

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

**QUALITY ASSURANCE SUB-UNIT
EARLY CHILDHOOD TEACHER EDUCATION STUDY PROGRAM (PG PAUD)
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 Teacher Education Study Program (PG PAUD), 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 Teacher Education Study Program (PG PAUD). 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 Teacher Education Study Program (PG PAUD) and covered 32 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, Desember 2024

Quality Assurance Sub-Unit

Early Childhood Teacher Education
Study Program (PG PAUD)

Ismatul Khasanah, S.Pd.I., 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 Teacher Education Study Program (PG PAUD), 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 Teacher Education Study Program (PG PAUD). The survey covered 32 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 Teacher Education Study Program (PG PAUD), 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 Odd 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 Teacher Education Study Program (PG PAUD). Students provided responses based on their learning experience in the courses they attended during the Odd 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 32 courses in the Early Childhood Teacher Education Study Program (PG PAUD). 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

The results of the SELP survey show that lecturer performance in the Early Childhood Teacher Education Study Program (PG PAUD) was generally categorized as Excellent. The average achievement of the nine indicators was 91.60%. This result indicates that, based on student perceptions, lecturers had performed very well in conducting learning during the Odd Semester 2024/2025.

The highest achievement was found in Lecturer Professionalism and Ethics, with a percentage of 97.16%. This indicates that students perceived lecturers as professional, respectful, fair, and responsible in conducting learning activities. The second highest achievement was Mastery of Course Content, with a percentage of 96.31%, indicating that students considered lecturers to have strong mastery of the materials taught.

The lowest achievement was found in Assessment Feedback and Academic Support, with a percentage of 86.22%. Although this indicator was still categorized as Excellent, it requires attention because students need more structured feedback, academic guidance, and follow-up on their learning outcomes. The second lowest achievement was Learning Support through Media and LMS, with a percentage of 88.07%, indicating that the use of learning media and LMS still needs further optimization.

The indicator of Student Workload and Learning Load Suitability achieved 89.06% and was categorized as Excellent. This indicates that students generally perceived the workload as appropriate to the course credit and learning outcomes. However, this aspect still needs continuous monitoring because students may experience different workload levels across courses.

Table 4. Recapitulation of SELP Survey Results

No.	Indicator	Actual Score	Maximum Score	Achievement	Category
1	Learning Readiness and Course Organization	664	704	94.32%	Excellent

No.	Indicator	Actual Score	Maximum Score	Achievement	Category
2	Mastery of Course Content	678	704	96.31 %	Excellent
3	Teaching Strategy and Student Engagement	642	704	91.19 %	Excellent
4	Communication and Academic Interaction	635	704	90.20 %	Excellent
5	Learning Support through Media and LMS	620	704	88.07 %	Excellent
6	Assessment Feedback and Academic Support	607	704	86.22 %	Excellent
7	Student Workload and Learning Load Suitability	627	704	89.06%	Excellent
8	Lecturer Professionalism and Ethics	684	704	97.16 %	Excellent
9	Student Satisfaction with Lecturer Performance	647	704	91.90 %	Excellent
	Total / Average	5.804	6.336	91.60 %	Excellent

