

**MONITORING AND EVALUATION REPORT
OF STUDENT EVALUATION OF LECTURER PERFORMANCE (SELP)
EARLY CHILDHOOD EDUCATION STUDY PROGRAM
EVEN SEMESTER 2024/2025**

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

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Report Preparation Team

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PREFACE

Praise be to God Almighty for His blessings and grace, so that the Monitoring and Evaluation Report of Student Evaluation of Lecturers, hereinafter referred to as SELP, in the Early Childhood Education Study 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 Study Program. SELP was designed to obtain student feedback regarding lecturer performance in the learning process. The results of this activity are expected to support the continuous improvement of teaching quality, academic interaction, assessment feedback, learning media use, student workload balance, and overall student learning experience.

The SELP instrument was adjusted to align with previous monitoring and evaluation reports that had already examined Semester Learning Plan documents, learning implementation, assessment documents, and examination implementation. Therefore, this SELP report focuses specifically on lecturer performance from the student perspective, including learning readiness, mastery of course content, teaching strategy, communication, learning support, assessment feedback, workload suitability, professionalism, and student satisfaction.

The survey involved 88 active students of the Early childhood education study program and covered 27 courses offered in the Academic Year 2024/2025. The results show that lecturer performance was generally categorized as Excellent, with an average achievement of 91.46%. Although the overall achievement was very good, several aspects still require attention, especially assessment feedback, learning support through media and LMS, student workload balance, and academic interaction.

This report is expected to serve as a basis for reflection, evaluation, and follow-up actions for lecturers, the study program, and the Quality Assurance Sub-Unit in strengthening the quality of learning implementation.

Semarang, Juni, 2025

Quality Assurance Sub-Unit

Early childhood education study
program

Noviana Dini Rahmawati, M.Pd.

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A. INTRODUCTION

Student Evaluation of Lecturers is an important part of quality assurance in higher education. Through student feedback, the study program can obtain information regarding the quality of lecturer performance in conducting learning activities. This evaluation provides a direct picture of students' learning experiences in relation to lecturer readiness, mastery of course content, teaching strategy, communication, learning support, assessment feedback, workload suitability, professionalism, and overall satisfaction.

In the Early Childhood Education study program, SELP is conducted as part of the Internal Quality Assurance System. The results are used as a basis for evaluating lecturer performance and identifying aspects of learning that need to be maintained or improved. SELP also supports the development of a quality culture in which students are involved as important stakeholders in the teaching and learning process.

This SELP report is positioned as a complementary document to previous monitoring and evaluation reports. The previous reports have evaluated Semester Learning Plan documents, learning implementation, assessment documents, and the implementation of Mid-Term and Final Examinations. Therefore, this SELP report does not merely repeat those aspects, but focuses on how students perceive lecturer performance in facilitating learning.

The instrument used in this SELP was designed in a concise form to avoid respondent fatigue. The instrument consisted of 18 statements representing 9 indicators. This structure was chosen so that students could complete the survey more carefully while the instrument still covered important aspects of lecturer performance and student learning experience.

The monitoring and evaluation activity involved 88 active students of the Early Childhood Education study program. The survey covered 25 courses offered in the Academic Year 2024/2025. The results of this activity are expected to provide evidence of lecturer performance and support continuous improvement in learning quality.

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 Quality Standards of Universitas PGRI Semarang, and academic guidelines of the Early childhood education study program, FPMIPATI, Universitas PGRI Semarang.

B. OBJECTIVES OF MONITORING AND EVALUATION

The monitoring and evaluation of SELP aimed to obtain student feedback regarding lecturer performance in the learning process during the Even Semester 2024/2025.

This activity was conducted to identify students' perceptions of lecturer readiness and course organization, mastery of course content, teaching strategy, academic communication, use of media and LMS, assessment feedback, workload suitability, professionalism, and overall student satisfaction.

The results of this monitoring and evaluation are expected to support lecturers in improving teaching practices and academic interaction. The results are also expected to provide input for the study program in planning lecturer development programs, learning innovation, assessment improvement, workload monitoring, and academic quality assurance.

In addition, this SELP report is intended to serve as supporting evidence for internal quality assurance and accreditation purposes. The report demonstrates that the study program systematically collects, analyzes, and follows up student feedback on lecturer performance.

C. METHOD OF MONITORING AND EVALUATION

The monitoring and evaluation activity was conducted using a student survey method. The survey was administered to 88 active students of the Early childhood education study program. Students provided responses based on their learning experience in the courses they attended during the Even Semester 2024/2025.

The SELP instrument consisted of 18 statements grouped into 9 indicators. Each indicator consisted of 2 statements. The indicators included learning readiness and course organization, mastery of course content, teaching strategy and student engagement, communication and academic interaction, learning support through media and LMS, assessment feedback and academic support, student workload and learning load suitability, lecturer professionalism and ethics, and student satisfaction with lecturer performance.

The survey used a four-point Likert scale consisting of Strongly Agree, Agree, Disagree, and Strongly Disagree. The score for each response is presented in Table 1.

Table 1. Survey Response Scale

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

Each indicator consisted of 2 items. With 88 students and the highest score of 4, the maximum score for each indicator was calculated as follows.

$$88 \text{ students} \times 2 \text{ items} \times 4 = 704$$

The overall instrument consisted of 18 items. Therefore, the maximum score for the overall SELP instrument was calculated as follows.

$$88 \text{ students} \times 18 \text{ items} \times 4 = 6.336$$

The achievement percentage for each indicator was calculated using the following formula.

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

The category of achievement was determined based on the criteria presented in Table 2.

Table 2. Achievement Category of SELP Results

Percentage Range	Category	Description
85%–100%	Excellent	Lecturer performance in learning is very good and meets the expected academic quality standards.
70%–84%	Good	Lecturer performance in learning is good, but several aspects still need improvement.
55%–69%	Fair	Lecturer performance in learning is fairly good, but several important aspects require improvement.
40%–54%	Poor	Lecturer performance in learning has not been optimal and requires serious follow-up.
< 40%	Very Poor	Lecturer performance in learning does not meet the expected academic quality standards and requires comprehensive improvement.

The survey covered 27 courses in the Early Childhood Education study program. The list of courses and course lecturers is presented in Appendix 1.

D. SELP SURVEY INSTRUMENT

The SELP survey instrument was designed to evaluate lecturer performance from the student perspective. The instrument was adjusted so that it complements previous monitoring and evaluation reports. Several aspects, such as LMS use, assessment, student workload, and interaction, remain included because they are part of lecturer performance and student learning experience. However, the focus of SELP is not on document compliance or technical implementation, but on how students experience lecturer performance in the learning process.

