

**REPORT
MONITORING AND EVALUATION OF SEMESTER LEARNING
PLAN DOCUMENTS
EVEN SEMESTER 2024/2025**



**QUALITY ASSURANCE SUB-UNIT
ELEMENTARY TEACHER EDUCATION STUDY PROGRAM
FACULTY OF EDUCATION
UNIVERSITAS PGRI SEMARANG
2025**

**REPORT
MONITORING AND EVALUATION OF SEMESTER LEARNING PLAN
DOCUMENTS
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Elementary Teacher Education Study Program QA Sub Unit Team

1. Khusnul Fajriyah, M.Pd.
2. Mira Azizah, M.Pd.

PREFACE

Praise be to God Almighty for His blessings and grace, so that the Monitoring and Evaluation Report of SLP Documents for the Even Semester of the 2024/2025 Academic Year in the Elementary Teacher Education Study Program, Faculty of Education Universitas PGRI Semarang, can be properly completed.

This monitoring and evaluation activity was conducted as part of the implementation of the Internal Quality Assurance System within the Elementary Teacher Education Study Program. The purpose of this activity was to ensure that the SLP documents, hereinafter referred to as SLP, prepared by course lecturers comply with the established academic quality standards and are suitable to be used as guidelines for teaching and learning activities.

The focus of this monitoring and evaluation included the alignment of the SLP with Graduate Learning Outcomes and Course Learning Outcomes, the alignment of learning methods with Graduate Learning Outcomes, the alignment of assessment with Course Learning Outcomes, the availability of teaching materials, the availability of assessment rubrics, the implementation of Student-Centered Learning principles, and the integration of lecturers' research and community service outcomes into the learning plan. We would like to express our sincere gratitude to:

1. The Chairperson of YPLP PT Universitas PGRI Semarang;
2. The Rector of Universitas PGRI Semarang;
3. The Chairperson of the Quality Assurance Institute of Universitas PGRI Semarang;
4. The Dean of the Faculty of Education Universitas PGRI Semarang;
5. The Head of the Elementary Teacher Education Study Program;
6. The Quality Assurance Sub-Unit of the Elementary Teacher Education Study Program;
7. All course lecturers in the Elementary Teacher Education Study Program.

The results of this monitoring and evaluation are expected to serve as a basis for the improvement and refinement of Semester Learning Plan documents. Therefore, the Semester Learning Plan documents used in the teaching and learning process are expected to be aligned with learning outcomes, support active learning implementation, ensure objective assessment, and strengthen the culture of academic quality in the Elementary Teacher Education Study Program, Faculty of Education, Universitas PGRI Semarang.

Semarang, March 2025
Quality Assurance Sub-Unit
Elementary Teacher Education Study Program



Khusnul Fajriyah, M.Pd.

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1. INTRODUCTION

The SLP, or Rencana Pembelajaran Semester (RPS), is an essential academic document used by lecturers as a guideline in implementing the teaching and learning process. An SLP systematically describes the learning design, including learning outcomes, learning materials, teaching methods, student learning experiences, assessment methods, learning resources, and assessment rubrics. Therefore, the quality of SLP documents significantly determines the direction and quality of classroom learning.

Monitoring and evaluation of SLP documents are necessary to ensure that the SLP prepared by course lecturers complies with the established learning quality standards. The SLP does not merely function as an administrative document, but also serves as an academic reference that connects Graduate Learning Outcomes, Course Learning Outcomes, learning methods, assessment, learning resources, and student learning activities.

In the Elementary Teacher Education Study Program, Faculty of Education, Universitas PGRI Semarang, the monitoring and evaluation of SLP documents for the Even Semester of the 2024/2025 Academic Year was conducted by the Quality Assurance Sub-Unit of the Elementary Teacher Education Study Program. This activity was aimed at assessing the readiness and quality of SLP documents to be used by lecturers in the teaching and learning process.

The indicators used in the monitoring and evaluation of SLP documents included the following:

- a. The SLP is prepared in accordance with Graduate Learning Outcomes and Course Learning Outcomes;
- b. The learning methods used support the achievement of Graduate Learning Outcomes;
- c. The assessment is aligned with Course Learning Outcomes;
- d. Teaching materials are available and support the learning process;
- e. Assessment rubrics are available as a basis for objective assessment;
- f. Learning activities apply the principles of Student-Centered Learning;
- g. Learning activities integrate the research and community service outcomes of course lecturers.