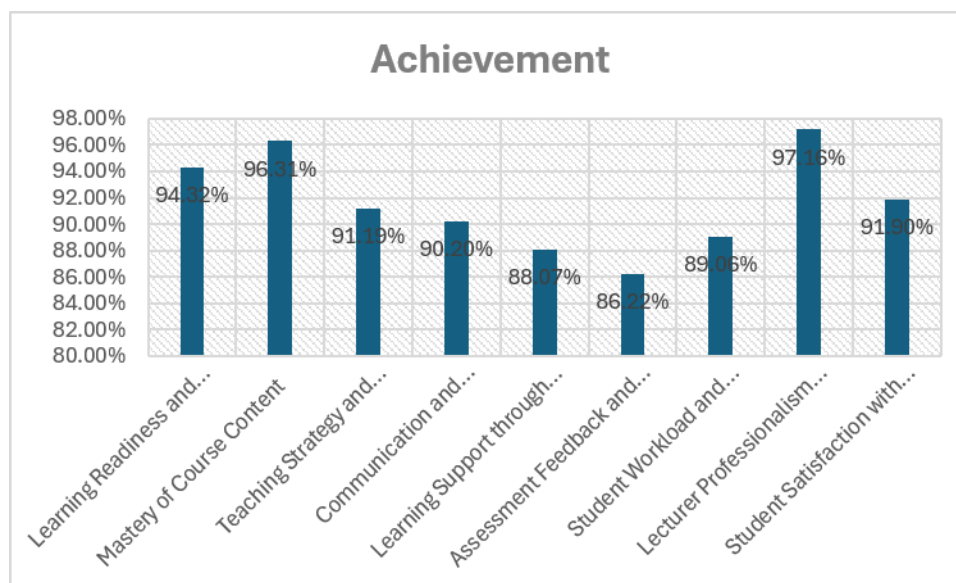


Figure 1. Achievement of SELP Indicators

F. ANALYSIS OF SELP RESULTS

The indicator of Learning Readiness and Course Organization achieved 94.32% and was categorized as Excellent. This result indicates that lecturers were perceived to be well prepared in organizing courses,

explaining learning objectives, presenting course activities, and managing learning implementation. Students generally understood the direction of the courses and the learning expectations conveyed by lecturers.

The indicator of Mastery of Course Content achieved 96.31% and was categorized as Excellent. This indicates that lecturers were perceived to have strong mastery of course materials. Students considered lecturers capable of explaining materials clearly, providing relevant examples, and responding to questions appropriately. This indicator became one of the main strengths of lecturer performance in the study program.

The indicator of Teaching Strategy and Student Engagement achieved 91.19% and was categorized as Excellent. This result indicates that lecturers used appropriate teaching strategies and encouraged student participation. However, this aspect still has room for improvement, particularly in expanding interactive learning activities such as case analysis, problem solving, project-based activities, and collaborative discussions.

The indicator of Communication and Academic Interaction achieved 90.20% and was categorized as Excellent. Students perceived that lecturers communicated clearly, politely, and effectively. Lecturers also provided opportunities for students to ask questions and express opinions. Nevertheless, communication and academic interaction can still be strengthened through more intensive responses to student difficulties and more open academic consultation.

The indicator of Learning Support through Media and LMS achieved 88.07% and was categorized as Excellent. This result shows that lecturers used media and digital platforms to support learning. However, this indicator was relatively lower than several other indicators. It indicates that the use of media and LMS still needs to be optimized, not only as a place for uploading materials or assignments, but also as a learning space for discussion, reflection, quizzes, feedback, and academic interaction.

The indicator of Assessment Feedback and Academic Support achieved 86.22% and was categorized as Excellent. Although this result remained within the Excellent category, it was the lowest achievement among all indicators. This indicates that assessment and feedback practices need further strengthening. Students need clearer feedback on assignments, quizzes, examinations, or projects so that they can better understand their learning strengths, weaknesses, and areas for improvement.

The indicator of Student Workload and Learning Load Suitability achieved 89.06% and was categorized as Excellent. This result indicates that students generally perceived the learning load in each course as appropriate to the assigned credit weight. The number of assignments, quizzes, projects, practicum activities, and examinations was generally considered reasonable. However, this indicator still requires monitoring because workload perception may vary across courses, especially in courses with project-based assignments, practicum activities, or complex problem-solving tasks.

The indicator of Lecturer Professionalism and Ethics achieved 97.16% and was categorized as Excellent. This was the highest achievement in the SELP survey. The result indicates that students highly appreciated lecturers' professionalism, fairness, responsibility, and respectful attitude. Lecturers were perceived to create a comfortable and respectful academic atmosphere.

The indicator of Student Satisfaction with Lecturer Performance achieved 91.90% and was categorized as Excellent. This indicates that students were generally satisfied with lecturer performance in conducting learning. Students considered that lecturers helped them understand the course materials and supported their motivation to learn.

G. FINDINGS

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

1. Lecturer Performance Was Generally Evaluated as Excellent

The overall achievement score reached 91.60%, indicating that students perceived lecturer performance positively across all evaluation indicators. This result demonstrates that lecturers have successfully implemented learning activities, academic interactions, assessment practices, and professional responsibilities in accordance with the standards of higher education quality assurance and Outcome-Based Education (OBE).

2. Lecturer Professionalism and Ethics Represented the Strongest Aspect

The highest achievement was found in the Lecturer Professionalism and Ethics indicator, which achieved 97.16%. Students perceived lecturers as professional, responsible, disciplined, and committed to supporting student learning. This finding indicates that lecturers consistently demonstrated ethical conduct and professionalism in carrying out their academic duties.