The instrument was simplified into 18 statements to ensure that students could respond more accurately and carefully. This concise structure is intended to reduce the risk of careless responses due to an overly long questionnaire while still covering all important aspects of lecturer performance.

Table 3. SELP Survey Indicators

No.	Indicator	Focus of Evaluation
1	Learning Readiness and Course Organization	Lecturer readiness in organizing learning, explaining course direction, and managing course implementation
2	Mastery of Course Content	Lecturer ability to master, explain, and contextualize course materials
3	Teaching Strategy and Student Engagement	Lecturer ability to apply appropriate methods and encourage active student participation
4	Communication and Academic Interaction	Lecturer ability to communicate clearly, respond to students, and build constructive interaction

No.	Indicator	Focus of Evaluation
5	Learning Support through Media and LMS	Lecturer ability to use learning media, LMS, or digital platforms to support students' learning
6	Assessment Feedback and Academic Support	Lecturer ability to provide fair assessment, feedback, and academic guidance for student improvement
7	Student Workload and Learning Load Suitability	Suitability of learning load, assignments, time allocation, and task difficulty with credits and learning outcomes
8	Lecturer Professionalism and Ethics	Lecturer professionalism, fairness, responsibility, and respect for students
9	Student Satisfaction with Lecturer Performance	Students' overall satisfaction with lecturer performance in the course

Each indicator consisted of two statements, resulting in a total of 18 statements. The complete SELP instrument is presented in Appendix 2.

E. RESULTS OF SELP SURVEY

Table 4 presents the recapitulation of the Student Evaluation of Lecturer Performance (SELP) survey conducted during the Even Semester of Academic Year 2024/2025. The survey involved 88 students from Semesters 2, 4, 6, and 8 of the Early Childhood Teacher Education Study Program (PG PAUD). The results indicate that lecturer performance was generally perceived very positively by students across all evaluation indicators.

The overall achievement score reached 92.99%, which falls within the Excellent category. This result demonstrates that lecturers effectively implemented learning activities, maintained positive academic interactions, and supported students in achieving the intended learning outcomes.

The highest achievement was found in the Lecturer Professionalism and Ethics indicator, which achieved 97.73%. This result indicates that students highly appreciated lecturers' professionalism, discipline, responsibility, fairness, and commitment in conducting learning activities. A similarly high achievement was observed in the Mastery of Course Content indicator (96.88%), suggesting that lecturers demonstrated strong subject matter expertise and the ability to explain course materials clearly and effectively.

High achievements were also recorded in Learning Readiness and Course Organization (94.89%) and Student Satisfaction with Lecturer Performance (93.18%). These results indicate that learning activities were generally well prepared, systematically organized, and positively received by students.

Meanwhile, Teaching Strategy and Student Engagement (92.47%) and Communication and Academic Interaction (91.76%) also achieved Excellent categories, indicating that lecturers were successful in encouraging student participation, maintaining effective communication, and creating supportive learning environments.

The indicators related to Learning Support through Media and LMS (90.34%) and Student Workload and Learning Load Suitability (90.48%) showed positive results, suggesting that learning technologies,

instructional media, and academic workloads were generally managed appropriately throughout the semester.

The lowest achievement was found in Assessment Feedback and Academic Support, which achieved 89.20%. Although this indicator remained within the Excellent category, the result suggests that students still expect more comprehensive feedback, academic consultation opportunities, and follow-up support related to assignments and assessments.

Compared with the results of the previous semester, several indicators showed improvement, particularly in Assessment Feedback and Academic Support, Learning Support through Media and LMS, and Student Satisfaction with Lecturer Performance. These improvements indicate that follow-up actions implemented based on previous evaluation results have contributed positively to enhancing the quality of teaching and learning in the study program.

Overall, the survey results demonstrate the study program's commitment to continuous quality improvement and support the effective implementation of Outcome-Based Education (OBE) principles within the Early Childhood Teacher Education Study Program.

Table 4. Recapitulation of SELP Survey Results

No.	Indicator	Actual Score	Maximum Score	Achievement	Category
1	Learning Readiness and Course Organization	668	704	94.89%	Excellent
2	Mastery of Course Content	682	704	96.88%	Excellent
3	Teaching Strategy and Student Engagement	651	704	92.47%	Excellent
4	Communication and Academic Interaction	646	704	91.76%	Excellent
5	Learning Support through Media and LMS	636	704	90.34%	Excellent
6	Assessment Feedback and Academic Support	628	704	89.20%	Excellent
7	Student Workload and Learning Load Suitability	637	704	90.48%	Excellent
8	Lecturer Professionalism and Ethics	688	704	97.73%	Excellent
9	Student Satisfaction with Lecturer Performance	656	704	93.18%	Excellent
	Total / Average	5,892	6,336	92.99%	Excellent

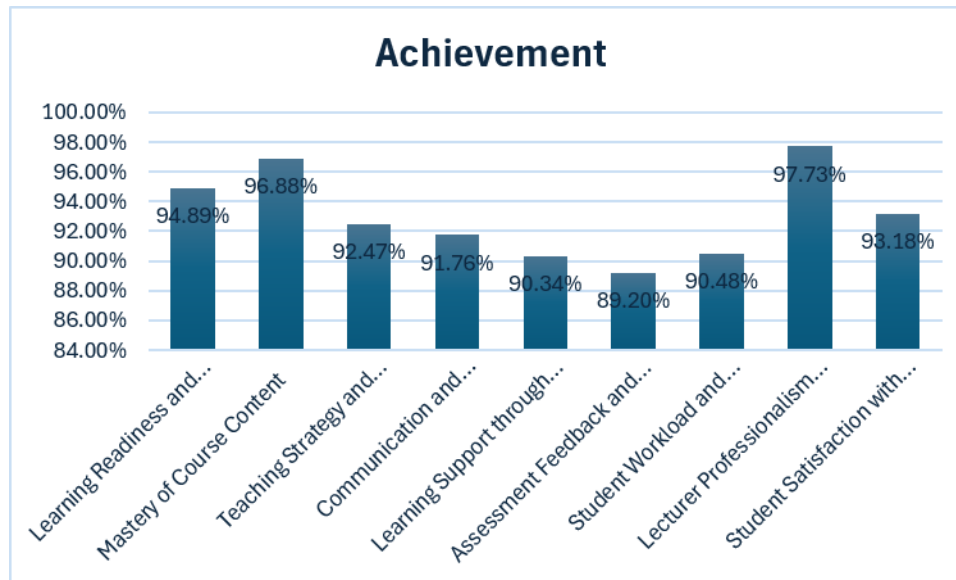


Figure 1. Achievement of SELP Indicators

F. ANALYSIS OF SELP RESULTS

1. Learning Readiness and Course Organization

The Learning Readiness and Course Organization indicator achieved 94.89%, which falls within the Excellent category. This result indicates that lecturers were generally well prepared for teaching activities and effectively organized learning processes throughout the semester. Students perceived that learning objectives, course plans, schedules, and instructional activities were communicated clearly and implemented consistently. Effective course organization contributes to a structured learning environment and supports the achievement of intended learning outcomes.

