

REPORT
MONITORING AND EVALUATION OF STUDENT SATISFACTION
WITH FINAL PROJECT SUPERVISION
EARLY CHILDHOOD EDUCATION STUDY PROGRAM
ACADEMIC YEAR 2024/2025

QUALITY ASSURANCE SUB-UNIT
EARLY CHILDHOOD EDUCATION STUDY PROGRAM
FACULTY OF EDUCATION
UNIVERSITAS PGRI SEMARANG
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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 Satisfaction with Final Project Supervision in the Early Childhood Education Study Program, Faculty of Education, Universitas PGRI Semarang, Academic Year 2024/2025, can be properly completed.

This report was prepared as part of the implementation of the Internal Quality Assurance System within the Early Childhood Education Study Program. The monitoring and evaluation activity aimed to identify the level of student satisfaction with the supervision services provided by final project or thesis supervisors. The results are expected to serve as a basis for maintaining good supervision practices and improving aspects that still require further attention.

The evaluation was conducted for students who were currently undergoing or had completed the final project supervision process. The instrument used in this monitoring and evaluation consisted of 17 statements with a 1 to 5 rating scale. The statements were grouped into three main aspects, namely availability of supervision time, lecturer attitude and attention, and lecturer competence in providing supervision.

The monitoring and evaluation results showed that student satisfaction with final project supervision reached 92.71%, which was categorized as Very Satisfied. This achievement indicates that, in general, students considered the supervision process to have been carried out very well, in a directed, communicative, and supportive manner.

Although the results indicate a very high level of satisfaction, several aspects still require attention, particularly the consistency of supervision schedules, the timeliness of feedback, and the strengthening of methodological guidance in final project preparation. With appropriate follow-up actions, the quality of final project supervision services in the Early Childhood Education Study Program is expected to continue improving.

Semarang, September 2025

Head of the Quality Assurance Sub-Unit

Early Childhood Education Study Program

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

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A. INTRODUCTION

The completion of a final project or thesis is one of the essential stages in the academic process of students in the Early Childhood Education Study Program. The final project represents the final academic work through which students apply their knowledge, scientific thinking skills, methodological understanding, and academic writing ability in accordance with scholarly conventions.

In the final project completion process, supervisors play a very important role. Supervisors do not only provide technical guidance for writing, but also help students formulate research problems, determine appropriate research methods, understand relevant theories, analyze data, develop discussion sections, and complete revisions. Therefore, the quality of supervision services is one of the important factors that influences the smooth completion of students' final projects.

The Early Childhood Education Study Program conducts monitoring and evaluation of student satisfaction with final project supervision as part of the Internal Quality Assurance System. This activity aims to obtain feedback from students regarding the quality of supervision services they receive. Through the results of this monitoring and evaluation, the study program can identify aspects of supervision that have worked well and aspects that still need improvement.

This monitoring and evaluation activity was conducted using a student satisfaction questionnaire on final project supervision services. The questionnaire consists of three main aspects, namely availability of supervision time, lecturer attitude and attention, and lecturer competence in supervision. These three aspects are considered important because they reflect the quality of supervision services in terms of accessibility, communication, attention, and academic guidance.

The number of respondents in this monitoring and evaluation activity was 145 students of the Early Childhood Education Study Program who were currently undergoing or had completed the final project supervision process in the Academic Year 2024/2025. The respondents were relevant to the object of evaluation because they had direct experience with the final project or thesis supervision process.

Therefore, the results of this monitoring and evaluation describe students' perceptions of the quality of final project supervision services provided by supervisors, particularly in the aspects of availability of supervision time, lecturer attitude and attention, and lecturer competence in providing academic supervision.

B. OBJECTIVES OF MONITORING AND EVALUATION

This monitoring and evaluation activity aimed to determine the level of student satisfaction with the final project supervision services provided by supervisors in the Early Childhood Education Study Program.

Specifically, this activity aimed to evaluate the availability of supervisors' time in providing supervision services, including the adequacy of supervision time, the suitability of supervision schedules, the implementation of supervision according to agreed schedules, and the ease with which students could contact their supervisors.

This activity also aimed to evaluate lecturer attitude and attention during the supervision process. This aspect includes friendliness, seriousness, motivation, clarity of suggestions for improvement, and supervisors' appreciation of students' opinions or explanations.

