

REPORT
MONITORING AND EVALUATION OF SUPERVISION DURATION
AND FINAL PROJECT ASSESSMENT
EARLY CHILDHOOD EDUCATION STUDY PROGRAM
ACADEMIC YEAR 2024/2025



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

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PREFACE

Praise be to God Almighty for His blessings and grace, so that the Monitoring and Evaluation Report on Supervision Duration and Final Project Assessment of the Early Childhood Education Study Program, Faculty of Education, Universitas PGRI Semarang, Even Semester 2024/2025, can be properly completed.

This report was prepared as part of the implementation of the Internal Quality Assurance System in the Early Childhood Education Study Program. This monitoring and evaluation activity aimed to identify the effectiveness of supervision duration, the regularity of the final project completion process, the clarity of administration, the timeliness of examination implementation, the timeliness of assessment, the completion of post-examination revisions, and the completeness of final project documents.

The survey was addressed to students who had completed their undergraduate thesis or final project and were at the graduation registration stage. Therefore, the respondents had experienced the entire final project completion process, starting from supervision, proposal seminar, research implementation, manuscript writing, final project examination, assessment, revision, and completion of final documents.

In 2025, the Monitoring and Evaluation of Supervision Duration and Final Project Assessment in the Early Childhood Education Study Program involved a total of 100 graduates who had completed their final project process and were at the graduation registration stage. These graduates consisted of 56 students from the 78th Graduation Period (September 2024), 11 students from the 79th Graduation Period (February 2025), 78 students from the 80th Graduation Period (May 2025), and 76 students from the 81st Graduation Period (September 2025).

All respondents had completed the full sequence of final project activities, including supervision, proposal seminar, research implementation, final project examination, revision process, and submission of final documents. Therefore, their responses were considered valid representations of the overall final project completion experience.

The monitoring and evaluation results show that the overall achievement of supervision duration and final project assessment reached **90.87%, which is categorized as Very Good**. This indicates that, in general, the final project supervision and assessment process has been implemented effectively across all graduation periods.

The analysis also reveals that most indicators performed consistently at a high level. The strongest achievements were found in the completeness of final project documents and the number of documented supervision meetings, indicating strong administrative control and effective supervision documentation. However, several aspects still require improvement, particularly the final project completion duration, supervisor response time to student drafts, and the duration of post-examination revision completion, which showed relatively lower performance compared to other indicators.

Overall, these findings provide important evidence that the final project supervision system is functioning well, while also highlighting specific areas that require continuous improvement to further enhance the efficiency, responsiveness, and timeliness of the final project completion process.

Semarang, September 2025

Head of the Quality Assurance Sub-Unit

Early Childhood Education Study Program

Ismatul Khasanah, M.Pd

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A. INTRODUCTION

The final project constitutes an essential academic requirement for students of the Early Childhood Education Study Program in completing their undergraduate education. Through the final project, students are expected to demonstrate their ability to think scientifically, identify and formulate research problems, apply appropriate research methodologies, analyze data systematically, develop academic discussions, and produce scientific work in accordance with established academic standards and ethical principles.

The successful completion of a final project is influenced not only by students' academic abilities and commitment but also by the effectiveness of the supervision system, the clarity of academic and administrative procedures, the timeliness of examination scheduling, supervisors' responsiveness to student drafts, the implementation of final project examinations, the assessment process, and the completion of post-examination revisions. Therefore, monitoring and evaluation of supervision duration and final project assessment are important components of the Internal Quality Assurance System to ensure the effectiveness, efficiency, and accountability of final project management within the study program.

As part of its commitment to continuous quality improvement, the Early Childhood Education Study Program conducted a Monitoring and Evaluation of Supervision Duration and Final Project Assessment. This activity was designed to obtain comprehensive information regarding graduates' experiences throughout the entire final project process. Respondents were selected from graduates who had completed all stages of the final project process and had registered for graduation, ensuring that they were able to provide accurate evaluations based on their complete academic experiences.

Unlike general student satisfaction surveys, this monitoring and evaluation activity specifically focuses on aspects related to the duration of final project completion, regularity of supervision, responsiveness of supervisors, clarity of revision guidance, timeliness of examination scheduling and implementation, assessment processes, post-examination revision completion, administrative procedures, and the completeness of final project documentation. Consequently, the findings provide a comprehensive overview of whether the final project completion process has been conducted effectively, efficiently, transparently, and in accordance with established academic standards.

The monitoring and evaluation activity was conducted through four stages of data collection corresponding to four graduation periods during the 2024/2025 Academic Year. The respondents consisted of graduates from the 78th Graduation Period in September 2024 (56 graduates), the 79th Graduation Period in February 2025 (11 graduates), the 80th Graduation Period in May 2025 (78 graduates), and the 81st Graduation Period in September 2025 (76 graduates). Therefore, a total of 221 graduates participated in this monitoring and evaluation activity.

The data collected from these graduates were used to analyze the effectiveness of final project supervision and assessment processes across twelve evaluation indicators. The findings provide valuable evidence regarding the strengths and areas for improvement in final project management. Overall, the results serve as an important basis for strengthening quality assurance practices and supporting continuous improvement efforts aimed at enhancing the quality, efficiency, transparency, and accountability of final project supervision and assessment within the Early Childhood Education Study Program.