The legal and institutional bases for conducting this monitoring and evaluation of SLP documents are as follows:

- a. Law Number 20 of 2003 concerning the National Education System;
- b. Law Number 12 of 2012 concerning Higher Education;
- c. 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;
- d. Internal Quality Assurance System documents of Universitas PGRI Semarang;
- e. Learning Quality Standards of Universitas PGRI Semarang;
- f. Academic policies of the Faculty of Education, Universitas PGRI Semarang;
- g. Academic guidelines of the Elementary Teacher Education Study Program, Faculty of Education Universitas PGRI Semarang.

2. QUALITY STANDARDS FOR MONITORING AND EVALUATION OF SLP DOCUMENTS

The quality standards for monitoring and evaluation of SLP documents were developed to ensure that every SLP used by lecturers in teaching has fulfilled the principles of good learning planning. An SLP must clearly demonstrate the relationship among learning outcomes, learning materials, learning strategies, student learning experiences, assessment, teaching materials, and assessment rubrics.

In an Outcome-Based Education approach, an SLP document must show a clear alignment among Graduate Learning Outcomes, Course Learning Outcomes, Sub-Course Learning Outcomes, learning methods, and assessment. Accordingly, the learning process implemented by lecturers can be directed toward achieving the competencies established by the study program.

The quality standards of SLP documents used in this monitoring and evaluation activity include the following:

- a. The SLP demonstrates alignment between Graduate Learning Outcomes and Course Learning Outcomes;
- b. The learning methods stated in the SLP support the achievement of Graduate Learning Outcomes;
- c. The assessment stated in the SLP is aligned with Course Learning Outcomes;
- d. Teaching materials are listed and support the achievement of learning outcomes;
- e. Assessment rubrics are available as a basis for objective and transparent assessment;
- f. The SLP reflects the implementation of Student-Centered Learning principles;
- g. The SLP includes the integration of lecturers' research and community service outcomes.

3. IMPLEMENTATION OF MONITORING AND EVALUATION OF SLP DOCUMENTS

The monitoring and evaluation of SLP documents was conducted by the Quality Assurance Sub-Unit of the Elementary Teacher Education Study Program, Faculty of Education, Universitas PGRI Semarang. This activity was conducted on the SLP documents of courses offered in the Even Semester of the 2024/2025 Academic Year. Total of 28 courses SLP documents were monitored. Each SLP document was reviewed based on the predetermined indicators. The review was conducted to ensure that each SLP fulfilled the components of learning planning in accordance with the quality standards of the Elementary Teacher Education Study Program.

The stages of the monitoring and evaluation of SLP documents were as follows:

1. The Quality Assurance Sub-Unit of the Study Program prepared the monitoring instrument for SLP documents;
2. Course lecturers submitted or uploaded their SLP documents;
3. The monitoring team reviewed each SLP document based on the established indicators;
4. The monitoring team assigned scores to each indicator;
5. The results were recapitulated in the form of achievement percentages;
6. The monitoring team analyzed the results of the SLP document review;
7. The monitoring team formulated conclusions and follow-up recommendations;
8. The monitoring team prepared the monitoring and evaluation report of SLP documents.

4. INSTRUMENTS AND RUBRICS FOR MONITORING SLP DOCUMENTS

a. Instrument for Monitoring SLP Documents

The instrument for monitoring SLP documents was prepared in the form of questions based on SLP quality indicators. These questions were used to assess the completeness and alignment of the SLP content.