In addition, this monitoring and evaluation activity aimed to evaluate lecturers' competence in supervising students in completing their final projects. This aspect includes the ability of supervisors to guide students in identifying research topics, understanding research problems, mastering research methodology, following the writing structure, completing proposals, writing according to language rules and applicable guidelines, solving research problems, and searching for relevant scientific articles or journals.

The results of this activity are expected to provide a basis for the study program and supervisors to maintain the quality of supervision services that have been working well and to develop follow-up actions for aspects that still need improvement.

C. METHOD OF MONITORING AND EVALUATION

The monitoring and evaluation activity was conducted using a survey method. The survey was administered to students who were currently undergoing or had completed the final project supervision process in the Academic Year 2024/2025. Data collection was carried out at the end of the semester so that students could provide assessment based on their actual experience during the supervision process.

The instrument used was the student questionnaire for final project or thesis supervision services in the Early Childhood Education Study Program, Faculty of Education, Universitas PGRI Semarang. The questionnaire consisted of 17 statements grouped into three main aspects: availability of supervision time, lecturer attitude and attention, and lecturer competence in supervision.

The number of respondents in this activity was 145 students. The respondents were students of the Early Childhood Education Study Program who were currently undergoing or had completed the final project supervision process. Each respondent assessed the supervision experience received using a 1 to 5 rating scale.

Each statement was assessed using a scale from 1 to 5. A score of 1 represents the lowest assessment, while a score of 5 represents the highest assessment. The survey data were processed by calculating the actual score, maximum score, achievement percentage, and satisfaction category.

The maximum total score was calculated based on the number of respondents, the number of items, and the highest score. With 145 respondents, 17 items, and the highest score of 5, the maximum total score was calculated as follows.

$$145 \text{ students} \times 17 \text{ items} \times 5 = 12,235$$

The achievement percentage was calculated using the following formula.

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

The satisfaction category was determined based on the percentage range. An achievement of 85% to 100% is categorized as Very Satisfied, 70% to 84% as Satisfied, 55% to 69% as Moderately Satisfied, 40% to 54% as Less Satisfied, and below 40% as Not Satisfied.

D. MONITORING AND EVALUATION INSTRUMENT

The monitoring and evaluation instrument for final project supervision satisfaction consisted of 17 statements. Each statement used a 1 to 5 rating scale. Students were asked to select the number that best reflected their experience during the final project supervision process.

Score	General Meaning
1	Very inappropriate, very insufficient, very difficult, or very low
2	Inappropriate, insufficient, difficult, or low
3	Fairly appropriate, fairly sufficient, fairly easy, or moderate
4	Appropriate, sufficient, easy, or good
5	Very appropriate, very sufficient, very easy, or very good

The instrument consisted of three main aspects. The first aspect was Availability of Supervision Time, consisting of 4 items. The second aspect was Lecturer Attitude and Attention, consisting of 4 items. The third aspect was Lecturer Competence in Supervision, consisting of 9 items.

No.	Aspect	Item Numbers	Number of Items	Maximum Score
1	Availability of Supervision Time	1, 2, 3, 4	4	1,080
2	Lecturer Attitude and Attention	5, 6, 7, 8	4	1,080
3	Lecturer Competence in Supervision	9, 10, 11, 12, 13, 14, 15, 16, 17	9	2,430
	Total	1-17	17	4,590

No.	Aspect	Statement
1	Availability of Supervision Time	The time provided by the supervisor is sufficient for final project/thesis supervision.
2	Availability of Supervision Time	The supervisor makes an agreement on a supervision schedule that is suitable for working hours.
3	Availability of Supervision Time	The supervision process is carried out according to the agreed schedule.
4	Availability of Supervision Time	The supervisor is easy to meet or contact for supervision.
5	Lecturer Attitude and Attention	The supervisor conducts supervision in a friendly and sincere manner.
6	Lecturer Attitude and Attention	The supervisor motivates students in completing the final project/thesis.
7	Lecturer Attitude and Attention	The supervisor provides explanations or suggestions for improvement that are easy to understand.
8	Lecturer Attitude and Attention	The supervisor appreciates students' opinions or explanations.
9	Lecturer Competence in Supervision	The supervisor guides students in identifying problems, topics, or titles for the final project/thesis.
10	Lecturer Competence in Supervision	The supervisor understands the research problem, topic, or title.
11	Lecturer Competence in Supervision	The supervisor masters research methodology.