B. OBJECTIVES OF MONITORING AND EVALUATION

This monitoring and evaluation activity aimed to assess the effectiveness of the final project supervision and assessment process for students of Early Childhood Education Study Program in the Academic Year 2024/2025.

The evaluation covered several key aspects, including final project completion duration, regularity of the supervision process, number of documented supervision meetings, supervisors' response time to student drafts, clarity of

revision guidance, and duration from proposal seminar to final project examination. These aspects were evaluated to ensure that the supervision process was conducted systematically, effectively, and in accordance with the expected academic timeline.

In addition, the monitoring and evaluation assessed the implementation of the final project examination process, including the timeliness of examination scheduling, clarity of administrative procedures, timeliness of examination implementation and assessment, duration of post-examination revision completion, and completeness of final project documents. These indicators were reviewed to ensure an efficient, transparent, and accountable final project management process.

The results of this monitoring and evaluation are expected to provide recommendations for improving the quality of supervision, optimizing the final project completion process, strengthening administrative services, and supporting students in completing their final projects on time.

C. METHOD OF MONITORING AND EVALUATION

Monitoring and evaluation were conducted using a survey method addressed to graduates of the Early Childhood Education Study Program who had completed their final projects in the Academic Year 2024/2025. The monitoring process was carried out through four stages of data collection based on graduation periods, consisting of the 78th graduation period in September 2024 (56 graduates), the 79th Graduation Period in February 2025 (11 graduates), the 80th Graduation Period in May 2025 (78 graduates), and the 81st Graduation Period in September 2025 (76 graduates). Therefore, a total of 221 graduated who had completed their undergraduate theses or final projects were included as respondents in this monitoring and evaluation activity.

The respondents involved in this evaluation were graduates who had completed all stages of the final project process, including supervision, proposal seminar, final project examination, revision completion, and final document submission. The collected data were used to evaluate the effectiveness of the supervision process, completion duration, administrative procedures, and final project assessment implementation.

The instrument used was the Evaluation Rubric for Supervision Duration and Final Project Assessment. This rubric consisted of 12 indicators: final project completion duration, regularity of the supervision process, number of documented supervision meetings, supervisor response time to student drafts, clarity of revision guidance during supervision, duration from proposal seminar to final project examination, timeliness of final project examination scheduling, clarity of final project administrative procedures, timeliness of final project examination implementation, timeliness of final project assessment, duration of post-examination revision completion, and completeness of final project documents.

Each indicator was assessed using a rating scale from 1 to 5, where score 1 represented a very poor condition and score 5 represented a very good condition. The survey results were analyzed by calculating the actual score, maximum score, achievement percentage, and achievement category.

The maximum score for each indicator was calculated based on 221 respondents × 5 points, resulting in a maximum score of 1.105 for each indicator. The overall maximum score was calculated as 179 respondents × 12 indicators × 5 points, resulting in a total maximum score of 13.260. The achievement percentage was calculated using the following formula:

Achievement Percentage = (Actual Score / Maximum Score) × 100%

The achievement category was determined based on the percentage range. An achievement percentage of 85%–100% was categorized as **Very Good**, 70%–84% as **Good**, 55%–69% as **Fair**, 40%–54% as **Poor**, and less than 40% as **Very Poor**.

D. MONITORING AND EVALUATION INSTRUMENT

The monitoring and evaluation instrument used was the Evaluation Rubric for Supervision Duration and Final Project Assessment. This instrument was developed to assess the effectiveness of time and the regularity of the final project completion process.

This rubric used a scale from 1 to 5. Score 5 indicated that the process was very fast, very clear, very orderly, very complete, and highly in accordance with procedures. Score 4 indicated that the process ran well and was relatively timely. Score 3 indicated that the process ran fairly well, but there were still minor obstacles. Score 2 indicated that the process was less effective or experienced delays that were quite obstructive. Score 1 indicated that the process was very slow, unclear, disorderly, or obstructed final project completion.

Table 1. General Rating Scale

Score	Category	General Description
5	Very Good	The process is very fast, very clear, very orderly, very complete, and highly in accordance with procedures
4	Good	The process runs well, is relatively timely, clear, and in accordance with procedures
3	Fair	The process runs fairly well, but there are still delays or minor obstacles
2	Poor	The process is less effective, less clear, or experiences delays that are quite obstructive
1	Very Poor	The process is very slow, unclear, disorderly, or obstructs final project completion

Table 2. Monitoring and Evaluation Indicators

No.	Indicator	Assessment Focus
1	Final project completion duration	Length of time for completing the final project from supervisor appointment or title approval to final project examination
2	Regularity of the supervision process	Consistency of supervision implementation during the final project completion process
3	Number of documented supervision meetings	Adequacy of the number of supervision meetings recorded in a logbook or supervision system
4	Supervisor response time to student drafts	Speed of supervisors in providing responses, corrections, or guidance on student drafts
5	Clarity of revision guidance during supervision	Clarity of revision guidance provided by supervisors during final project writing
6	Duration from proposal seminar to final project examination	Length of time from proposal seminar until the student attends the final project examination
7	Timeliness of final project examination scheduling	Speed and clarity of examination scheduling after examination requirements are declared complete
8	Clarity of final project administrative procedures	Clarity of information regarding requirements, flow, schedule, and administrative documents for the final project
9	Timeliness of final project examination implementation	Suitability of examination implementation with the predetermined schedule
10	Timeliness of final project assessment	Clarity and timeliness of final project grade determination after the examination
11	Duration of post-examination revision completion	Length of time for completing revisions after the final project examination