Table 1 *Instrument for Monitoring SLP Documents*

No.	Indicator	Monitoring Question for SLP Document	Evidence Reviewed
1	Alignment of SLP with Graduate Learning Outcomes and Course Learning Outcomes	Has the SLP been prepared in accordance with the Graduate Learning Outcomes and Course Learning Outcomes of the Elementary Teacher Education Study Program?	Formulation of Graduate Learning Outcomes, Course Learning Outcomes, Sub-Course Learning Outcomes, and their alignment in the SLP
2	Alignment of learning methods with Graduate Learning Outcomes	Do the learning methods stated in the SLP support the achievement of Graduate Learning Outcomes?	Learning methods, forms of learning, and student learning experiences
3	Alignment of assessment with Course Learning Outcomes	Is the assessment stated in the SLP aligned with the predetermined Course Learning Outcomes?	Assignments, tests, projects, portfolios, and assessment indicators
4	Availability of teaching materials	Are teaching materials available and supportive of the learning process?	Textbooks, modules, presentation materials, articles, worksheets, and digital learning resources
5	Availability of assessment rubrics	Are assessment rubrics available as a basis for objective assessment?	Rubrics for assignments, presentations, projects, practical work, and portfolios
6	Implementation of Student-Centered Learning	Does the learning design in the SLP apply the principles of Student-Centered Learning?	Discussion, case studies, problem-based learning, project-based learning, and collaborative learning
7	Integration of lecturers' research and community service outcomes	Does the SLP integrate lecturers' research and community service outcomes into materials, case examples, assignments, projects, or teaching materials?	Lecturer research references, community service outcomes, case examples, project topics, and research-based teaching materials

b. Scoring Rubric

The assessment used binary scoring, namely 1 and 0.

Table 2 Scoring Criteria

Score	Criteria
1	The indicator is fulfilled in the SLP document
0	The indicator is not fulfilled or is not clearly visible in the SLP document

The achievement category was determined based on the following percentage ranges.

Table 3 Achievement Category

Percentage Range	Category	Description
85%-100%	Excellent	The SLP document fulfills almost all quality indicators and is appropriate to be used as a learning guideline.
70%-84%	Good	The SLP document fulfills most quality indicators, but some aspects still require improvement.

Percentage Range	Category	Description
55%-69%	Fair	The SLP document fulfills some indicators, but significant improvement is needed.
40%-54%	Poor	The SLP document does not fulfill most quality indicators.
< 40%	Very Poor	The SLP document does not meet the quality standards and requires comprehensive revision.

5. RESULTS OF MONITORING AND EVALUATION OF SLP DOCUMENTS

a. General Recapitulation of Monitoring Results

The results of the monitoring and evaluation of SLP documents in the Elementary Teacher Education Study Program, Faculty of Education, Universitas PGRI Semarang, indicate that the overall quality of SLP documents was categorized as Excellent. Of the seven indicators assessed, all indicators were categorized as Excellent. The highest achievement was found in the indicator of SLP alignment with Graduate Learning Outcomes and Course Learning Outcomes, reaching 100%. This indicates that all reviewed SLP documents had demonstrated alignment between Graduate Learning Outcomes and Course Learning Outcomes. The average achievement of all indicators was 92%, categorized as Excellent.

b. Recapitulation Table of SLP Document Indicator Achievement

Table 4 *Recapitulation of SLP Document Indicator Achievement*

No.	Indicator of SLP Document Monitoring	Number of SLP Documents Fulfilled	Percentage	Category
1	The SLP is prepared in accordance with Graduate Learning Outcomes and Course Learning Outcomes	28 out of 28	100%	Excellent
2	The learning methods used support the achievement of Graduate Learning Outcomes	26 out of 28	93%	Excellent
3	The assessment is aligned with Course Learning Outcomes	26 out of 28	93%	Excellent
4	Teaching materials are available and support the learning process	25 out of 28	89%	Excellent
5	Assessment rubrics are available as a basis for objective assessment	25 out of 28	89%	Excellent
6	Learning activities apply the principles of Student-Centered Learning	26 out of 28	93%	Excellent
7	Learning activities integrate lecturers' research and community service outcomes	24 out of 42	86%	Excellent
	Average	180 out of 196	92%	Excellent