No.	Aspect	Statement
12	Lecturer Competence in Supervision	The supervisor guides students to write according to the final project/thesis writing structure.
13	Lecturer Competence in Supervision	The supervisor guides students to write and complete the proposal before conducting research.
14	Lecturer Competence in Supervision	The supervisor guides students to write the final project/thesis using proper and correct Indonesian.
15	Lecturer Competence in Supervision	The supervisor guides students to write the final project/thesis according to the applicable guidelines.
16	Lecturer Competence in Supervision	The supervisor provides guidance in solving problems during the implementation of thesis research.
17	Lecturer Competence in Supervision	The supervisor guides students on how to search for scientific articles or journals.

E. MONITORING AND EVALUATION RESULTS

The monitoring and evaluation results showed that the level of student satisfaction with final project supervision reached 92.71%. Based on this achievement, the quality of final project supervision services in the Early Childhood Teacher Education Study Program (PG PAUD) was categorized as Very Satisfied.

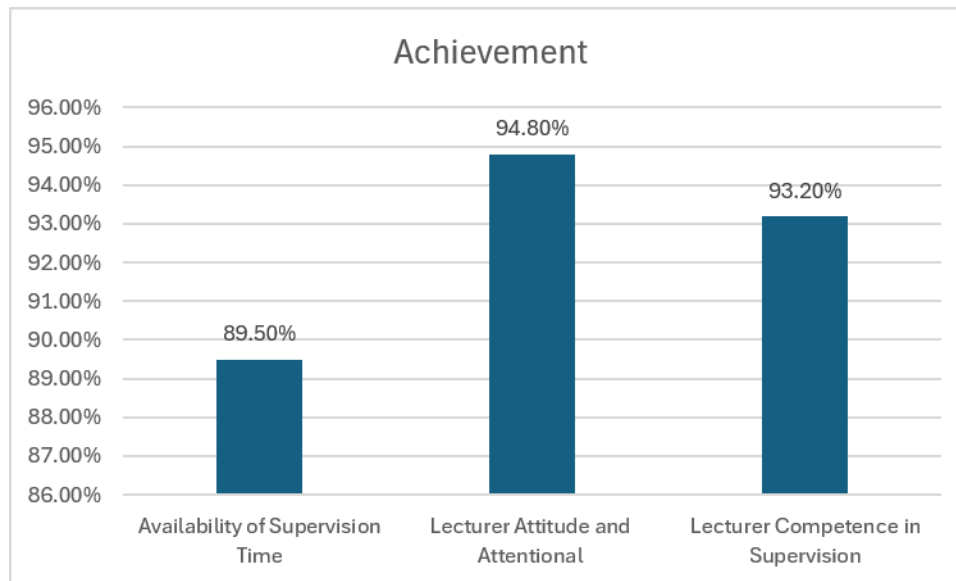
The maximum possible score for the survey was 12,325, while the actual score obtained from the respondents was 11,426. Therefore, the achievement percentage was calculated as follows:

$$11,426 / 12,325 \times 100\% = 92.71\%$$

The results indicate that graduates were generally very satisfied with the supervision process provided by their supervisors throughout the completion of their final project

No.	Aspect	Actual Score	Maximum Score	Percentage	Category
1	Availability of Supervision Time	2.596	2.900	89.50%	Very Satisfied
2	Lecturer Attitude and Attentional	2.749	2,900	94.80%	Very Satisfied
3	Lecturer Competence in Supervision	6.081	6,525	93.20%	Very Satisfied
	Total / Average	11.426	12.325	92.71%	Very Satisfied

Figure 1. Achievement of Final Project Supervision Satisfaction



The results of the monitoring and evaluation of final project supervision indicate that students were generally very satisfied with the supervision services provided by lecturers in the Early Childhood Teacher Education Study Program (PG PAUD). Overall satisfaction achievement reached 92.71%, which falls within the Very Satisfied category.