2. Mastery of Course Content

The Mastery of Course Content indicator achieved 96.88%, representing one of the highest scores among all evaluation indicators. This result demonstrates that students perceived lecturers as having strong academic competence and a thorough understanding of the subjects they taught. Lecturers were able to explain concepts clearly, provide relevant examples, and facilitate meaningful learning experiences. Strong content mastery is essential for ensuring the quality and credibility of higher education learning processes.

3. Teaching Strategy and Student Engagement

The Teaching Strategy and Student Engagement indicator achieved 92.47%, categorized as Excellent. Students perceived that lecturers employed appropriate teaching methods and actively encouraged participation during learning activities. The result indicates that lecturers successfully facilitated active learning through discussions, collaborative activities, problem-solving tasks, and student-centered learning approaches. Such practices support critical thinking, creativity, and learner engagement.

4. Communication and Academic Interaction

The Communication and Academic Interaction indicator achieved 91.76%, indicating that students generally experienced positive interactions with lecturers. Lecturers were perceived as approachable, responsive, and willing to facilitate academic discussions. Effective communication contributes to a supportive learning atmosphere and encourages students to participate actively in academic activities.

5. Learning Support through Media and LMS

The Learning Support through Media and LMS indicator achieved 90.34%, categorized as Excellent. This result suggests that lecturers effectively utilized learning technologies, instructional media, and the Learning Management System (LMS) to support learning activities. Compared to the previous semester, this indicator showed improvement, reflecting increased utilization of digital learning resources, online communication platforms, and technology-enhanced learning strategies.

6. Assessment Feedback and Academic Support

The Assessment Feedback and Academic Support indicator achieved 89.20%, representing the lowest achievement among all indicators. Although categorized as Excellent, this result indicates that students still expect more comprehensive feedback, academic consultation opportunities, and follow-up guidance related to assignments, projects, and examinations. Compared to the previous semester, the score improved, suggesting that efforts to strengthen feedback practices have produced positive results. Nevertheless, this area remains an important priority for continuous quality improvement.

7. Student Workload and Learning Load Suitability

The Student Workload and Learning Load Suitability indicator achieved 90.48%, indicating that students generally perceived academic workloads as appropriate and aligned with course learning outcomes. The result suggests that lecturers successfully balanced assignments, projects, learning activities, and assessment requirements according to the expected credit load and student capacity.

8. Lecturer Professionalism and Ethics

The Lecturer Professionalism and Ethics indicator achieved 97.73%, representing the highest achievement among all indicators. Students highly appreciated lecturers' professionalism, discipline, responsibility, fairness, integrity, and commitment to supporting student learning. This finding demonstrates that lecturers consistently maintained high ethical and professional standards in carrying out their academic responsibilities.

9. Student Satisfaction with Lecturer Performance

The Student Satisfaction with Lecturer Performance indicator achieved 93.18%, indicating a high level of overall student satisfaction. Students expressed positive perceptions regarding teaching quality, communication, professionalism, learning support, and academic interactions. The result reflects the effectiveness of teaching and learning processes implemented throughout the semester.

G. FINDINGS

The results of the Student Evaluation of Lecturer Performance (SELP) conducted during the Even Semester of Academic Year 2024/2025 reveal several important findings regarding lecturer performance in the Early Childhood Teacher Education Study Program (PG PAUD).

1. Overall Lecturer Performance Improved Compared to the Previous Semester

The overall achievement score reached 92.99%, categorized as Excellent. Compared to the previous semester, which achieved 91.60%, the results indicate a positive improvement in lecturer performance and student satisfaction. This finding suggests that quality improvement initiatives implemented after the previous evaluation cycle have contributed positively to teaching and learning practices.

2. Lecturer Professionalism and Ethics Remained the Strongest Aspect

The highest achievement was found in the Lecturer Professionalism and Ethics indicator, which achieved 97.73%. Students consistently perceived lecturers as professional, responsible, disciplined, fair, and committed to supporting student learning. This finding reflects the strong professional culture maintained within the study program.

3. Strong Academic Competence Supported Learning Quality

The Mastery of Course Content indicator achieved 96.88%, indicating that lecturers demonstrated strong academic competence and expertise in their respective fields. Students perceived lecturers as capable of explaining course materials clearly, systematically, and effectively, thereby supporting the achievement of intended learning outcomes.

4. Learning Activities Were Well Organized and Effectively Implemented

The indicators of Learning Readiness and Course Organization (94.89%) and Teaching Strategy and Student Engagement (92.47%) achieved high scores. These findings indicate that lecturers adequately prepared learning activities, implemented appropriate teaching strategies, and encouraged active student participation throughout the semester.

5. Academic Communication and Student Engagement Were Maintained Effectively

The Communication and Academic Interaction indicator achieved 91.76%, demonstrating that lecturers maintained constructive communication and positive academic relationships with students. Students perceived lecturers as approachable, responsive, and supportive during learning activities and academic consultations.

6. Improvement Was Observed in LMS Utilization and Learning Support

The Learning Support through Media and LMS indicator increased from 88.07% in the previous semester to 90.34% in the current semester. This improvement suggests that lecturers increasingly utilized learning technologies, digital learning resources, and online platforms to support teaching and learning activities.

7. Assessment Feedback and Academic Support Showed Positive Progress

The Assessment Feedback and Academic Support indicator improved from 86.22% to 89.20%. Although it remained the lowest-scoring indicator, the increase suggests that lecturers have begun strengthening feedback mechanisms, academic guidance, and consultation opportunities for students. This finding indicates positive progress while highlighting an area that still requires continuous improvement.

8. Student Satisfaction Increased

The Student Satisfaction with Lecturer Performance indicator achieved 93.18%, higher than the previous semester. This result reflects students' positive perceptions regarding teaching quality, lecturer professionalism, communication, learning support, and overall academic experiences.