12	Completeness of final project documents	Completeness of minutes, assessment sheets, revision sheets, approval sheets, and graduation support documents
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E. RESULTS OF MONITORING AND EVALUATION

The results of the monitoring and evaluation were obtained from survey data collected from graduates of the Early Childhood Education Study Program in the Academic Year 2024/2025. Data collection was conducted during the graduation registration process in each graduation period to ensure that respondents had completed all stages of their final projects, including supervision, examination, revision, and final document submission. The monitoring and evaluation involved 221 graduates from four graduation periods: the 78th graduation period in September 2024 (56 graduates), the 79th graduation period in February 2025 (11 graduates), the 80th graduation period in May 2025 (78 graduates), and the 81st graduation period in September 2025 (76 graduates). The evaluation focused on 12 indicators related to final project completion duration, supervision process quality, examination implementation, assessment process, revision completion, and final project document fulfillment.

Table 3. Monitoring and Evaluation Results – 78th Graduation Period (September 2024)

No	Indicator	Actual Score	Maximum Score	Percentage	Category
1	Final project completion duration	246	280	87.8%	Very Good
2	Regularity of the supervision process	266	280	95 %	Very Good
3	Number of documented supervision meetings	278	280	99 %	Very Good
4	Supervisor response time to student drafts	262	280	93,57%	Very Good
5	Clarity of revision guidance during supervision	271	280	96,7%	Very Good
6	Duration from proposal seminar to final project examination	261	280	93 %	Very Good
7	Timeliness of final project examination scheduling	268	280	95,7%	Very Good
8	Clarity of final project administrative procedures	263	280	93,9%	Very Good
9	Timeliness of final project examination implementation	274	280	97,8%	Very Good
10	Timeliness of final project assessment	267	280	95,3%	Very Good
11	Duration of post-examination revision completion	260	280	93%	Very Good
12	Completeness of final project documents	260	280	93%	Very Good

Table 4. Monitoring and Evaluation Results – 79th Graduation Period (February 2025)

No	Indicator	Actual Score	Maximum Score	Percentage	Category
1	Final project completion duration	50	55	90,90%	Very Good
2	Regularity of the supervision process	48	55	87,3%	Very Good
3	Number of documented supervision meetings	48	55	87,3%	Very Good
4	Supervisor response time to student drafts	46	55	83,6%	Good
5	Clarity of revision guidance during supervision	45	55	81,8%	Good
6	Duration from proposal seminar to final project examination	47	55	85,45%	Very Good
7	Timeliness of final project examination scheduling	48	55	87%	Very Good
8	Clarity of final project administrative procedures	50	55	90,90%	Very Good
9	Timeliness of final project examination implementation	49	55	89%	Very Good
10	Timeliness of final project assessment	48	55	87%	Very Good
11	Duration of post-examination revision completion	46	55	83,6%	Good
12	Completeness of final project documents	45	55	81,8%	Good

Table 5. Monitoring and Evaluation Results – 80th Graduation Period (May 2025)

No	Indicator	Actual Score	Maximum Score	Percentage	Category
1	Final project completion duration	328	390	84 %	Good

2	Regularity of the supervision process	368	390	94.35%	Very Good
3	Number of documented supervision meetings	346	390	88.7%	Very Good
4	Supervisor response time to student drafts	345	390	88.5%	Very Good
5	Clarity of revision guidance during supervision	347	390	88.97%	Very Good
6	Duration from proposal seminar to final project examination	348	390	89.23%	Very Good
7	Timeliness of final project examination scheduling	350	390	89.74%	Very Good
8	Clarity of final project administrative procedures	349	390	89.5%	Very Good
9	Timeliness of final project examination implementation	348	390	89.2%	Very Good
10	Timeliness of final project assessment	343	390	87.94%	Very Good
11	Duration of post-examination revision completion	354	390	90.77%	Very Good
12	Completeness of final project documents	346	390	88.72%	Very Good

Table 6. Monitoring and Evaluation Results – 81st Graduation Period (September 2025)

No	Indicator	Actual Score	Maximum Score	Percentage	Category
1	Final project completion duration	328	380	86.3%	Very Good
2	Regularity of the supervision process	358	380	94.2%	Very Good
3	Number of documented supervision meetings	346	380	91 %	Very Good
4	Supervisor response time to student drafts	345	380	90.78%	Very Good
5	Clarity of revision guidance during supervision	347	380	91.31%	Very Good
6	Duration from proposal seminar to final project examination	348	380	91.57%	Very Good
7	Timeliness of final project examination scheduling	350	380	92.1%	Very Good
8	Clarity of final project administrative procedures	349	380	91.84%	Very Good
9	Timeliness of final project examination implementation	348	380	91.58%	Very Good

10	Timeliness of final project assessment	343	380	90.26%	Very Good
11	Duration of post-examination revision completion	354	380	93.15%	Very Good
12	Completeness of final project documents	346	380	91.05%	Very Good

Table 7. Recapitulation of Monitoring and Evaluation Results on Supervision Duration and Final Project Assessment