The highest achievement was found in the Lecturer Attitude and Attention indicator (94.80%). This result indicates that students perceived their supervisors as supportive, respectful, approachable, and committed to assisting them throughout the completion of their final projects. Students appreciated supervisors who provided motivation, constructive suggestions, and positive academic guidance during the supervision process.

The Lecturer Competence in Supervision indicator achieved 93.20%, indicating that students perceived supervisors as academically competent and capable of providing guidance related to research methodology, thesis writing, academic problem-solving, and scholarly references. The result demonstrates that supervisors played an important role in supporting students' successful completion of their research projects.

The lowest achievement was found in the Availability of Supervision Time indicator (89.50%). Although this indicator remained within the Very Satisfied category, the result suggests that students still expect greater flexibility in scheduling supervision meetings, faster feedback cycles, and additional consultation opportunities during critical stages of thesis completion.

Overall, the results demonstrate that the final project supervision process has been implemented effectively and has contributed positively to students' academic achievement and successful completion of their studies. The findings also provide valuable input for further strengthening supervision services through continuous quality improvement initiatives within the study program.

F. ANALYSIS OF MONITORING AND EVALUATION RESULTS

The monitoring and evaluation results show that final project supervision services in the Early Childhood Education Study Program have been implemented very well. The overall achievement of 92.71% indicates that students were very satisfied with the supervision process they received. This achievement also suggests that the supervision process has been able to meet students' needs in terms of supervision time, lecturer attitude and attention, and lecturer competence in guiding the completion of final projects.

1. Availability of Supervision Time

The Availability of Supervision Time indicator achieved 89.50%, which falls within the Very Satisfied category. This result indicates that students generally perceived their supervisors as accessible and available throughout the final project supervision process. Supervisors were considered willing to allocate sufficient time for consultation and provide opportunities for discussion regarding research progress and academic challenges.

Students also perceived that supervision schedules were generally arranged and implemented appropriately. However, compared with the other indicators, this dimension obtained the lowest achievement score. This suggests that some students still experienced difficulties in scheduling meetings, obtaining timely consultations, or receiving feedback during certain stages of thesis completion. These findings indicate opportunities for further improvement in supervision scheduling flexibility and communication efficiency.

2. Lecturer Attitude and Attention

The Lecturer Attitude and Attention indicator achieved 94.80%, representing the highest achievement among all evaluation indicators. Students perceived their supervisors as supportive, approachable, respectful, and committed to assisting them throughout the completion of their final projects.

The high score indicates that supervisors were able to establish positive academic relationships with students. Students appreciated supervisors who provided motivation, encouragement, constructive suggestions, and emotional support during the research process. The result demonstrates that the interpersonal aspect of supervision was one of the major strengths of the study program's final project supervision system.

3. Lecturer Competence in Supervision

The Lecturer Competence in Supervision indicator achieved 93.20%, which also falls within the Very Satisfied category. Students perceived supervisors as academically competent and capable of providing guidance in various aspects of research implementation.

Supervisors were considered knowledgeable in research methodology, academic writing, data collection procedures, data analysis, and scholarly reference utilization. Students also appreciated supervisors' ability to provide solutions to research-related problems and to guide them in completing their final projects according to institutional guidelines. These findings indicate that supervisors played an important role in ensuring the quality and successful completion of student research projects.

4. Overall Analysis

Overall, the monitoring and evaluation results indicate that students were highly satisfied with the quality of final project supervision provided by lecturers in the Early Childhood Teacher Education Study Program (PG PAUD). The overall achievement reached 92.71%, which falls within the Very Satisfied category.

The strongest aspect of supervision was found in Lecturer Attitude and Attention, indicating that students highly valued supervisors' commitment, responsiveness, and supportive attitudes during the supervision process. Similarly, the high achievement in Lecturer Competence in Supervision demonstrates that supervisors possessed the academic expertise required to guide students effectively through the completion of their research projects.

Although Availability of Supervision Time received the lowest score among the three indicators, the achievement remained within the Very Satisfied category. This suggests that while supervision services were generally effective, improvements in scheduling flexibility, consultation accessibility, and feedback timeliness could further enhance student satisfaction.

