010          | Learning Resources and Instructional Media | 4  | 4  | 4  | 4  | 4  | 4  | 4  | 4  | 4  | 4   | 4   | 4   | 3   | 3   | 3   | 3   | 3.75    |

The sample of Final Examination responses shows that students generally gave high scores for timeliness of assessment, transparency of assessment, and remedial implementation. However, several responses show lower scores in the learning outcome analysis items, especially Q13 to Q16. This pattern is consistent with the overall Final Examination survey result, where learning outcome analysis achieved the lowest score compared to the other indicators.

**c. Notes on Data Confidentiality**

The samples presented in this appendix are provided only to illustrate the format of student responses exported from the survey system. The complete dataset of 88 student responses is not displayed in this report to protect student privacy. The complete dataset is stored in the internal system of the Early Childhood Education Study Program and is available for internal quality assurance verification when required.

## 8. Appendix 8. Follow-Up Plan for Examination Implementation

This appendix presents the follow-up plan based on the survey results of Mid-Term Examination and Final Examination implementation. The follow-up plan was formulated to strengthen assessment quality, especially in indicators with relatively lower achievement.

| No. | Indicator                  | Finding                                                                     | Follow-Up Plan                                                                                                                                  | Person in Charge                                |
|-----|----------------------------|-----------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|
| 1   | Timeliness of assessment   | Score announcement after the Mid-Term Examination needs to be strengthened. | Establish a recommended timeline for returning examination results and feedback to students.                                                    | Course Lecturers and Study Program              |
| 2   | Transparency of assessment | Transparency was excellent in both Mid-Term and Final Examination.          | Maintain the practice of explaining assessment criteria, grading components, and score weighting before examinations.                           | Course Lecturers                                |
| 3   | Remedial implementation    | Remedial implementation after the Mid-Term Examination was still limited.   | Provide structured follow-up activities such as feedback, consultation, additional assignments, learning reinforcement, or remedial activities. | Course Lecturers                                |
| 4   | Learning outcome analysis  | Learning outcome analysis after the Final Examination was relatively lower. | Provide general feedback or summary analysis of student achievement after the Final Examination.                                                | Course Lecturers and Quality Assurance Sub-Unit |
| 5   | Survey implementation      | Mid-Term and Final Examination have different assessment contexts.          | Continue conducting separate student surveys for Mid-Term and Final Examination implementation.                                                 | Quality Assurance Sub-Unit                      |
| 6   | Data documentation         | Full student response data are stored in the internal system.               | Maintain anonymized survey data and complete response records as internal quality assurance evidence.                                           | Quality Assurance Sub-Unit and Study Program    |

The follow-up plan emphasizes that the Mid-Term Examination and Final Examination should be evaluated according to their academic contexts. The Mid-Term Examination requires stronger remedial implementation and learning follow-up, while the Final Examination requires stronger learning outcome analysis and post-examination feedback.