No	Indicator	Code	78th Graduation	79th Graduation	80th Graduation	81st Graduation(Sep 2025)
1	Final project completion duration	I1	87,8%	90,90%	84%	86,3%
2	Regularity of the supervision process	I2	95%	87,3%	94,35%	94,2%
3	Number of documented supervision meetings	I3	99%	87,3%	88,7%	91%
4	Supervisor response time to student drafts	I4	93,57%	83,6%	88,5%	90,78%
5	Clarity of revision guidance during supervision	I5	96,7%	81,8%	88,97%	91,31%
6	Duration from proposal seminar to final project examination	I6	93%	85,45%	89,23%	91,57%
7	Timeliness of final project examination scheduling	I7	95,7%	87%	89,74%	92,1%
8	Clarity of final project administrative procedures	I8	93,5%	90,90%	89,5%	91,84%
9	Timeliness of final project examination implementation	I9	97,8%	89%	89,2%	91,58%
10	Timeliness of final project assessment	I10	95,3%	87%	87,94%	90,26%
11	Duration of post-examination revision completion	I11	93%	83,6%	90,77%	93,15%

12	Completeness of final project documents	112	93%	81,8%	88,72%	91,05%
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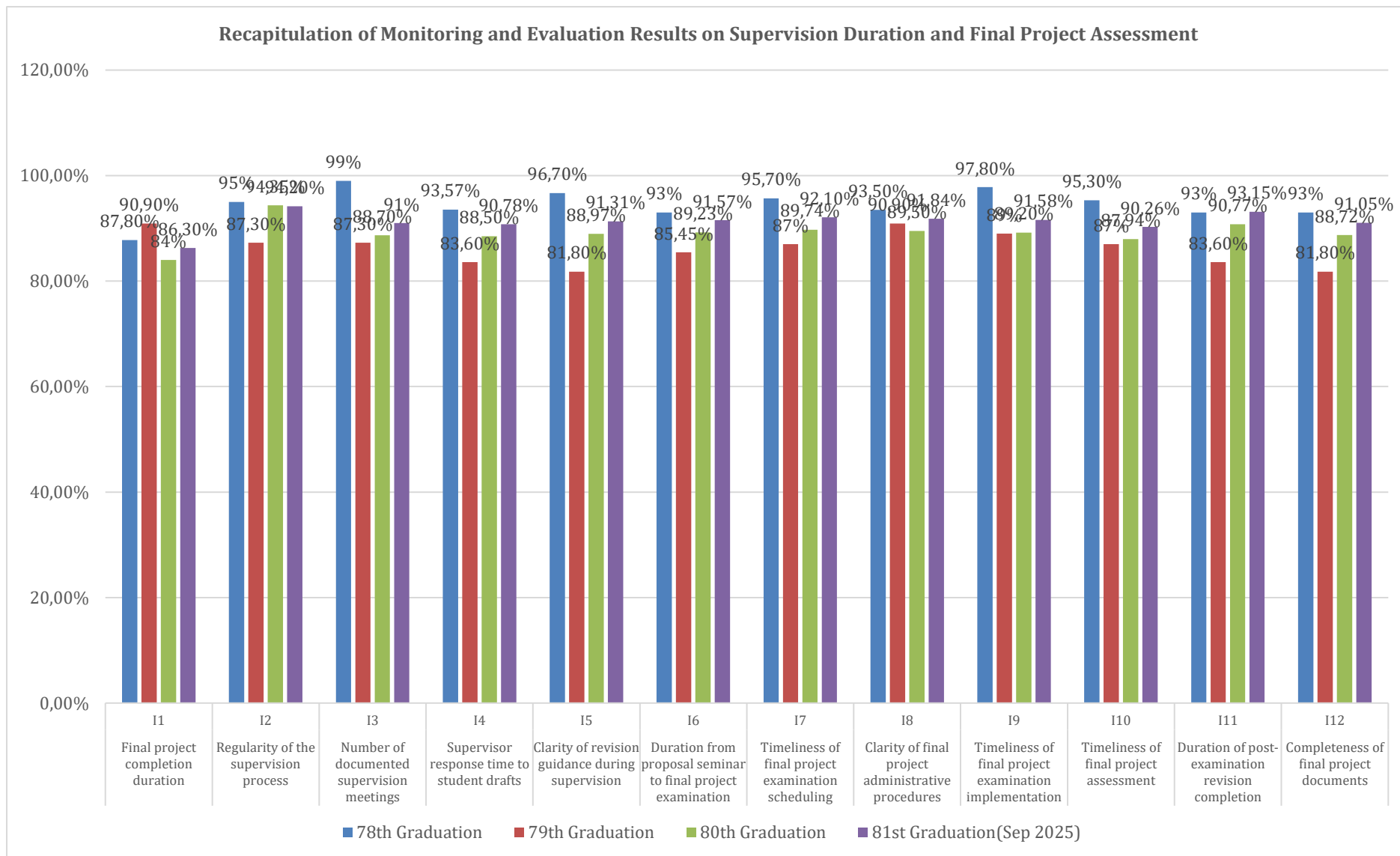


Figure 1. Achievement of Supervision Duration and Final Project Assessment Indicators

Figure 1 presents the comparison of monitoring and evaluation results for final project supervision and assessment across four graduation periods, namely the 78th, 79th, 80th, and 81st graduation periods. Overall, the results indicate that most indicators consistently achieved high levels of performance throughout all graduation periods. Indicators related to the regularity of supervision, documented supervision meetings, clarity of revision guidance, examination scheduling, examination implementation, assessment timeliness, and document completeness consistently recorded achievement percentages above 89%, demonstrating that the supervision and final project assessment system was generally implemented effectively.