Overall, the findings demonstrate that the final project supervision process has been implemented effectively and contributes positively to students' successful completion of their studies. The results also provide evidence of the study program's commitment to maintaining high standards of academic supervision and supporting continuous quality improvement initiatives.

G. FINDINGS

The monitoring and evaluation of final project supervision during the Academic Year 2024/2025 revealed several important findings regarding the quality of supervision services provided by lecturers in the Early Childhood Teacher Education Study Program (PG PAUD).

1. Overall Student Satisfaction Was Very High

The overall satisfaction achievement reached 92.71%, indicating that students were generally Very Satisfied with the final project supervision process. This finding demonstrates that the supervision system has effectively supported students in completing their final projects and achieving the expected academic outcomes.

2. Lecturer Attitude and Attention Represented the Strongest Aspect of Supervision

The highest achievement was found in the Lecturer Attitude and Attention indicator, which reached 94.80%. Students highly appreciated supervisors who were supportive, approachable, respectful, and responsive throughout the supervision process. The finding suggests that positive academic relationships between supervisors and students contributed significantly to students' confidence and motivation in completing their final projects.

3. Supervisors Demonstrated Strong Academic Competence

The Lecturer Competence in Supervision indicator achieved 93.20%, indicating that students perceived supervisors as academically competent and capable of providing effective guidance in research methodology, academic writing, problem-solving, and scholarly resource utilization. This finding confirms

that supervisors played a significant role in supporting the successful completion of student research projects.

4. Availability of Supervision Time Remains an Area for Improvement

Although the Availability of Supervision Time indicator achieved a positive result (89.80%) and remained within the Very Satisfied category, it was the lowest-scoring indicator among the three dimensions evaluated. This finding suggests that some students still experienced challenges related to consultation scheduling, supervisor availability, or the timeliness of feedback during the supervision process.

5. Effective Communication Supported the Supervision Process

Student responses indicate that communication between supervisors and students was generally effective. Supervisors were perceived as willing to discuss academic issues, provide constructive suggestions, and offer guidance throughout various stages of the research process. This finding contributed positively to the high level of overall satisfaction reported by students.

6. The Supervision Process Contributed Positively to Study Completion

The high level of satisfaction observed across all indicators suggests that the supervision process contributed positively to students' ability to complete their final projects. Students perceived that supervisors provided both academic and motivational support, enabling them to overcome research challenges and progress toward graduation.

7. Evidence of Quality Assurance and Continuous Improvement

The evaluation results provide evidence that the study program has implemented an effective supervision system supported by qualified supervisors and a student-centered academic environment. The findings also serve as an important source of information for planning future quality improvement initiatives, particularly in enhancing consultation accessibility, supervision scheduling, and feedback mechanisms.

8. Student Feedback Provides Direction for Future Improvement

Open-ended responses and survey results indicate that students value not only academic guidance but also timely feedback, consistent communication, and flexible consultation opportunities. These findings suggest that future improvement efforts should focus on strengthening the efficiency and accessibility of supervision services while maintaining the high standards of professionalism and academic competence already demonstrated by supervisors.

H. CONCLUSION

The monitoring and evaluation of final project supervision conducted during the Academic Year 2024/2025 indicates that students were generally Very Satisfied with the supervision services provided by lecturers in the Early Childhood Teacher Education Study Program (PG PAUD). The overall satisfaction achievement reached 92.71%, demonstrating that the supervision process effectively supported students in completing their final projects and achieving the expected academic outcomes.

Among the evaluated indicators, Lecturer Attitude and Attention achieved the highest score (94.80%), reflecting students' positive perceptions of supervisors' professionalism, responsiveness, encouragement, and commitment throughout the supervision process. Students highly appreciated supervisors who provided constructive guidance, maintained positive academic relationships, and supported them in overcoming challenges encountered during the completion of their final projects.

The Lecturer Competence in Supervision indicator achieved 93.20%, indicating that supervisors were perceived as academically competent and capable of providing effective guidance in research methodology, academic writing, problem-solving, and the utilization of scholarly resources. This finding demonstrates the important role of supervisors in ensuring the quality and successful completion of student research projects.

The lowest achievement was found in the Availability of Supervision Time indicator (89.50%). Although this result remained within the Very Satisfied category, it indicates that students still expect greater flexibility in scheduling consultations, improved accessibility to supervisors, and more timely feedback during critical stages of the research process. This aspect therefore represents the primary area for future improvement.