3. Strong Mastery of Course Content Supported Learning Quality

The Mastery of Course Content indicator achieved 96.31%, indicating that students highly appreciated lecturers' expertise and ability to explain concepts clearly and systematically. This finding suggests that lecturers possess adequate academic competence to support the achievement of course learning outcomes.

4. Student-Centered Learning Practices Were Well Implemented

The indicators related to Teaching Strategy and Student Engagement (91.19%) and Communication and Academic Interaction (90.20%) demonstrated that lecturers effectively facilitated student participation and maintained constructive academic communication. These findings reflect the implementation of student-centered learning approaches within the study program.

5. Digital Learning Support Was Positively Perceived

The Learning Support through Media and LMS indicator achieved 88.07%, indicating that lecturers effectively utilized learning technologies, digital resources, and the Learning Management System (LMS) to support teaching and learning activities. Nevertheless, opportunities remain to further optimize the use of interactive digital learning resources.

6. Assessment Feedback and Academic Support Require Continuous Improvement

The lowest achievement was found in Assessment Feedback and Academic Support (86.22%). Although categorized as Excellent, this result indicates that students expect more comprehensive feedback, academic consultation opportunities, and follow-up support after assessments. Strengthening formative feedback practices may further enhance student learning experiences.

7. Student Satisfaction Reflects Positive Learning Experiences

The Student Satisfaction with Lecturer Performance indicator achieved 91.90%, confirming that students were generally satisfied with the quality of teaching, communication, professionalism, and learning support provided by lecturers throughout the semester.

8. Continuous Quality Improvement Remains Necessary

Although all indicators achieved Excellent categories, variations among indicators indicate areas for continuous quality improvement. Particular attention should be directed toward strengthening assessment feedback mechanisms, optimizing academic support services, and expanding the use of innovative learning technologies to enhance learning effectiveness

H. CONCLUSION

The Student Evaluation of Lecturer Performance (SELP) conducted during the Odd Semester of Academic Year 2024/2025 indicates that lecturer performance in the Early Childhood Teacher Education Study Program (PG PAUD) was generally evaluated as Excellent. The overall achievement score reached 91.60%, demonstrating 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 (97.16%), reflecting students' strong confidence in lecturers' commitment, responsibility, discipline, integrity, and professional conduct. High achievement was also observed in Mastery of Course Content (96.31%), indicating that lecturers possess strong academic competence and are able to deliver learning materials effectively to support the achievement of intended learning outcomes.

The lowest achievement was found in Assessment Feedback and Academic Support (86.22%). Although this indicator remained within the Excellent category, the result suggests that students expect more timely, comprehensive, and constructive feedback as well as greater opportunities for academic consultation and follow-up support after assessments.

Overall, the survey results demonstrate 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 student achievement through quality teaching practices.

The findings also indicate that continuous quality improvement remains important. Strengthening assessment feedback mechanisms, enhancing academic support services, and optimizing the use of learning technologies will contribute to further improvements in learning quality and student satisfaction in future semesters.

I. RECOMMENDATIONS

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

1. Strengthening Assessment Feedback and Academic Support

As the lowest achievement was found in the Assessment Feedback and Academic Support indicator (86.22%), lecturers are encouraged to provide more timely, comprehensive, and constructive feedback on student assignments, projects, and examinations. Academic consultation opportunities should also be enhanced to support students in addressing learning difficulties and improving academic performance.

2. Enhancing the Utilization of Learning Media and Learning Management Systems

Although the Learning Support through Media and LMS indicator achieved an Excellent category (88.07%), further optimization of digital learning resources is recommended. Lecturers are encouraged to increase the use of interactive learning materials, multimedia resources, discussion forums, and online assessment tools to strengthen student engagement and learning effectiveness.

3. Maintaining Lecturer Professionalism and Ethical Standards

The high achievement in Lecturer Professionalism and Ethics (97.16%) should be maintained and continuously strengthened through professional development activities, academic mentoring, and participation in scholarly communities. Sustaining professional conduct will contribute to positive learning experiences and student trust.

4. Promoting Innovative Student-Centered Learning Practices

Lecturers should continue implementing student-centered learning approaches that encourage active participation, collaboration, critical thinking, creativity, and reflective learning. Innovative teaching strategies are expected to further enhance student engagement and support the achievement of learning outcomes.