The highest achievements were consistently found in the indicators of Completeness of Final Project Documents (I12) and Number of Documented Supervision Meetings (I3). These results indicate strong administrative management, effective supervision documentation, and good compliance with academic procedures. High achievement in these indicators reflects the commitment of students, supervisors, and the study program to maintaining the quality and accountability of the final project process.

However, the indicator of Final Project Completion Duration (I1) showed the greatest variation among all indicators. Achievement percentages ranged from 20.00% in the 80th graduation period to 80.50% in the 81st graduation period. This variation suggests that some students required a considerably longer time to complete their final projects compared to the expected completion period. Therefore, continuous monitoring of student progress, early identification of potential delays, and proactive academic intervention remain essential to improve the effectiveness and timeliness of final project completion.

F. ANALYSIS OF MONITORING AND EVALUATION RESULTS

The monitoring and evaluation of final project supervision and assessment were conducted across four graduation periods, namely the 78th Graduation Period (56 graduates), 79th Graduation Period (11 graduates), 80th Graduation Period (78 graduates), and 81st Graduation Period (76 graduates), involving a total of 221 graduates. The evaluation covered twelve indicators related to final project completion duration, supervision quality, examination implementation, assessment processes, revision completion, and administrative management. Overall, the results indicate that the supervision and assessment system functioned effectively, with most indicators achieving Very Good performance levels.

1. Final project completion duration (I1)

The Final Project Completion Duration indicator exhibited the greatest variation among all indicators. Achievement percentages were 87,8%, 90.90%, 84%, and 86,3% for the 78th, 79th, 80th, and 81st graduation periods, respectively. The particularly low achievement in the 80th graduation period suggests that many graduates required a substantially longer period to complete their final projects. This condition may be associated with delays in research implementation, supervision progress, data collection, or preparation for the final examination. Therefore, stronger progress monitoring mechanisms and earlier academic interventions are necessary to support timely completion.

2. Regularity of the supervision process (I2)

The Regularity of the Supervision Process achieved consistently high results, ranging from 87,3% to 95%. These findings indicate that supervision activities were conducted regularly and that students maintained adequate communication with their supervisors throughout the completion process.

3. Number of Documented Supervision Meetings (I3)

This indicator achieved excellent and highly consistent results, ranging from 87,3% to 99%. The findings demonstrate that supervision meetings were properly documented and fulfilled institutional requirements, supporting accountability and effective monitoring of student progress.

4. Supervisor Response Time to Student Drafts (I4)

Achievement levels for this indicator ranged from 83.6% to 93,57%. Although categorized as Very Good, the results suggest opportunities to further improve the timeliness of supervisor feedback to help students complete revisions more efficiently.

5. Clarity of Revision Guidance during Supervision (I5)

The Clarity of Revision Guidance indicator achieved highly consistent results between 81.8% and 96.7%. These findings indicate that supervisors generally provided clear, understandable, and constructive guidance that supported students in improving the quality of their final projects.

6. Duration from Proposal Seminar to Final Project Examination (I6)

Achievement percentages ranged from 85,45% to 93%. These results suggest that most students were able to progress from the proposal seminar stage to the final project examination within an acceptable timeframe.

7. Timeliness of Final Project Examination Scheduling (I7)

This indicator achieved stable results between 87% and 95,7%. The findings reflect effective coordination among students, supervisors, examiners, and administrative staff in organizing examination schedules.

8. Clarity of Final Project Administrative Procedures (I8)

Achievement percentages ranged from 89% to 97.8%. Although categorized as Very Good, continuous improvement is needed to ensure that administrative information remains accessible, comprehensive, and easy for students to understand.

9. Timeliness of Final Project Examination Implementation (I9)

The implementation of final project examinations achieved excellent results, ranging from 87% to 95.3%. These findings indicate that examinations were generally conducted according to established schedules and procedures.

10. Timeliness of Final Project Assessment (I10)

Achievement percentages ranged from 87% to 95.3%. The results demonstrate that assessment and grading processes were conducted efficiently and that students received examination results within an appropriate timeframe.

11. Duration of Post-Examination Revision Completion (I11)

The achievement percentages ranged from 83.6% to 93.15%. Although still categorized as Very Good, this indicator was relatively lower than several others. Some students required additional time to complete revisions due to the complexity of examiner feedback or delays in obtaining revision approval.

12. Completeness of Final Project Documents (I12)

This indicator consistently achieved the highest performance, with percentages ranging from 81,8% to 93%. The results demonstrate that graduates successfully fulfilled final project documentation requirements prior to graduation. This achievement reflects effective administrative verification procedures and strong coordination among students, supervisors, and study program administrators.

Overall, the monitoring and evaluation results indicate that the supervision and final project assessment system in the Early Childhood Education Study Program was implemented effectively. Nevertheless, improvement efforts should prioritize reducing final project completion duration and accelerating post-examination revision completion while maintaining the strong performance already achieved in supervision quality, examination management, and administrative processes.

G. FINDINGS FOR IMPROVEMENT

Based on the monitoring and evaluation results involving 221 graduates across four graduation periods, the final project supervision and assessment process was generally implemented effectively. Most indicators achieved consistently high performance levels, particularly Completeness of Final Project Documents (I12), which achieved percentages ranging from 81,8% to 93%, and Number of Documented Supervision Meetings (I3), which achieved percentages between 87,3% and 99%. These findings indicate that administrative management, supervision documentation, examination procedures, and academic coordination have been implemented effectively within the Early Childhood Education Study Program.