Overall, the results confirm that the final project supervision system implemented by the study program has functioned effectively and has contributed positively to student learning experiences and successful study completion. The findings also demonstrate the study program's commitment to maintaining high standards of academic supervision and supporting students throughout the completion of their final projects.

Furthermore, the evaluation results provide valuable evidence for the study program's quality assurance system and serve as an important basis for planning future improvements. By maintaining strengths in supervisor professionalism and academic competence while enhancing supervision accessibility and consultation management, the study program can continue to strengthen the quality of final project supervision and support higher levels of student satisfaction in the future.

I. RECOMMENDATIONS

Based on the findings of the monitoring and evaluation of final project supervision during the Academic Year 2024/2025, several recommendations are proposed to support the continuous improvement of supervision quality in the Early Childhood Teacher Education Study Program (PG PAUD).

1. Improve the Availability and Accessibility of Supervision Services

Although the Availability of Supervision Time indicator achieved a Very Satisfied category, it received the lowest score among the evaluated indicators. Therefore, supervisors are encouraged to provide more flexible consultation schedules and maintain consistent communication channels to facilitate student access to supervision services. The utilization of both face-to-face and online consultation platforms may further improve accessibility and responsiveness.

2. Strengthen Timeliness of Feedback

Students highly value constructive feedback during the completion of their final projects. Supervisors are encouraged to continue providing timely, clear, and detailed feedback on proposals, research progress reports, and thesis drafts. Faster feedback cycles may help students resolve academic challenges more efficiently and complete their projects within the expected timeframe.

3. Maintain Positive Academic Relationships

The Lecturer Attitude and Attention indicator achieved the highest satisfaction level. Therefore, supervisors should continue maintaining supportive, respectful, and motivating relationships with students throughout the supervision process. Positive academic interactions contribute significantly to student confidence, motivation, and persistence in completing research projects.

4. Sustain and Enhance Academic Supervision Competence

The study program should continue supporting supervisors' professional development through research activities, academic workshops, methodological training, publication initiatives, and scholarly collaboration. Continuous professional development will help ensure that supervisors remain updated with current research practices and continue providing high-quality academic guidance.

5. Encourage Effective Supervision Planning

Supervisors and students should be encouraged to establish clear supervision plans, including consultation schedules, milestone targets, and expected timelines for proposal completion, data collection, analysis, and thesis writing. Structured supervision planning may contribute to improved efficiency and reduced delays in project completion.

6. Optimize the Use of Digital Communication and Academic Resources

The study program should encourage the use of digital communication tools and academic platforms to facilitate supervision activities. Online consultation, document review systems, reference management tools, and institutional digital resources may improve the effectiveness and flexibility of supervision services.

7. Utilize Evaluation Results for Continuous Quality Improvement

The results of this monitoring and evaluation activity should be discussed regularly in study program quality assurance meetings and incorporated into future quality improvement plans. Follow-up actions should be documented and monitored to ensure that student feedback contributes directly to improving supervision services and enhancing student satisfaction.

8. Strengthen Support for Timely Graduation

The study program should continue developing strategies that support timely completion of final projects and graduation. Enhanced supervision coordination, academic monitoring, consultation accessibility, and early identification of student difficulties may contribute to higher completion rates and improved student outcomes.

J. CLOSING

The monitoring and evaluation of final project supervision conducted during the Academic Year 2024/2025 has provided valuable information regarding the quality of supervision services in the Early Childhood Teacher Education Study Program (PG PAUD). The results indicate that students were generally Very Satisfied with the supervision process, as reflected by the overall satisfaction achievement of 92.71%.

The findings demonstrate that supervisors have successfully fulfilled their academic responsibilities by providing professional guidance, maintaining positive academic relationships, and supporting students throughout the completion of their final projects. High levels of satisfaction in the areas of lecturer attitude, attention, and academic competence indicate that supervisors have played a significant role in facilitating students' academic success and timely completion of their studies.

The evaluation also identified several areas that can be further strengthened, particularly regarding the availability of supervision time, consultation accessibility, and the timeliness of feedback. These findings provide valuable input for future quality improvement initiatives and serve as an important reference for enhancing the effectiveness of supervision services.