5. Strengthening Academic Communication and Interaction

To improve the quality of academic interaction, lecturers are encouraged to maintain open communication channels with students through face-to-face meetings, online consultations, and academic advising activities. Effective communication can help students better understand course expectations and learning objectives.

6. Supporting Continuous Professional Development

The study program should continue facilitating lecturer participation in training, workshops, seminars, certification programs, research activities, and community engagement programs. Continuous professional development will contribute to improving teaching quality and academic competence.

7. Utilizing Survey Results for Quality Improvement Planning

The results of the SELP survey should be discussed in study program quality assurance meetings and used as evidence for planning, implementation, monitoring, evaluation, and continuous improvement activities. Follow-up actions should be documented and integrated into the annual quality improvement plan of the study program.

8. Strengthening Outcome-Based Education (OBE) Implementation

The study program should continue monitoring the alignment between learning outcomes, teaching strategies, assessment methods, and student achievement. Strengthening OBE implementation will support the achievement of graduate competencies and ensure continuous enhancement of educational quality.

J. CLOSING

The Student Evaluation of Lecturer Performance (SELP) conducted during the Odd 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, reflecting the commitment of lecturers to delivering quality education, supporting student learning, and maintaining professional academic standards.

The findings of this evaluation serve as an important source of evidence for quality assurance activities and continuous improvement efforts within the study program. The identified strengths should be maintained and further enhanced, while areas requiring improvement should be addressed through appropriate follow-up actions and quality improvement initiatives.

The study program is committed to utilizing the results of this evaluation as part of the continuous quality improvement cycle, including planning, implementation, monitoring, evaluation, and improvement activities. Through systematic follow-up and stakeholder involvement, the study program aims to continuously improve learning quality, student satisfaction, and the achievement of intended learning outcomes.

Finally, the study program expresses its appreciation to all students who participated in the survey and provided constructive feedback. Their contributions are essential for supporting the development of a high-quality academic environment and strengthening the culture of quality within the Early Childhood Teacher Education Study Program.

Semarang, December 2024
Quality Assurance Sub-Unit
Early Childhood Teacher Education Study
Program (PG PAUD)

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 32 courses offered in the Early Childhood Teacher Education Study Program (PG PAUD) during the Odd Semester 2024/2025.

Table 5. List of Courses and Course Lecturers

No.	Course	Course Lecturers
1	Islamic Religious Education	General Course Team
2	PGRI Values and Leadership	General Course Team
3	Learning and Teaching in Early Childhood Education	Dr. Agung Prasetyo, S.Psi., M.Pd.
4	Citizenship Education	General Course Team
5	Foundations of Early Childhood Education	Ismatul Khasanah, S.Pd.I., M.Pd.
6	Innovative Learning in Early Childhood Education	Dr. Muniroh Munawar, S.Pi., M.Pd.
7	Anthropobiology	Nila Kusumaningtyas, ST., M.Pd.
8	Children's Rights and Protection	Ratna Wahyu Pusari, S.Pd., M.Pd.
9	Holistic-Integrative Early Childhood Education	Dr. Anita Chandra, DS., M.Pd.
10	Professional Ethics in Education	Purwadi, S.Pd., M.Pd.
11	Musical Instruments	Purwadi, S.Pd., M.Pd.
12	Foundations of Language and Early Literacy	Mila Karmila, S.Pd., M.Pd.
13	Science Learning for Young Children	Dwi Prasetyawati, S.Pd., M.Pd.
14	Physical and Motor Development Learning	Dr. Anita Chandra, DS., M.Pd.
15	Foundations of Moral, Religious, and Socio-Emotional Development	Dr. Ir. Perdana Afif Luthfy, M.T.
16	Dance and Drama Education for Children	Prasena, S.Pd., M.Pd.
17	Child Growth and Development	Dr. Agung Prasetyo, Psi., M.Pd.
18	Quantitative Research Statistics	Dwi Prasetyawati, S.Pd., M.Pd.
19	Playgroup Management	Nila Kusumaningtyas, ST., M.Pd.
20	Kindergarten Management	Dr. Anita Chandra, DS., M.Pd.
21	Animation-Based Counseling Media for Young Children	M. Yusuf Setia W., S.Pd., M.Pd.
22	Guidance and Counseling in Early Childhood Education	Dr. Agung Prasetyo, Psi.
23	Microteaching	Ismatul Khasanah, S.Pd.I., M.Pd.
24	Video Editing for Educational Media	Husni Wahyudin, M.Pd.
25	Curriculum Development for Early Childhood Education Institutions	Dr. Muniroh Munawar, S.Pi., M.Pd.
26	Graphic Learning Media for Young Children	Dr. Ir. Perdana Afif Luthfy, M.T.