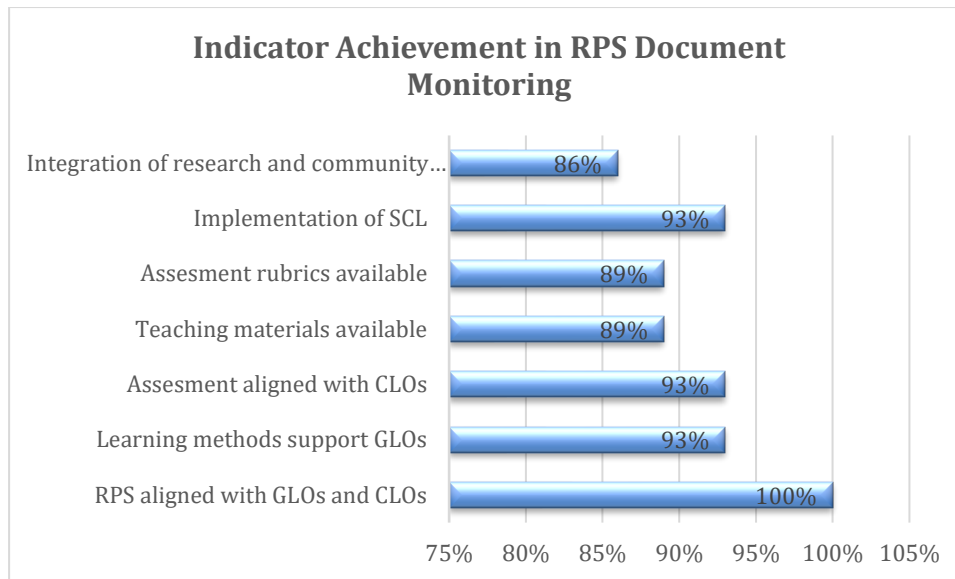


Figure 1 *Indicator Achievement in SLP Document Monitoring*

Based on Figure 1, the highest achievement was found in the indicator of SLP alignment with Graduate Learning Outcomes and Course Learning Outcomes, reaching 100%. This indicates that the SLP documents had been prepared by considering both study program learning outcomes and course learning outcomes. The indicators of learning methods supporting Graduate Learning Outcomes, Assessment aligned with CLOs, and Implementation of SCL reached 93%. These results indicate that most SLP documents had included learning methods, Assessment aligned with CLOs, and Implementation of SCL. Implementation of SCL indicates that most SLP documents had reflected active learning designs, such as discussion, problem solving, presentations, group work, doing projects, and learning reflection. The teaching materials available and assessment rubrics available reached 89%. This shows that most SLP documents had included teaching materials available and assessment rubrics available. The integration of lecturers' research and community service outcomes reached 86%. Although this result was categorized as excellent, the integration of research and community service outcomes into SLP documents should become a priority for improvement in the following semester.

c. Diagram of Indicator Category Composition

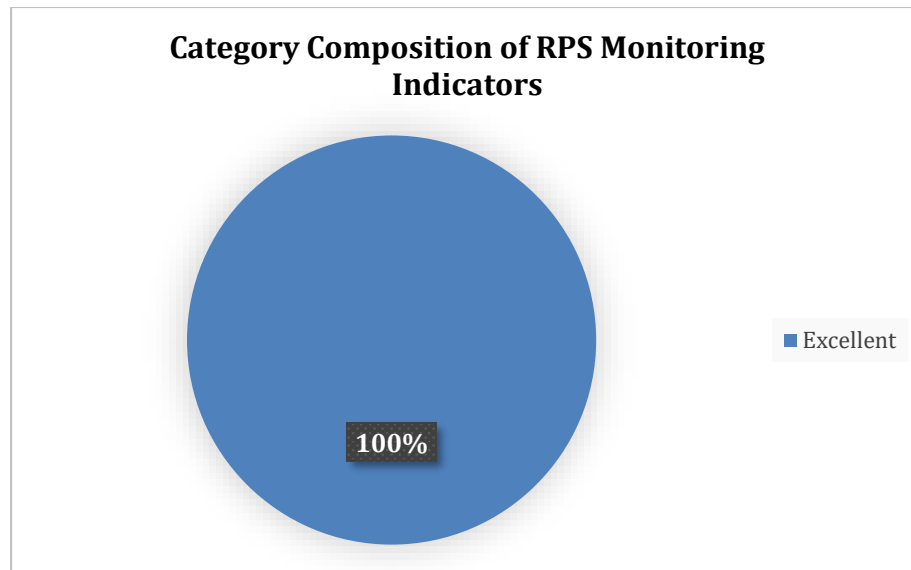


Figure 2 *Category Composition of SLP Monitoring Indicators*

Table 5 *Category Composition of SLP Monitoring Indicators*

Category	Number of Indicators	Percentage
Excellent	7 indicators	100%
Good	0 indicators	0%
Fair	0 indicators	0%
Poor	0 indicators	0%
Very Poor	0 indicators	0%