The study program remains committed to implementing a continuous quality improvement process through systematic planning, implementation, monitoring, evaluation, and follow-up actions. The results of this monitoring and evaluation activity will be utilized as evidence for quality assurance processes and as a basis for developing strategies to further improve final project supervision services.

Finally, the study program would like to express its sincere appreciation to all graduates who participated in the survey and provided constructive feedback. Their contributions are highly valuable in supporting the continuous development of supervision practices and strengthening the quality of academic services within the Early Childhood Teacher Education Study Program.

Through continuous reflection and improvement, the study program is committed to maintaining high standards of academic supervision and ensuring that future students receive effective guidance, meaningful learning experiences, and strong support in completing their final projects successfully.

Semarang, September 2025

Head of the Quality Assurance Sub-Unit

Early Childhood Education Study Program

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

K. APPENDICES

1. Appendix 1. Final Project Supervision Satisfaction Instrument

The final project supervision satisfaction instrument consisted of 17 statements grouped into three aspects, namely Availability of Supervision Time, Lecturer Attitude and Attention, and Lecturer Competence in Supervision.

No.	Aspect	Statement	Scale 1	Scale 5
1	Availability of Supervision Time	The time provided by the supervisor is sufficient for final project/thesis supervision.	Very low / negative	Very high / positive
2	Availability of Supervision Time	The supervisor makes an agreement on a supervision schedule that is suitable for working hours.	Very low / negative	Very high / positive
3	Availability of Supervision Time	The supervision process is carried out according to the agreed schedule.	Very low / negative	Very high / positive
4	Availability of Supervision Time	The supervisor is easy to meet or contact for supervision.	Very low / negative	Very high / positive
5	Lecturer Attitude and Attention	The supervisor conducts supervision in a friendly and sincere manner.	Very low / negative	Very high / positive
6	Lecturer Attitude and Attention	The supervisor motivates students in completing the final project/thesis.	Very low / negative	Very high / positive
7	Lecturer Attitude and Attention	The supervisor provides explanations or suggestions for improvement that are easy to understand.	Very low / negative	Very high / positive
8	Lecturer Attitude and Attention	The supervisor appreciates students' opinions or explanations.	Very low / negative	Very high / positive
9	Lecturer Competence in Supervision	The supervisor guides students in identifying problems, topics, or titles for the final project/thesis.	Very low / negative	Very high / positive
10	Lecturer Competence in Supervision	The supervisor understands the research problem, topic, or title.	Very low / negative	Very high / positive
11	Lecturer Competence in Supervision	The supervisor masters research methodology.	Very low / negative	Very high / positive
12	Lecturer Competence in Supervision	The supervisor guides students to write according to the final project/thesis writing structure.	Very low / negative	Very high / positive
13	Lecturer Competence in Supervision	The supervisor guides students to write and complete the proposal before conducting research.	Very low / negative	Very high / positive
14	Lecturer Competence in Supervision	The supervisor guides students to write the final project/thesis using proper and correct Indonesian.	Very low / negative	Very high / positive
15	Lecturer Competence in Supervision	The supervisor guides students to write the final project/thesis according to the applicable guidelines.	Very low / negative	Very high / positive
16	Lecturer Competence in Supervision	The supervisor provides guidance in solving problems during the implementation of thesis research.	Very low / negative	Very high / positive
17	Lecturer Competence in Supervision	The supervisor guides students on how to search for scientific articles or journals.	Very low / negative	Very high / positive

2. Appendix 2. Instrument Blueprint

No.	Aspect	Item Numbers	Number of Items	Maximum Score
1	Availability of Supervision Time	1, 2, 3, 4	4	2.900
2	Lecturer Attitude and Attention	5, 6, 7, 8	4	2.900

No.	Aspect	Item Numbers	Number of Items	Maximum Score
3	Lecturer Competence in Supervision	9, 10, 11, 12, 13, 14, 15, 16, 17	9	6.525
	Total	1-17	17	12.325

3. Appendix 3. Recapitulation of Student Responses

No.	Aspect	Actual Score	Maximum Score	Percentage	Category
1	Availability of Supervision Time	2.596	2.900	89.50%	Very Satisfied
2	Lecturer Attitude and Attention	2.749	2.900	94.80%	Very Satisfied
3	Lecturer Competence in Supervision	6.081	6.525	93.20%	Very Satisfied
	Total / Average	11.426	12.325	92.71	Very Satisfied

4. Appendix 4. Distribution of Student Responses by Aspect

The distribution of student responses is presented based on the number of responses for each aspect. The number of responses was calculated by multiplying the number of students by the number of items in each aspect.