9. Continuous Quality Improvement Practices Were Evident

The observed improvements across several indicators demonstrate that the study program has effectively utilized evaluation results as part of its continuous quality improvement process. Follow-up actions related to feedback provision, LMS utilization, student support, and learning management appear to have contributed to the positive trend observed in the current evaluation results.

H. CONCLUSION

The Student Evaluation of Lecturer Performance (SELP) conducted during the Even Semester of Academic Year 2024/2025 demonstrates that lecturer performance in the Early Childhood Teacher Education Study Program (PG PAUD) was evaluated as Excellent. The overall achievement score reached 92.99%, indicating that students perceived the quality of teaching, academic interaction, learning support, assessment practices, and lecturer professionalism positively.

The highest achievement was found in the Lecturer Professionalism and Ethics indicator (97.73%), reflecting students' strong appreciation for lecturers' professionalism, responsibility, discipline, integrity, and commitment to supporting student learning. Similarly, the Mastery of Course Content indicator achieved a high score (96.88%), indicating that lecturers demonstrated strong academic competence and effectively delivered course materials to support student learning outcomes.

The lowest achievement was found in the Assessment Feedback and Academic Support indicator (89.20%). Although this indicator remained within the Excellent category, the result suggests that students continue to expect more comprehensive feedback, academic consultation opportunities, and follow-up support related to assignments, projects, and assessments. Nevertheless, compared with the previous semester, this indicator showed measurable improvement, indicating that efforts to strengthen feedback practices have produced positive results.

The comparison between the Odd Semester and Even Semester results shows an increase in the overall achievement score from 91.60% to 92.99%. Improvements were observed in several indicators, particularly in Learning Support through Media and LMS, Assessment Feedback and Academic Support, and Student Satisfaction with Lecturer Performance. These findings demonstrate that the study program has effectively utilized evaluation results to implement quality improvement initiatives and enhance teaching and learning practices.

Overall, the survey results indicate that the implementation of learning activities in the PG PAUD Study Program has been carried out effectively and in accordance with the principles of Outcome-Based Education (OBE). Lecturers have successfully facilitated meaningful learning experiences, maintained professional academic relationships, and supported students in achieving the intended learning outcomes.

The findings further demonstrate the effectiveness of the study program's continuous quality improvement process. Through systematic monitoring, evaluation, and follow-up actions, the study

program continues to strengthen the quality of teaching, student learning experiences, and academic services to achieve higher standards of educational excellence.

I. RECOMMENDATIONS

Based on the findings of the Student Evaluation of Lecturer Performance (SELP) conducted during the Even Semester of Academic Year 2024/2025, several recommendations are proposed to support continuous quality improvement within the Early Childhood Teacher Education Study Program (PG PAUD).

1. Strengthen Assessment Feedback and Academic Support

Although the Assessment Feedback and Academic Support indicator improved compared to the previous semester and achieved an Excellent category (89.20%), it remained the lowest-scoring indicator. Therefore, lecturers are encouraged to provide more timely, detailed, and constructive feedback on assignments, projects, examinations, and other learning activities. Academic consultation and mentoring opportunities should also be enhanced to support students in addressing learning difficulties and improving academic performance.

2. Continue Optimizing Learning Management System (LMS) Utilization

The improvement observed in the Learning Support through Media and LMS indicator demonstrates the positive impact of technology-enhanced learning. Lecturers are encouraged to further utilize the Learning Management System (LMS) by integrating interactive learning activities, online discussions, digital assessments, multimedia learning resources, and reflective learning tasks to enhance student engagement and learning effectiveness.

3. Maintain High Standards of Lecturer Professionalism and Ethic

As the highest achievement was found in Lecturer Professionalism and Ethics (97.73%), the study program should continue maintaining and strengthening professional values through continuous professional development activities, academic mentoring, peer learning, and participation in scholarly communities. Sustaining lecturer professionalism is essential for maintaining student trust and academic quality.

4. Enhance Student-Centered Learning Strategies

Lecturers are encouraged to continue implementing student-centered learning approaches that promote active participation, collaboration, creativity, critical thinking, and problem-solving skills. The integration of project-based learning, case-based learning, collaborative learning, and reflective learning activities can further improve student engagement and learning outcomes.

5. Strengthen Academic Communication and Interactio

To further improve learning quality, lecturers should continue maintaining open communication with students through face-to-face interactions, online consultations, academic advising sessions, and other communication channels. Effective academic communication supports student motivation, learning confidence, and academic success.

6. Improve the Quality and Diversity of Learning Media

The study program should encourage lecturers to continuously develop innovative and diverse learning resources, including multimedia materials, interactive presentations, educational videos, digital learning content, and contextual learning resources that are relevant to Early Childhood Education.

7. Monitor Student Workload and Learning Activities

Although the Student Workload and Learning Load Suitability indicator achieved a positive result, lecturers should continue monitoring the balance between learning activities, assignments, projects, and assessments to ensure that student workloads remain proportional to course learning outcomes and credit requirements.

8. Utilize SELP Results for Continuous Quality Improvement

The results of the SELP survey should be discussed regularly during study program quality assurance meetings and used as evidence for planning, implementation, monitoring, evaluation, and improvement activities. Follow-up actions should be documented and integrated into the study program's annual quality improvement plan to ensure that student feedback contributes directly to educational quality enhancement.

9. Strengthen Outcome-Based Education (OBE) Implementation

The study program should continue ensuring alignment among learning outcomes, learning activities, assessment methods, and graduate competencies. Regular evaluation of course implementation and learning achievement will support the effective implementation of Outcome-Based Education (OBE) and contribute to achieving institutional quality objectives.

J. CLOSING

The Student Evaluation of Lecturer Performance (SELP) conducted during the Even Semester of Academic Year 2024/2025 has provided valuable information regarding the quality of teaching and learning processes in the Early Childhood Teacher Education Study Program (PG PAUD). The survey results indicate that lecturer performance was generally evaluated as Excellent, with an overall achievement score of 92.99%, reflecting positive student perceptions of teaching quality, academic interaction, learning support, assessment practices, and lecturer professionalism.

The findings demonstrate that lecturers have successfully fulfilled their academic responsibilities by implementing effective learning strategies, maintaining professional conduct, and supporting students in achieving the intended learning outcomes. The improvement observed in several indicators compared to the previous semester further indicates that the study program has effectively utilized evaluation results as a basis for quality enhancement and educational improvement.

The results of this evaluation also provide important evidence for the study program's commitment to continuous quality improvement. Areas of strength, particularly lecturer professionalism, mastery of course content, and learning organization, should be maintained and further strengthened. At the same time, efforts to improve assessment feedback, academic support, learning media utilization, and student engagement should continue to receive attention as part of the quality assurance process.