No.	Course	Course Lecturers
27	Exploratory Study	Dr. Anita Chandra, DS., M.Pd.
28	Proposal Seminar	Dwi Prasetyawati, DH., M.Pd.
29	English Learning for Young Children	Ratna Wahyu Pusari, S.Pd., M.Pd.
30	Community Service Program (KKN)	Dr. Anita Chandra, DS., M.Pd.
31	Playgroup Management (Advanced Curriculum)	Nila Kusumaningtyas, ST., M.Pd.
32	Kindergarten Management (Advanced Curriculum)	Dr. Ir. Perdana Afif Luthfy, 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.

$$88 \text{ students} \times 18 \text{ items} \times 4 = 6336$$

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.

No.	Indicator	Statement
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.
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

No.	Indicator	Item Numbers	Number of Items
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.
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	664	704	94.32%	Excellent
2	Mastery of Course Content	678	704	96.31 %	Excellent
3	Teaching Strategy and Student Engagement	642	704	91.19 %	Excellent
4	Communication and Academic Interaction	635	704	90.20 %	Excellent
5	Learning Support through Media and LMS	620	704	88.07 %	Excellent
6	Assessment Feedback and Academic Support	607	704	86.22 %	Excellent
7	Student Workload and Learning Load Suitability	627	704	89.06%	Excellent
8	Lecturer Professionalism and Ethics	684	704	97.16 %	Excellent
9	Student Satisfaction with Lecturer Performance	647	704	91.90 %	Excellent
	Total / Average	5.804	6.336	91.60 %	Excellent

The recapitulation results indicate that lecturer performance in the Early Childhood Teacher Education Study Program was evaluated positively by students, with an overall achievement of 91.60%, categorized as Excellent.

The highest achievement was found in the Lecturer Professionalism and Ethics indicator (97.16%), indicating that lecturers consistently demonstrated professionalism, integrity, discipline, and responsibility in carrying out their academic duties. High achievement was also observed in Mastery of Course Content (96.31%), reflecting strong lecturer competence and subject matter expertise.

The lowest achievement was found in Assessment Feedback and Academic Support (86.22%). Although this indicator remained within the Excellent category, the result suggests opportunities to further improve the quality of feedback, academic consultation, and follow-up support provided to students after assessments.

Overall, the survey results demonstrate that lecturers have effectively implemented quality teaching practices, maintained positive academic interactions, and supported student learning in accordance with the principles of Outcome-Based Education (OBE) and continuous quality improvement.

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	136	40	0	0	176	664	94.32%
2	Mastery of Course Content	150	26	0	0	176	678	96.31%
3	Teaching Strategy and Student Engagement	114	62	0	0	176	642	91.19%
4	Communication and Academic Interaction	107	69	0	0	176	635	90.20%
5	Learning Support through Media and LMS	92	84	0	0	176	620	88.07%
6	Assessment Feedback and Academic Support	79	97	0	0	176	607	86.22%
7	Student Workload and Learning Load Suitability	99	77	0	0	176	627	89.06%
8	Lecturer Professionalism and Ethics	156	20	0	0	176	684	97.16%
9	Student Satisfaction with Lecturer Performance	119	57	0	0	176	647	91.90%

The response distribution demonstrates that students generally expressed highly positive perceptions of lecturer performance across all evaluation indicators. Most responses were concentrated in the Strongly Agree and Agree categories, indicating a high level of student satisfaction with the quality of teaching, academic interaction, assessment practices, and lecturer professionalism.

The highest concentration of Strongly Agree responses was found in the Lecturer Professionalism and Ethics indicator. This finding confirms that students perceived lecturers as responsible, disciplined, professional, and committed to supporting student learning.

Similarly, the Mastery of Course Content indicator received a high proportion of Strongly Agree responses, indicating that lecturers were viewed as knowledgeable and capable of delivering course materials effectively.

The lowest proportion of Strongly Agree responses was found in the Assessment Feedback and Academic Support indicator. Although the achievement level remained within the Excellent category, students indicated opportunities for improvement in the provision of feedback, academic consultation, and follow-up support after assessments.