No.	Aspect	Score 5	Score 4	Score 3	Score 2	Score 1	Total Responses	Actual Score
1	Availability of Supervision Time	290	276	14	0	0	580	2.596
2	Lecturer Attitude and Attention	369	191	20	0	0	580	2.749
3	Lecturer Competence in Supervision	821	549	35	0	0	1.305	6.081
	Total	1.480	1.016	69	0	0	2.465	11.426

5. Appendix 5. Sample of Anonymized Student Responses

The following data are examples of anonymized student responses. Student names, student identification numbers, and personal identities are not displayed to maintain confidentiality.

Respondent	Availability of Supervision Time	Lecturer Attitude and Attention	Lecturer Competence in Supervision	Average
R001	5	5	5	5.00

Respondent	Availability of Supervision Time	Lecturer Attitude and Attention	Lecturer Competence in Supervision	Average
R002	4	5	5	4.67
R003	5	5	4	4.67
R004	4	4	5	4.33
R005	5	5	5	5.00
R006	4	5	4	4.33
R007	5	5	5	5.00
R008	4	4	4	4.00
R009	5	5	4	4.67
R010	4	5	5	4.67
R011	5	5	5	5.00
R012	4	4	5	4.33
R013	5	5	5	5.00
R014	4	5	4	4.33
R015	5	5	4	4.67

6. Appendix 6. Summary of Open-Ended Student Responses

No.	Theme	Summary of Student Responses
1	Good supervision practices	Students stated that supervisors provided clear direction, were friendly, and helped students understand final project preparation.
2	Availability of time	Some students stated that supervision schedules were generally good, but needed to be agreed upon earlier to avoid conflicts with other academic activities.
3	Feedback and revision	Students stated that suggestions from supervisors were very helpful, especially in improving writing structure, research methods, and discussion sections.
4	Supervision obstacles	Some obstacles included schedule adjustment, delays in submitting revisions, and the need for additional guidance on methodology or scientific articles.
5	Improvement suggestions	Students expected supervision to be scheduled regularly, documented through logbooks, and supported with more detailed guidance in data analysis and article writing.

7. Appendix 7. Follow-Up Plan

No.	Aspect	Finding	Follow-Up Plan	Person in Charge
1	Availability of Supervision Time	The achievement was very satisfying, but it was the lowest aspect compared with the other aspects.	Encourage supervisors and students to make supervision schedule agreements in a more regular and documented manner.	Supervisors and Study Program
2	Lecturer Attitude and Attention	This aspect achieved the highest score and became a strength of supervision services.	Maintain friendly, sincere, motivating, and respectful supervision practices.	Supervisors
3	Lecturer Competence in Supervision	The achievement was very satisfying and showed that supervisors had good supervision competence.	Strengthen guidance on research methodology, writing structure, and scientific article searches.	Supervisors
4	Supervision Documentation	The supervision process needs to continue being documented properly.	Optimize the use of supervision logbooks to record progress, suggestions, revisions, and follow-up actions.	Study Program and Students
5	Study Program Monitoring	Monitoring and evaluation need to be conducted regularly.	Conduct evaluation of final project supervision satisfaction at the end of each semester.	Quality Assurance Sub-Unit

8. Appendix 8. Data Confidentiality Statement

The data from the final project supervision satisfaction questionnaire were processed and presented in aggregate form. Student identities are not displayed in this report to protect respondent confidentiality and comfort.

The complete response data are stored by the Early Childhood Education Study Program and the Quality Assurance Sub-Unit as supporting documents for the implementation of the Internal Quality Assurance System and as evidence of final project supervision service evaluation.

Semarang, September 2025

Quality Assurance Sub-Unit

Early Childhood Education Study Program

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