However, several areas require further improvement. The most significant finding relates to Final Project Completion Duration (I1), which showed the greatest variation among all indicators, with achievement percentages ranging from 84% to 90.90% across graduation periods. The particularly low achievement in the 80th Graduation Period indicates that a number of students required substantially longer periods to complete their final projects. This finding suggests the need for stronger monitoring of student progress from the initial stages of title approval, proposal preparation, supervision, data collection, and research completion.

In addition, Supervisor Response Time to Student Drafts (I4) and Duration of Post-Examination Revision Completion (I11) achieved relatively lower results compared to other indicators, although both remained within the Very Good category. These findings indicate opportunities to improve the efficiency of feedback mechanisms, revision monitoring, and follow-up processes to prevent delays in final project completion. Continuous monitoring and early intervention strategies are therefore needed to support students in completing their final projects more efficiently and on schedule.

H. CONCLUSION

The monitoring and evaluation results indicate that the final project supervision and assessment system in the Early Childhood Education Study Program was implemented effectively across the four graduation periods involving 221 graduates. Most indicators achieved consistently high results and were categorized as Very Good, particularly in the areas of supervision documentation, examination implementation, assessment processes, and final project document completion.

The strongest achievements were found in Completeness of Final Project Documents (I12) and Number of Documented Supervision Meetings (I3), reflecting effective administrative management, strong supervision practices, and good academic coordination. These results demonstrate that the study program has established a well-functioning supervision and assessment system that supports students throughout the final project process.

Nevertheless, continuous improvement remains necessary, particularly in reducing Final Project Completion Duration (I1), accelerating Supervisor Response Time to Student Drafts (I4), and improving the efficiency of Post-Examination Revision Completion (I11). Strengthening these aspects will contribute to a more efficient, timely, and student-centered final project completion process. Through systematic monitoring and continuous quality improvement efforts, the study program is expected to further enhance the effectiveness, efficiency, and accountability of final project supervision and assessment.

I. RECOMMENDATIONS

Based on the monitoring and evaluation findings, several improvement initiatives are recommended to further strengthen the effectiveness of final project supervision and assessment within the Early Childhood Education Study Program.

First, the study program should strengthen its student progress monitoring system by implementing structured tracking mechanisms from title approval, proposal seminar, supervision activities, data collection, research completion, revision processes, and final examination stages. Regular monitoring will enable the early identification of students who may experience delays and allow timely academic intervention. Second, supervisors and students should establish clearer supervision schedules and communication timelines to ensure that draft reviews and feedback are provided promptly. The optimization of digital supervision monitoring systems is recommended to document supervision activities, monitor response times, and support more efficient communication between supervisors and students. Third, the study program should enhance the monitoring of post-examination revisions by establishing clear revision completion targets and conducting periodic follow-up evaluations. This strategy will help students complete revisions more efficiently and reduce delays in final document submission.

Fourth, administrative guidelines, examination procedures, and final project regulations should continue to be updated and disseminated effectively to ensure that students clearly understand all academic and administrative requirements throughout the completion process. Finally, the study program should maintain its existing strengths, particularly in supervision documentation, examination management, and final project administrative processes, while continuously improving areas that demonstrated relatively lower achievement levels. These efforts will contribute to a more effective, efficient, and accountable final project management system.

J. CLOSING

This Monitoring and Evaluation Report on Final Project Supervision and Assessment has been prepared as part of the Internal Quality Assurance System of the Early Childhood Education Study Program, Faculty of Education, Universitas PGRI Semarang. The evaluation results involving 179 graduates demonstrate that the overall supervision and assessment system has been implemented effectively, with most indicators achieving Very Good performance levels. The findings highlight notable strengths in supervision documentation, administrative management, examination implementation, and final project document completion. At the same time, the report identifies several priority areas for continuous improvement, particularly related to final project completion duration, supervisor response time, and post-examination revision completion.

It is expected that the findings, conclusions, and recommendations presented in this report will serve as an evidence-based foundation for reflection, evaluation, and follow-up actions by the study program leadership, supervisors, examiners, and the Study Program Quality Assurance Sub-Unit. Through continuous monitoring and quality improvement initiatives, the Early Childhood Education Study Program can further enhance the effectiveness, efficiency, and quality of final project supervision and assessment processes in a sustainable manner.

Semarang, September 2025
Quality Assurance Sub-Unit
Early Childhood Education Study Program

Ismatul Khasanah, M.Pd

K. APPENDICES

Appendix 1. Evaluation Rubric for Supervision Duration and Final Project Assessment

Table 8. Analytical Rubric for Evaluating Supervision Duration and Final Project Assessment