Overall, the response distribution supports the conclusion that lecturer performance in the PG PAUD Study Program was evaluated positively and consistently across all indicators during the Odd Semester of Academic Year 2024/2025.

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	Islamic Religious Education	93%	96%	91%	90%	88%	86%	89%	97%	92%	91.33%	Excellent
2	PGRI Values and Leadership	94%	96%	91%	90%	88%	87%	89%	97%	92%	91.56%	Excellent
3	Learning and Teaching in Early Childhood Education	96%	98%	94%	93%	91%	89%	91%	99%	95%	94.00%	Excellent
4	Citizenship Education	93%	95%	90%	89%	87%	85%	88%	96%	91%	90.44%	Excellent
5	Foundations of Early Childhood Education	95%	97%	92%	91%	89%	87%	90%	98%	93%	92.44%	Excellent
6	Innovative Learning in Early Childhood Education	96%	98%	94%	93%	90%	89%	91%	99%	94%	93.78%	Excellent
7	Anthropobiology	91%	94%	89%	88%	86%	84%	87%	95%	90%	89.33%	Excellent
8	Children's Rights and Protection	94%	96%	91%	90%	88%	86%	89%	97%	92%	91.44%	Excellent
9	Holistic-Integrative Early Childhood Education	95%	97%	92%	91%	89%	87%	90%	98%	93%	92.44%	Excellent
10	Professional Ethics in Education	95%	98%	93%	92%	89%	88%	91%	99%	94%	93.22%	Excellent
11	Musical Instruments	93%	95%	90%	89%	87%	85%	88%	96%	91%	90.44%	Excellent
12	Foundations of Language and Early Literacy	95%	97%	92%	91%	89%	87%	90%	98%	93%	92.44%	Excellent
13	Science Learning for Young Children	94%	96%	91%	90%	88%	86%	89%	97%	92%	91.44%	Excellent
14	Physical and Motor Development Learning	95%	97%	92%	91%	89%	87%	90%	98%	93%	92.44%	Excellent
15	Foundations of Moral, Religious, and Socio-Emotional Development	93%	95%	90%	89%	87%	85%	88%	96%	91%	90.44%	Excellent
16	Dance and Drama Education for Children	94%	96%	91%	90%	88%	86%	89%	97%	92%	91.44%	Excellent

N o.	Course	I1	I2	I3	I4	I5	I6	I7	I8	I9	Average	Category
17	Child Growth and Development	96%	98%	94%	93%	91%	89%	91%	99%	95%	94.00%	Excellent
18	Quantitative Research Statistics	90%	93%	88%	87%	85%	83%	86%	94%	89%	88.33%	Excellent
19	Playgroup Management	91%	94%	89%	88%	86%	84%	87%	95%	90%	89.33%	Excellent
20	Kindergarten Management	92%	95%	90%	89%	87%	85%	88%	96%	91%	90.33%	Excellent
21	Animation-Based Counseling Media for Young Children	93%	96%	91%	90%	88%	86%	89%	97%	92%	91.33%	Excellent
22	Guidance and Counseling in Early Childhood Education	94%	97%	92%	91%	89%	87%	90%	98%	93%	92.33%	Excellent
23	Microteaching	97%	99%	95%	94%	92%	90%	93%	99%	96%	95.00%	Excellent
24	Video Editing for Educational Media	93%	96%	91%	90%	88%	86%	89%	97%	92%	91.33%	Excellent
25	Curriculum Development for Early Childhood Education Institutions	95%	97%	92%	91%	89%	87%	90%	98%	93%	92.44%	Excellent
26	Graphic Learning Media for Young Children	93%	95%	90%	89%	87%	85%	88%	96%	91%	90.44%	Excellent
27	Exploratory Study	91%	94%	89%	88%	86%	84%	87%	95%	90%	89.33%	Excellent
28	Proposal Seminar	92%	95%	90%	89%	87%	85%	88%	96%	91%	90.33%	Excellent
29	English Learning for Young Children	96%	99%	94%	93%	91%	89%	92%	99%	95%	94.22%	Excellent
30	Community Service Program (KKN)	97%	99%	95%	94%	92%	90%	93%	99%	96%	95.00%	Excellent
31	Playgroup Management (Advanced Curriculum)	90%	93%	88%	87%	85%	83%	86%	94%	89%	88.33%	Excellent
32	Kindergarten Management (Advanced Curriculum)	91%	94%	89%	88%	86%	84%	87%	95%	90%	89.33%	Excellent

The course-based recapitulation indicates that lecturer performance was consistently evaluated positively across all courses offered during the Odd Semester of Academic Year 2024/2025. The highest average achievements were observed in Microteaching and Community Service Program (KKN), while relatively lower achievements were found in Quantitative Research Statistics and Playgroup Management (Advanced Curriculum). Nevertheless, all courses achieved the Excellent category, indicating that lecturers successfully implemented quality teaching practices, maintained professional academic interactions, and supported student learning outcomes in accordance with the principles of Outcome-Based Education (OBE).