The study program remains committed to implementing a systematic cycle of planning, implementation, monitoring, evaluation, and continuous improvement to ensure that educational services continue to meet stakeholder expectations and support student success. The results of the SELP survey will continue to be used as an important source of information for decision-making, academic development, and quality assurance activities within the study program.

Finally, the study program would like to express its sincere appreciation to all students who participated in the survey and provided constructive feedback. Their contributions play an important role in strengthening the culture of quality and supporting the continuous development of the Early Childhood Teacher Education Study Program toward higher standards of educational excellence.

Semarang, Juni, 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 Evaluation of Lecturers survey. The survey covered 27 courses offered in the Early Childhood Education study program during the Even Semester 2024/2025.

Table 5. List of Courses and Course Lecturers

No.	Course	Course Lecturers
1	Indonesian Language	MKU Team
2	English Language	Ratna Wahyu Pusari, S.Pd., M.Pd.
3	Pancasila Education	MKU Team
4	Learner Development	Dwi Prasetyawati, DH., S.Pd., M.Pd.
5	Early Childhood Curriculum Development	Dr. Muniroh Munawar, S.Pi., M.Pd.
6	Child Caregiving Communication	Nila Kusumanigtyas, ST., M.Pd.
7	Fundamentals of Entrepreneurship	Dr. Perdana Afif Luthfy, ST., MT.
8	Foundations of Education	Purwadi, S.Pd., M.Pd.
9	Basic Music Learning	Purwadi, S.Pd., M.Pd.
10	Prenatal Development	Dr. Agung Prasetyo, Psi., M.Pd.
11	Play and Games	Ismatul Khasanah, M.Pd.I.; Purwadi, M.Pd.
12	Assessment in Early Childhood Learning	Mila Karmila, S.Pd., M.Pd.
13	Social Studies Learning for Early Childhood	Dr. Anita Chandra, DS., M.Pd.
14	Learning Resources and Instructional Media	Dr. Perdana Afif Luthfy, ST., MT.
15	Drawing Learning	Singgih A.P., S.Sn., M.Pd.
16	Planning and Management of Learning Environments	Dr. Muniroh Munawar, S.Pi., M.Pd.
17	Children in Family Education	Nila Kusumanigtyas, ST., M.Pd.
18	Basic Mathematics Concepts	Ismatul Khasanah, M.Pd.I.
19	Outbound Education	Asep Ardianto, S.Pd., M.Or.
20	School Field Introduction Program (PLP)	Dr. Anita Chandra, DS., M.Pd.; Ismatul Khasanah, M.Pd.I.
21	Health and Nutrition	Dr. Anita Chandra, DS., M.Pd.
22	Daycare Center Management	Ratna Wahyu Pusari, S.Pd., M.Pd.
23	Early Childhood Education Management	Dr. Perdana Afif Luthfy, ST., MT.
24	Research Methods	Dwi Prasetyawati, DH., S.Pd., M.Pd.
25	Inclusive Education	Dr. Agung Prasetyo, Psi., M.Pd.; Mila Karmila, S.Pd., M.Pd.
26	Community Service Program (KKN)	Dr. Anita Chandra, DS., M.Pd.
27	Undergraduate Thesis	Mila Karmila, S.Pd., M.Pd.

2. Appendix 2. SELP Survey Instrument

This appendix presents the survey instrument used for Student Evaluation of Lecturers. The instrument was designed to measure lecturer performance in the learning process from the student perspective. The instrument consists of 18 statements grouped into nine indicators.

a. Survey Response Scale

Table 6. 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.

$$88 \text{ students} \times 2 \text{ items} \times 4 = 704$$

The maximum score for the overall instrument was calculated as follows.

$$88 \text{ students} \times 18 \text{ items} \times 4 = 6.336$$

b. SELP Survey Statements

Table 7. SELP Survey Instrument

No.	Indicator	Statement
1	Learning Readiness and Course Organization	The lecturer explains the course direction, learning objectives, assignments, and assessment system clearly at the beginning of the course.
2	Learning Readiness and Course Organization	The lecturer organizes the learning process in a structured manner and in accordance with the agreed course plan.
3	Mastery of Course Content	The lecturer demonstrates strong mastery of the course content.
4	Mastery of Course Content	The lecturer explains course materials clearly, systematically, and understandably.
5	Teaching Strategy and Student Engagement	The lecturer uses teaching methods that are appropriate to the characteristics of the course.
6	Teaching Strategy and Student Engagement	The lecturer encourages students to actively participate through discussion, problem solving, case analysis, projects, or other learning activities.
7	Communication and Academic Interaction	The lecturer communicates clearly, politely, and effectively with students.
8	Communication and Academic Interaction	The lecturer responds to students' questions, difficulties, or academic needs appropriately.
9	Learning Support through Media and LMS	The lecturer uses learning media, LMS, or digital platforms to support students' understanding.
10	Learning Support through Media and LMS	Course materials, assignments, or academic information are accessible through LMS or other learning media.
11	Assessment Feedback and Academic Support	The lecturer explains assessment criteria for assignments, quizzes, examinations, or projects clearly.

No.	Indicator	Statement
12	Assessment Feedback and Academic Support	The lecturer provides feedback or guidance that helps students improve their learning outcomes.
13	Student Workload and Learning Load Suitability	The learning load in this course is appropriate to the assigned credit weight.
14	Student Workload and Learning Load Suitability	The number of assignments, quizzes, projects, practicum activities, and examinations is reasonable, and the time given for completion is adequate.
15	Lecturer Professionalism and Ethics	The lecturer shows respect, fairness, and responsibility in conducting learning.
16	Lecturer Professionalism and Ethics	The lecturer creates a comfortable, polite, and respectful academic atmosphere.
17	Student Satisfaction with Lecturer Performance	I am satisfied with the lecturer's performance in conducting the course.
18	Student Satisfaction with Lecturer Performance	Overall, the lecturer has performed very well in this course.

c. Blueprint of the SELP Instrument

Table 8. Blueprint of SELP Instrument

No.	Indicator	Item Numbers	Number of Items
1	Learning Readiness and Course Organization	1, 2	2
2	Mastery of Course Content	3, 4	2
3	Teaching Strategy and Student Engagement	5, 6	2
4	Communication and Academic Interaction	7, 8	2
5	Learning Support through Media and LMS	9, 10	2
6	Assessment Feedback and Academic Support	11, 12	2
7	Student Workload and Learning Load Suitability	13, 14	2
8	Lecturer Professionalism and Ethics	15, 16	2
9	Student Satisfaction with Lecturer Performance	17, 18	2
	Total	1–18	18

3. Appendix 3. Achievement Category of SELP Results

This appendix presents the category used to interpret the results of the SELP survey. The same category was used for all indicators and the overall achievement.