The diagram shows that all indicators of SLP documents were categorized as Excellent. Therefore, the SLP documents of Elementary Teacher Education Study Program are generally appropriate to be used as guidelines for teaching and learning, but improvement is still required in the areas of assessment rubrics and the integration of lecturers' tridharma activities.

d. Recapitulation of Monitoring Results by SLP Document

The indicator codes used in the following table are I1 for SLP aligned with Graduate Learning Outcomes and Course Learning Outcomes, I2 for learning methods supporting Graduate Learning Outcomes, I3 for assessment aligned with Course Learning Outcomes, I4 for teaching materials availability, I5 for assessment rubric availability, I6 for Student-Centered Learning implementation, and I7 for integration of lecturers' research and community service outcomes.

Table 6 *Recapitulation of Monitoring Results by SLP Document*

No.	Course	Course Lecturers	I1	I2	I3	I4	I5	I6	I7	Score	Percentage	Category
1	Foundations of Education	Filia Prima A., M.Pd. Dr. Kartinah, M.Pd. Prof. Dr. AY. Soegeng, M.Pd. Dr. Asep Ardiyanto, M.Or.	1	1	1	1	1	1	1	7/7	100%	Excellent
2	Arithmetic and Algebra for Elementary School	Husni Wahyudi, M.Pd. Ryky Mandar Sary, M.Pd Dr. Bagus Ardi Saputro, M.Pd. Dr. Kartinah, M.Pd.	1	1	1	1	1	1	1	7/7	100%	Excellent
3	Indonesian Language Skills	Dr. Lina Putriyanti, M.Pd Drs. Suyitno, M.Pd Muhammad Arif Budiman, M.Hum. Mei Fita Asri Untari, M.Pd.	1	1	1	1	1	1	1	7/7	100%	Excellent
4	Basic Concepts of Physics	Arfilia Wijayanti, M.Pd. Fine Reffiane, M.Pd Choirul Huda, M.Pd. Henry Januar Saputra, M.Pd. Duwi Nuvitalia M.Pd. Ferina Agustini, M.Pd. Dr. Siti Patonah, M.Pd.	1	1	1	1	1	1	1	7/7	100%	Excellent
5	Basic Concepts of Civics for Elementary School	Veryliana Purnamasari, M.Pd Drs. Kiswoyo, M.M. Intan Rahmawati, M.Pd. Drs. Kiswoyo, M.M.	1	1	1	0	1	1	1	6/7	85%	Excellent
6	Development of Basic Concepts of Social Studies	Dr. Iin Purnamasari, M.Pd Husna Fahritsani, M.Pd Dr. Wawan Priyanto, M.Pd.	1	1	1	1	1	1	1	7/7	100%	Excellent
7	Pancasila Education	Drs. Kiswoyo, M.M.	1	1	1	1	1	0	1	6/7	85%	Excellent
8	Indonesian Language	Muhajir, M.Hum.	1	0	1	1	0	1	1	5/7	71%	Good
9	Indonesian Language Learning In Elementary School	Mei Fita Asri Untari, M.Pd. Ikha Listyarini, M.Hum Mudzanatun, M.Pd. Drs. Suyitno, M.Pd	1	1	1	1	1	1	1	7/7	100%	Excellent
10	Social Studies Learning In Elementary School	Khusnul Fajriyah, M.Pd Qoriati Mushafanah, M.Pd. Dr. Wawan Priyanto, M.Pd.	1	1	1	1	1	1	1	7/7	100%	Excellent
11	Mathematics Learning In Elementary School	Dr. Joko Suliyanto, M.Pd. Aries Tika Damayanti, M.Pd. Fajar Cahyadi, M.Pd.	1	1	1	1	1	1	1	7/7	100%	Excellent
12	Physical Education in	Dr. Asep Ardiyanto, M.Or.	1	1	1	0	1	1	1	6/7	85%	Excellent