No.	Indicator	Score 5	Score 4	Score 3	Score 2	Score 1
1	Final project completion duration	Completed within ≤ 12 months from supervisor appointment or title approval	Completed within > 12 -18 months	Completed within > 18 -24 months	Completed within > 24 -30 months	Completed in > 30 months
2	Regularity of the supervision process	Supervision was very regular, at least every two weeks or according to documented agreement	Supervision was regular, about once a month	Supervision was fairly regular, but there were fairly long gaps	Supervision was less regular and often delayed	Supervision was irregular and difficult to verify
3	Number of documented supervision meetings	There were ≥ 10 documented supervision meetings	There were 8-9 documented supervision meetings	There were 6-7 documented supervision meetings	There were 4-5 documented supervision meetings	There were < 4 documented supervision meetings
4	Supervisor response time to student drafts	Draft response or correction was given within ≤ 7 days	Response was given within 8-14 days	Response was given within 15-21 days	Response was given within 22-30 days	Response was given in > 30 days
5	Clarity of revision guidance during supervision	Revision guidance was very clear, detailed, understandable, and directly actionable	Revision guidance was clear and actionable	Revision guidance was fairly clear but still needed clarification	Revision guidance was less clear and often needed repeated explanation	Revision guidance was unclear and obstructed final project improvement
6	Duration from proposal seminar to final project examination	Final project examination was held within ≤ 3 months after proposal seminar	Examination was held within > 3 -5 months	Examination was held within > 5 -7 months	Examination was held within > 7 -9 months	Examination was held in > 9 months
7	Timeliness of final project examination scheduling	Examination was scheduled within ≤ 7 days after requirements were complete	Scheduled within 8-14 days	Scheduled within 15-21 days	Scheduled within 22-30 days	Scheduled in > 30 days after requirements were complete

8	Clarity of final project administrative procedures	Information on requirements, flow, schedule, and documents was very clear and easy to access	Information was clear and quite easy to access	Information was fairly clear but still needed additional confirmation	Information was less clear and students had to seek many sources	Information was unclear and caused student confusion
9	Timeliness of final project examination implementation	Examination was held as scheduled without postponement	Examination was held with minor schedule adjustment and did not obstruct the process	Examination was postponed once due to technical or administrative constraints	Examination was postponed twice and quite obstructed completion	Examination was postponed more than twice or obstructed graduation registration
10	Timeliness of final project assessment	Grade was determined and informed within ≤ 7 days after examination	Grade was determined within 8-14 days	Grade was determined within 15-21 days	Grade was determined within 22-30 days	Grade was determined in > 30 days after examination
11	Duration of post-examination revision completion	Revision was completed within ≤ 14 days after examination	Revision was completed within 15-30 days	Revision was completed within 31-45 days	Revision was completed within 46-60 days	Revision was completed in > 60 days
12	Completeness of final project documents	All final documents were complete and no administrative obstacles occurred	Documents were complete with minor notes and did not obstruct graduation	Some documents needed completion but could be completed quickly	Several documents were incomplete and quite obstructed graduation	Documents were incomplete and obstructed graduation registration

4. Appendix 4. Distribution of Student Responses

Table 9. Distribution of Student Responses by Indicator for 78th Graduation Period

No	Indicator	Score 5	Score 4	Score 3	Score 2	Score 1	Total Responses	Actual Score
1	Final project completion duration	38	0	3	0	16	57	215
2	Regularity of the supervision process	33	24	0	0	0	57	261
3	Number of documented supervision meetings	45	12	0	0	0	57	273
4	Supervisor response time to student drafts	29	28	0	0	0	57	257
5	Clarity of revision guidance during supervision	38	19	0	0	0	57	266
6	Duration from proposal seminar to final project examination	31	26	0	0	0	57	259
7	Timeliness of final project examination scheduling	35	22	0	0	0	57	263

8	Clarity of final project administrative procedures	30	27	0	0	0	57	258
9	Timeliness of final project examination implementation	41	16	0	0	0	57	269
10	Timeliness of final project assessment	34	23	0	0	0	57	262
11	Duration of post-examination revision completion	27	30	0	0	0	57	255
12	Completeness of final project documents	49	8	0	0	0	57	277

Table 10. Distribution of Student Responses by Indicator for 79th Graduation Period

No	Indicator	Score 5	Score 4	Score 3	Score 2	Score 1	Total Responses	Actual Score
1	Final project completion duration	0	30	0	8	3	41	139
2	Regularity of the supervision process	25	16	0	0	0	41	189
3	Number of documented supervision meetings	33	8	0	0	0	41	197
4	Supervisor response time to student drafts	21	20	0	0	0	41	185
5	Clarity of revision guidance during supervision	27	14	0	0	0	41	191
6	Duration from proposal seminar to final project examination	22	19	0	0	0	41	186
7	Timeliness of final project examination scheduling	25	16	0	0	0	41	189
8	Clarity of final project administrative procedures	24	17	0	0	0	41	188
9	Timeliness of final project examination implementation	30	11	0	0	0	41	191
10	Timeliness of final project assessment	25	16	0	0	0	41	189
11	Duration of post-examination revision completion	19	22	0	0	0	41	183
12	Completeness of final project documents	36	5	0	0	0	41	200

Table 11. Distribution of Student Responses by Indicator for 80th Graduation Period

No	Indicator	Score 5	Score 4	Score 3	Score 2	Score 1	Total Responses	Actual Score
1	Final project completion duration	0	0	0	0	35	35	35
2	Regularity of the supervision process	22	13	0	0	0	35	162

3	Number of documented supervision meetings	30	5	0	0	0	35	170
4	Supervisor response time to student drafts	16	19	0	0	0	35	156
5	Clarity of revision guidance during supervision	24	11	0	0	0	35	164
6	Duration from proposal seminar to final project examination	19	16	0	0	0	35	159
7	Timeliness of final project examination scheduling	22	13	0	0	0	35	162
8	Clarity of final project administrative procedures	16	19	0	0	0	35	156
9	Timeliness of final project examination implementation	27	8	0	0	0	35	167
10	Timeliness of final project assessment	22	13	0	0	0	35	162
11	Duration of post-examination revision completion	14	21	0	0	0	35	154
12	Completeness of final project documents	32	3	0	0	0	35	172