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 Teacher Education Study Program (PG PAUD) 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	Learning and Teaching in Early Childhood Education	4	4	3	3	3	3	3	4	4	3.44
R002	Foundations of Early Childhood Education	4	4	4	4	3	3	3	4	4	3.67
R003	Innovative Learning in Early Childhood Education	4	4	4	3	4	3	4	4	4	3.78
R004	Children's Rights and Protection	4	4	3	3	3	3	3	4	3	3.33
R005	Holistic-Integrative Early Childhood Education	4	4	4	4	3	3	3	4	4	3.67
R006	Professional Ethics in Education	4	4	3	3	3	3	3	4	4	3.44
R007	Foundations of Language and Early Literacy	4	4	4	4	4	3	4	4	4	3.89
R008	Science Learning for Young Children	4	4	4	3	3	3	3	4	4	3.56
R009	Physical and Motor Development Learning	4	4	3	3	3	2	3	4	3	3.22
R010	Child Growth and Development	4	4	4	4	4	3	4	4	4	3.89
R011	Quantitative Research Statistics	4	4	3	3	3	3	3	4	3	3.33
R012	Guidance and Counseling in Early Childhood Education	4	4	4	3	3	3	3	4	4	3.56
R013	Microteaching	4	4	4	4	4	4	4	4	4	4.00
R014	Curriculum Development for Early Childhood Education Institutions	4	4	3	3	3	3	3	4	3	3.33
R015	English Learning for Young Children	4	4	4	4	3	3	4	4	4	3.78

The sample responses indicate that students generally evaluated lecturer performance positively across all indicators. Most responses were concentrated in the Agree and Strongly Agree categories, reflecting positive perceptions regarding lecturer preparedness, mastery of course content, communication, professionalism, and student support.

The highest ratings were consistently observed in indicators related to Mastery of Course Content (I2) and Lecturer Professionalism and Ethics (I8), which is consistent with the overall survey findings. Slightly lower ratings were observed in Assessment Feedback and Academic Support (I6), indicating opportunities for further improvement in providing feedback and academic consultation after assessments.

Overall, the sample responses support the conclusion that lecturers in the Early Childhood Teacher Education Study Program maintained a high standard of teaching performance and professional conduct throughout the semester.

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	Learning and Teaching in Early Childhood Education	4	4	4	4	3	3	4	3	3	3	3	3	3	3	4	4	4	4
R002	Foundations of Early Childhood Education	4	4	4	4	4	4	4	4	3	3	3	3	3	3	4	4	4	4
R003	Innovative Learning in Early Childhood Education	4	4	4	4	4	4	4	3	4	4	3	3	4	4	4	4	4	4
R004	Children's Rights and Protection	4	4	4	4	3	3	4	3	3	3	3	3	3	3	4	4	3	3
R005	Holistic-Integrative Early Childhood Education	4	4	4	4	4	4	4	4	3	3	3	3	3	3	4	4	4	4
R006	Professional Ethics in Education	4	4	4	4	3	3	4	3	3	3	3	3	3	3	4	4	4	4
R007	Foundations of Language and Early Literacy	4	4	4	4	4	4	4	4	4	4	3	3	4	4	4	4	4	4
R008	Science Learning for Young Children	4	4	4	4	4	4	4	3	3	3	3	3	3	3	4	4	4	4
R009	Physical and Motor Development Learning	4	4	4	4	3	3	4	3	3	3	2	2	3	3	4	4	3	3
R010	Child Growth and Development	4	4	4	4	4	4	4	4	4	4	3	3	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 optimization, 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 anonymized 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 Teacher Education Study Program (PG PAUD).

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, December, 2024

Quality Assurance Sub-Unit

Early Childhood Teacher Education Study
Program (PG PAUD)

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