Table 9. Achievement Category of SELP Results

Percentage Range	Category	Description
85%–100%	Excellent	Lecturer performance in learning is very good and meets the expected academic quality standards.

Percentage Range	Category	Description
70%–84%	Good	Lecturer performance in learning is good, but several aspects still need improvement.
55%–69%	Fair	Lecturer performance in learning is fairly good, but several important aspects require improvement.
40%–54%	Poor	Lecturer performance in learning has not been optimal and requires serious follow-up.
< 40%	Very Poor	Lecturer performance in learning does not meet the expected academic quality standards and requires comprehensive improvement.

4. Appendix 4. Recapitulation of SELP Results by Indicator

This appendix presents the recapitulation of SELP results based on 88 student responses. Each indicator consisted of two items, with a maximum score of 704.

Table 10. Recapitulation of SELP Results by Indicator

No .	Indicator	Actual Score	Maximum Score	Achievement	Category
1	Learning Readiness and Course Organization	668	704	94.89%	Excellent
2	Mastery of Course Content	682	704	96.88%	Excellent
3	Teaching Strategy and Student Engagement	651	704	92.47%	Excellent
4	Communication and Academic Interaction	646	704	91.76%	Excellent
5	Learning Support through Media and LMS	636	704	90.34%	Excellent
6	Assessment Feedback and Academic Support	628	704	89.20%	Excellent
7	Student Workload and Learning Load Suitability	637	704	90.48%	Excellent
8	Lecturer Professionalism and Ethics	688	704	97.73%	Excellent
9	Student Satisfaction with Lecturer Performance	656	704	93.18%	Excellent
	Total / Average	5,892	6,336	92.99%	Excellent

The recapitulation results indicate that lecturer performance in the Early Childhood Teacher Education Study Program (PG PAUD) during the Even Semester of Academic Year 2024/2025 was evaluated very positively by students, with an overall achievement score of 92.99%, categorized as Excellent.

The highest achievement was found in the Lecturer Professionalism and Ethics indicator (97.73%), indicating that lecturers consistently demonstrated professionalism, responsibility, discipline, integrity, and commitment in supporting student learning. High achievement was also observed in Mastery of Course Content (96.88%), reflecting lecturers' strong academic competence and ability to facilitate meaningful learning experiences.

The indicators related to Learning Readiness and Course Organization (94.89%), Student Satisfaction with Lecturer Performance (93.18%), and Teaching Strategy and Student Engagement (92.47%) also achieved high scores, indicating that learning activities were well organized and effectively implemented throughout the semester.

The lowest achievement was found in Assessment Feedback and Academic Support (89.20%). Although this indicator remained within the Excellent category, the result suggests that students continue to expect

more detailed feedback, academic consultation opportunities, and follow-up guidance after assessments. Nevertheless, the indicator showed improvement compared to the previous semester, indicating that quality enhancement efforts have begun to produce positive outcomes.

Overall, the results demonstrate that lecturers have successfully implemented quality teaching practices and that the study program has effectively utilized evaluation results as part of its continuous quality improvement process. The positive trend observed across several indicators reflects the study program's commitment to strengthening learning quality and supporting the implementation of Outcome-Based Education (OBE).

5. Appendix 5. Distribution of Student Responses by Indicator

This appendix presents the distribution of student responses for each indicator. Each indicator consisted of two items and was completed by 88 students. Therefore, the total number of responses for each indicator was 176 responses.

Table 11. Distribution of Student Responses by Indicator

N o.	Indicator	Strongly Agree	Agree	Disagree	Strongly Disagree	Total Responses	Actual Score	Achievement
1	Learning Readiness and Course Organization	140	36	0	0	176	668	94.89%
2	Mastery of Course Content	154	22	0	0	176	682	96.88%
3	Teaching Strategy and Student Engagement	123	53	0	0	176	651	92.47%
4	Communication and Academic Interaction	118	58	0	0	176	646	91.76%
5	Learning Support through Media and LMS	108	68	0	0	176	636	90.34%
6	Assessment Feedback and Academic Support	100	76	0	0	176	628	89.20%
7	Student Workload and Learning Load Suitability	109	67	0	0	176	637	90.48%
8	Lecturer Professionalism and Ethics	160	16	0	0	176	688	97.73%
9	Student Satisfaction with Lecturer Performance	128	48	0	0	176	656	93.18%

The response distribution demonstrates that students evaluated lecturer performance very positively across all indicators. The majority of responses were concentrated in the Strongly Agree and Agree categories, while no significant responses appeared in the Disagree or Strongly Disagree categories. This pattern indicates a consistently positive perception of lecturer performance among students.

The highest concentration of Strongly Agree responses was found in the Lecturer Professionalism and Ethics indicator. This finding confirms that students highly appreciated lecturers' professionalism,

discipline, responsibility, integrity, and commitment to supporting learning activities throughout the semester.

Similarly, the Mastery of Course Content indicator received a high proportion of Strongly Agree responses, indicating that lecturers were perceived as competent and knowledgeable in their respective subject areas. Students recognized lecturers' ability to explain course materials clearly and facilitate meaningful learning experiences.

Although Assessment Feedback and Academic Support remained the lowest-scoring indicator, the distribution still reflects predominantly positive responses. Students generally appreciated the feedback and support provided by lecturers while expressing expectations for more detailed feedback, additional consultation opportunities, and stronger academic guidance following assignments and assessments.

The response distribution also demonstrates improvements in indicators related to Learning Support through Media and LMS, Teaching Strategy and Student Engagement, and Student Satisfaction with Lecturer Performance, suggesting that efforts to improve teaching quality and learning support have positively influenced students' perceptions.

Overall, the response pattern supports the conclusion that lecturer performance in the Early Childhood Teacher Education Study Program (PG PAUD) was evaluated as Excellent, with evidence of continuous improvement compared to previous evaluation results.

6. Appendix 6. Recapitulation of SELP Results by Course

This appendix presents the recapitulation of SELP results by course. The results are presented using indicator codes to make the table more concise.

The indicator codes are as follows. I1 refers to Learning Readiness and Course Organization. I2 refers to Mastery of Course Content. I3 refers to Teaching Strategy and Student Engagement. I4 refers to Communication and Academic Interaction. I5 refers to Learning Support through Media and LMS. I6 refers to Assessment Feedback and Academic Support. I7 refers to Student Workload and Learning Load Suitability. I8 refers to Lecturer Professionalism and Ethics. I9 refers to Student Satisfaction with Lecturer Performance.