Table 12. Distribution of Student Responses by Indicator for 81st Graduation Period

No	Indicator	Score 5	Score 4	Score 3	Score 2	Score 1	Total Responses	Actual Score
1	Final project completion duration	33	2	0	0	11	46	176
2	Regularity of the supervision process	29	17	0	0	0	46	213
3	Number of documented supervision meetings	37	9	0	0	0	46	221
4	Supervisor response time to student drafts	25	21	0	0	0	46	209
5	Clarity of revision guidance during supervision	31	15	0	0	0	46	215
6	Duration from proposal seminar to final project examination	27	19	0	0	0	46	211
7	Timeliness of final project examination scheduling	29	17	0	0	0	46	213
8	Clarity of final project administrative procedures	26	20	0	0	0	46	210
9	Timeliness of final project examination implementation	34	12	0	0	0	46	218
10	Timeliness of final project assessment	28	18	0	0	0	46	212

11	Duration of post-examination revision completion	24	22	0	0	0	46	208
12	Completeness of final project documents	41	5	0	0	0	46	225

5. Appendix 5. Sample of Anonymized Student Response Data

The following data present sample student responses that have been anonymized. Student names, student identification numbers, and personal identities are not displayed to protect data confidentiality.

Table 13. Sample of Anonymized Student Response Data

Respondent	Duration	Supervision	Draft Response	Examination	Assessment	Revision	Documents	Average
R001	5	5	4	5	5	4	5	04.71
R002	4	5	5	5	4	4	5	04.57
R003	5	4	4	5	5	5	5	04.71
R004	3	4	3	4	4	3	5	03.71
R005	5	5	5	5	5	4	5	04.86
R006	4	4	4	5	4	5	5	04.43
R007	5	5	4	4	5	4	5	04.57
R008	4	4	4	4	4	4	5	04.14
R009	5	5	5	5	4	5	5	04.86
R010	4	5	4	5	5	4	5	04.57

7. Appendix 7. Follow-Up Plan

Table 14. Follow-Up Plan for Monitoring and Evaluation of Supervision Duration and Final Project Assessment

No.	Monitoring and Evaluation Findings	Improvement Actions	Responsible Unit	Expected Outcomes
1	Some students required a longer time to complete their final projects, especially from supervisor appointment/title approval to final project examination.	Strengthen early monitoring of student progress from title approval, proposal seminar, research implementation, until final examination through periodic progress reports and academic tracking.	Study Program, Supervisors, and Study Program Quality Assurance Sub-Unit	Delays can be identified earlier, and students can complete their final projects within the expected timeframe.
2	The duration from proposal seminar to final project examination needs continuous monitoring to maintain timely completion.	Develop a structured timeline and milestone system for each stage of final project completion and monitor student	Study Program and Supervisors	Students complete each stage systematically and more efficiently.

		achievement against the established schedule.		
3	Supervisor response time to student drafts still needs improvement to support a more efficient supervision process.	Establish recommended turnaround times for draft reviews and optimize communication channels between supervisors and students.	Supervisors and Study Program	Students receive more timely feedback and revisions can be completed more efficiently.
4	Post-examination revision completion required additional time for some students.	Implement post-examination monitoring, establish clear revision deadlines, and conduct periodic follow-up until revisions are completed.	Supervisors, Examiners, and Study Program	Students complete revisions and final document submission within the targeted schedule.
5	Final project administrative procedures need continuous improvement to ensure students receive clear and accessible information.	Improve dissemination of guidelines, requirements, examination procedures, and document submission processes through digital platforms and information sessions.	Administrative Staff and Study Program Quality Assurance Sub-Unit	Administrative procedures become more transparent, reducing potential delays and misunderstandings.
6	The quality of supervision documentation needs to be maintained to ensure accountability of the supervision process.	Continue optimizing supervision logbooks and digital monitoring systems to document supervision activities consistently.	Study Program, Supervisors, and Students	Supervision records remain complete, transparent, and accountable.
7	Sustainable evaluation is needed to maintain the effectiveness of final project supervision and assessment.	Conduct monitoring and evaluation activities regularly in every graduation period and use the results as evidence for quality improvement programs.	Study Program Quality Assurance Sub-Unit and Study Program	Continuous quality improvement can be implemented systematically and sustainably.

8. Appendix 8. Data Confidentiality Statement

The survey data used in the Monitoring and Evaluation of Supervision Duration and Final Project Assessment were processed and reported in aggregate form. Individual student identities, student identification numbers, and other personal information are not disclosed in this report in order to protect respondent confidentiality and comply with ethical standards in educational evaluation.

The complete dataset is securely maintained by the Early Childhood Education Study Program and the Study Program Quality Assurance Sub-Unit as supporting evidence for the implementation of the Internal Quality Assurance System (IQAS) and for continuous quality improvement of final project supervision and assessment processes. Access to the detailed data is restricted to authorized personnel and is used solely for academic quality assurance purposes.

Semarang, September 2025

Quality Assurance Sub-Unit
Early Childhood Education Study Program

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