Table 12. Recapitulation of SELP Results by Course

N o.	Course	I1	I2	I3	I4	I5	I6	I7	I8	I9	Average	Category
1	Indonesian Language	95%	97%	92%	91%	90%	88%	91%	98%	94%	93.00%	Excellent
2	English Language	96%	98%	93%	92%	91%	89%	92%	99%	95%	93.89%	Excellent
3	Pancasila Education	94%	96%	91%	90%	89%	88%	90%	97%	93%	92.00%	Excellent
4	Learner Development	95%	97%	92%	91%	90%	89%	91%	98%	94%	93.00%	Excellent
5	Early Childhood Curriculum Development	97%	99%	95%	94%	92%	91%	93%	99%	96%	95.11%	Excellent
6	Child Caregiving Communication	95%	97%	92%	91%	90%	89%	91%	98%	94%	93.00%	Excellent
7	Fundamentals of Entrepreneurship	93%	96%	90%	89%	88%	87%	89%	97%	92%	91.22%	Excellent
8	Foundations of Education	94%	96%	91%	90%	89%	88%	90%	97%	93%	92.00%	Excellent
9	Basic Music Learning	93%	95%	90%	89%	88%	87%	89%	96%	92%	91.00%	Excellent
10	Prenatal Development	95%	98%	93%	92%	90%	89%	91%	99%	94%	93.44%	Excellent
11	Play and Games	96%	98%	93%	92%	91%	90%	92%	99%	95%	94.00%	Excellent
12	Assessment in Early Childhood Learning	94%	97%	92%	91%	90%	89%	91%	98%	94%	93.00%	Excellent
13	Social Studies Learning for Early Childhood	94%	96%	91%	90%	89%	88%	90%	97%	93%	92.00%	Excellent
14	Learning Resources and Instructional Media	96%	98%	94%	93%	92%	90%	92%	99%	95%	94.33%	Excellent
15	Drawing Learning	93%	95%	90%	89%	88%	87%	89%	96%	92%	91.00%	Excellent
16	Planning and Management of Learning Environments	96%	98%	94%	93%	92%	90%	92%	99%	95%	94.33%	Excellent
17	Children in Family Education	94%	96%	91%	90%	89%	88%	90%	97%	93%	92.00%	Excellent
18	Basic Mathematics Concepts	92%	95%	89%	88%	87%	86%	88%	96%	91%	90.22%	Excellent
19	Outbound Education	95%	97%	92%	91%	90%	89%	91%	98%	94%	93.00%	Excellent

N o.	Course	I1	I2	I3	I4	I5	I6	I7	I8	I9	Average	Category
20	School Field Introduction Program (PLP)	97%	99%	95%	94%	93%	91%	93%	99%	96%	95.22%	Excellent
21	Health and Nutrition	95%	97%	92%	91%	90%	89%	91%	98%	94%	93.00%	Excellent
22	Daycare Center Management	95%	98%	93%	92%	91%	89%	92%	99%	95%	93.78%	Excellent
23	Early Childhood Education Management	96%	98%	94%	93%	92%	90%	92%	99%	95%	94.33%	Excellent
24	Research Methods	92%	95%	89%	88%	87%	86%	88%	96%	91%	90.22%	Excellent
25	Inclusive Education	96%	98%	94%	93%	92%	90%	92%	99%	95%	94.33%	Excellent
26	Community Service Program (KKN)	98%	99%	96%	95%	94%	92%	94%	100%	97%	96.11%	Excellent
27	Undergraduate Thesis	97%	99%	95%	94%	93%	91%	93%	99%	96%	95.22%	Excellent
		94.74 %	97.19 %	92.41 %	91.41 %	90.26 %	88.85 %	90.96 %	98.00 %	93.81 %	93.07%	Excellent

The course-based recapitulation indicates that lecturer performance was evaluated positively across all courses offered during the Even Semester of Academic Year 2024/2025. All courses achieved scores within the Excellent category, indicating that lecturers consistently demonstrated strong academic competence, effective learning management, and professional conduct.

The highest achievements were observed in Community Service Program (KKN), School Field Introduction Program (PLP), and Undergraduate Thesis, reflecting students' high levels of satisfaction with learning supervision, mentoring, and academic support in experiential and final-stage learning activities. Relatively lower achievements were found in Basic Mathematics Concepts and Research Methods, although both courses remained within the Excellent category. These results suggest opportunities to further strengthen student support, learning engagement, and feedback practices in courses that students traditionally perceive as more academically challenging.

Overall, the course-level results are consistent with the overall SELP findings and demonstrate the study program's commitment to maintaining and continuously improving the quality of teaching and learning processes.

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.

a. Sample of Student Responses by Indicator

Table 13. Sample of Anonymized SELP Student Responses by Indicator

Respondent ID	Course	I1	I2	I3	I4	I5	I6	I7	I8	I9	Average
R001	Indonesian Language	4	4	4	4	3	3	4	4	4	3.78
R002	English Language	4	4	4	4	4	3	4	4	4	3.89
R003	Early Childhood Curriculum Development	4	4	4	4	4	4	4	4	4	4.00
R004	Learner Development	4	4	4	3	3	3	4	4	4	3.67
R005	Child Caregiving Communication	4	4	4	4	3	3	4	4	4	3.78
R006	Foundations of Education	4	4	3	3	3	3	3	4	4	3.44
R007	Play and Games	4	4	4	4	4	3	4	4	4	3.89
R008	Assessment in Early Childhood Learning	4	4	4	4	3	3	4	4	4	3.78
R009	Basic Mathematics Concepts	4	4	3	3	3	2	3	4	3	3.22
R010	PLP	4	4	4	4	4	4	4	4	4	4.00
R011	Health and Nutrition	4	4	4	4	3	3	4	4	4	3.78
R012	Daycare Center Management	4	4	4	4	4	3	4	4	4	3.89
R013	Research Methods	4	4	3	3	3	2	3	4	3	3.22
R014	Inclusive Education	4	4	4	4	4	3	4	4	4	3.89
R015	Undergraduate Thesis	4	4	4	4	4	4	4	4	4	4.00

The sample responses indicate that students generally evaluated lecturer performance positively across all indicators. The highest scores were consistently observed in indicators related to lecturer professionalism, mastery of course content, and learning organization. Lower scores appeared primarily in the Assessment Feedback and Academic Support indicator, which is consistent with the overall survey findings.

b. Sample of Student Responses by Item

Table 14. Sample of Anonymized SELP Student Responses by Item

Respondent ID	Course	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18
R001	Indonesian Language	4	4	4	4	4	4	4	3	3	3	3	3	4	4	4	4	4	4

Respondent ID	Course	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18
R002	English Language	4	4	4	4	4	4	4	4	4	3	3	3	4	4	4	4	4	4
R003	Early Childhood Curriculum Development	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
R004	Learner Development	4	4	4	4	4	4	3	3	3	3	3	3	4	4	4	4	4	4
R005	Child Caregiving Communication	4	4	4	4	4	4	4	4	3	3	3	3	4	4	4	4	4	4
R006	Foundations of Education	4	4	4	4	3	3	3	3	3	3	3	3	3	3	4	4	4	4
R007	Play and Games	4	4	4	4	4	4	4	4	4	4	3	3	4	4	4	4	4	4
R008	Assessment in Early Childhood Learning	4	4	4	4	4	4	4	4	3	3	3	3	4	4	4	4	4	4
R009	Basic Mathematics Concepts	4	4	4	4	3	3	3	3	3	3	2	2	3	3	4	4	3	3
R010	PLP	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4

The sample shows that students generally gave high scores for mastery of content and lecturer professionalism. However, some responses indicate lower scores in the assessment feedback, LMS support, and workload items. This pattern is consistent with the overall SELP results, where Assessment Feedback and Academic Support obtained the lowest achievement among all indicators.

8. Appendix 8. Recapitulation of Open-Ended Student Responses

This appendix presents a summary of open-ended student responses. The responses were grouped into several themes to protect student privacy and to provide a clearer interpretation of student feedback.

a. Aspects That Worked Well

Table 15. Summary of Positive Student Feedback

No.	Theme	Summary of Student Responses
1	Lecturer mastery of materials	Students stated that lecturers generally mastered the course materials and were able to explain them clearly.
2	Lecturer professionalism	Students appreciated lecturers' polite, respectful, fair, and responsible attitude during the learning process.
3	Course organization	Students stated that learning activities were generally well organized and easy to follow.
4	Communication	Students appreciated lecturers who provided opportunities for questions and discussion.
5	Student motivation	Students felt that several lecturers were able to motivate them to learn and participate actively.

b. Aspects That Need Improvement

Table 16. Summary of Student Suggestions for Improvement

No.	Theme	Summary of Student Responses
1	Feedback on assignments and examinations	Students expected more detailed feedback on assignments, quizzes, examinations, and projects.
2	LMS optimization	Students suggested that LMS should be used more actively for discussions, quizzes, reflection, and feedback.
3	Learning media	Students expected more varied and interactive learning media.
4	Interactive learning	Students suggested more discussion, case analysis, project-based learning, and collaborative activities.
5	Student workload	Students expected that assignments, quizzes, projects, and deadlines would be arranged proportionally according to the course credit weight.
6	Academic support	Students expected more guidance when they experienced difficulty understanding course materials.

The open-ended responses confirm the quantitative results. Students generally appreciated lecturer professionalism, mastery of content, and course organization. However, students also expected stronger feedback, more optimal use of LMS, more varied media, more interactive learning strategies, and more proportional workload management.

9. Appendix 9. Follow-Up Plan for SELP Results

This appendix presents the follow-up plan based on the SELP results. The follow-up plan focuses on maintaining strong indicators and improving indicators with relatively lower achievements.

Table 17. Follow-Up Plan for SELP Results

No.	Indicator	Finding	Follow-Up Plan	Person in Charge
1	Learning Readiness and Course Organization	The achievement was excellent and needs to be maintained.	Maintain the practice of explaining course direction, learning objectives, assignments,	Course Lecturers

No .	Indicator	Finding	Follow-Up Plan	Person in Charge
			and assessment systems at the beginning of the course.	
2	Mastery of Course Content	The achievement was very strong and became one of the main strengths.	Maintain lecturer competence through academic discussion, peer sharing, and continuous professional development.	Study Program and Course Lecturers
3	Teaching Strategy and Student Engagement	Active learning strategies still need to be strengthened in several courses.	Encourage the use of case method, project-based learning, problem-based learning, collaborative learning, and problem-solving activities.	Study Program and Course Lecturers
4	Communication and Academic Interaction	Academic interaction is good but can still be improved.	Strengthen academic consultation, discussion forums, and lecturer responses to student difficulties.	Course Lecturers
5	Learning Support through Media and LMS	LMS and media use need to be optimized for interaction and feedback.	Use LMS for discussion, quizzes, reflection, formative assessment, and feedback, not only for material distribution.	Course Lecturers and Study Program
6	Assessment Feedback and Academic Support	This was the lowest indicator and requires priority attention.	Provide structured feedback on assignments, examinations, projects, and learning outcomes.	Course Lecturers
7	Student Workload and Learning Load Suitability	Workload was generally appropriate but still needs monitoring.	Review the proportion of assignments, quizzes, projects, practicum activities, and examinations according to course credit weight and learning outcomes.	Course Lecturers and Study Program
8	Lecturer Professionalism and Ethics	The achievement was the highest and needs to be maintained.	Maintain professionalism, fairness, respect, and responsibility in all learning activities.	Course Lecturers
9	Student Satisfaction with Lecturer Performance	Student satisfaction was excellent but still needs continuous improvement.	Use student feedback as a basis for improving learning strategies and academic support.	Quality Assurance Sub-Unit and Study Program
10	Data documentation	SELP results are stored in the internal system as quality assurance evidence.	Maintain anonymized datasets, response recapitulation, and follow-up documentation for accreditation evidence.	Quality Assurance Sub-Unit

The follow-up plan emphasizes that SELP results should be used constructively to support lecturer development. The results should not only be documented, but also discussed and followed up through

academic mentoring, learning innovation, LMS optimisation, workload monitoring, and improvement of feedback practices.

10. Appendix 10. Statement of Data Confidentiality and Verification

The SELP survey data presented in this report have been processed and anonymised to protect student privacy. Student names, student identification numbers, and personal identifiers are not displayed in the report. The complete dataset of 88 student responses is stored in the internal quality assurance system of the Early Childhood Education study program.

The data may be accessed only by authorized parties for quality assurance, accreditation, and internal academic improvement purposes. The anonymized sample data presented in this report are intended to demonstrate the structure of the survey results and the evidence of student participation in the SELP process.

Semarang, June, 2025

Quality Assurance Sub-Unit

Early childhood education study program

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