No.	Course	Course Lecturers	I1	I2	I3	I4	I5	I6	I7	Score	Percentage	Category
	Elementary School	Veryliana Purnamasari, M.Pd.										
13	Music Education	Purwadi, M.Pd. Prasena Arisyanto, M.Pd.	1	1	1	1	0	1	1	6/7	85%	Excellent
14	Fine Arts Education	Rofian, M.Pd. Singgih Adhi Prasetyo, M.Pd	1	1	1	1	1	1	1	7/7	100%	Excellent
15	Research Statistics	Ervina Eka Subekti, M.Pd. Sukanto, M.Pd. Dr. Bagus Ardi Saputro, M.Pd Husni Wahyudi, M.Pd.	1	1	1	1	1	1	1	7/7	100%	Excellent
16	Explorative Studies	Henry Januar Saputra, M.Pd. Dr. Joko Sulianto, M.Pd. Dr. Lina Putriyanti, M.Pd. Dr. Ryky Mandar Sary, M.Pd.	1	1	1	1	1	1	0	6/7	85%	Excellent
17	English	Dr. Rahmawati Sukmaningrum, M.Pd.	1	1	0	1	0	1	1	5/7	71%	Good
18	School Internship	All Of Lecture	1	1	1	1	1	1	1	7/7	100%	Excellent
19	Student Development	Dr. Riris Setyo Sundari, M.Pd. Dr. Ryky Mandar Sari, M.Pd. Eka Sari Setianingsih, M.Pd. Qoriati Mushafanah, M.Pd	1	1	1	1	1	1	1	7/7	100%	Excellent
20	Learning Evaluation for Elementary School	M. Yusuf Setya W., M.Pd. Husni Wakhyudin, M.Pd.	1	1	1	1	1	1	1	7/7	100%	Excellent
21	Thematic Learning	Mira Azizah, M.Pd. Khusnul Fajriyah, M.Pd Arfilia Wijayanti, M.Pd. Mira Azizah, M.Pd. Henry Januar S., M.Pd.	1	1	1	1	1	1	1	7/7	100%	Excellent
22	Curriculum Development	Filia Prima Artharina, M.Pd Sukanto, M.Pd. Mudzanatun, M.Pd. Drs. Suyitno, M.Pd.	1	1	1	1	1	1	1	7/7	100%	Excellent
23	Learning Theories	Sunan Baedowi, M.Pd. Duwi Nuvitalia, M.Pd. Drs. Suyitno, M.Pd.	1	1	1	1	1	0	1	6/7	85%	Excellent
24	English Language Learning In Elementary School	Dr. Riris Setyo Sundari, M.Pd. Dr. Wawan Priyanto, M.Pd.	1	1	1	1	1	1	1	7/7	100%	Excellent

No.	Course	Course Lecturers	I1	I2	I3	I4	I5	I6	I7	Score	Percentage	Category
25	School-Based Management	Choirul Huda, M.Ed. Filia Prima A., M.Pd. M. Aniq Khairul basyar, M.Hum. Mira Azizah, M.Pd.	1	1	1	0	1	1	1	6/7	85%	Excellent
26	Scouting	Mira Azizah, M.Pd. M. Yusuf Setya W., M.Pd.	1	1	0	1	1	1	0	5/7	71%	Good
27	Community Service Program	Henry Janura, M.Pd. Dr. Joko Sulianto, M.Pd. Singgih Adhi P., M.Sn. Rofian, M.Pd. Duwi Nuvitalia, M.Pd. Dr. Lina Putriyanti, M.Pd. Aries Tika Damayani, M.Pd. Asep Ardi. M.Or. Filia Prima A., M.Pd.	1	1	1	1	1	1	0	6/7	85%	Excellent
28	Final Project	All of lectures	1	0	1	1	1	1	0	5/7	71%	Good

e. Analysis of Results by Indicator

For the indicator that the SLP is prepared in accordance with Graduate Learning Outcomes and Course Learning Outcomes, the achievement reached 100%. This shows that all SLP documents had clearly stated the relationship between Graduate Learning Outcomes and Course Learning Outcomes. This achievement is a major strength in the learning planning system of the Elementary Teachers Study Program. For the indicator that learning methods support the achievement of Graduate Learning Outcomes, the achievement reached 93%. This indicates that most SLP documents had included learning methods that were appropriate to the characteristics of the courses and supportive of the achievement of Graduate Learning Outcomes. However, one SLP document still needs to clarify the alignment between learning methods and Graduate Learning Outcomes.

For the indicator that assessment is aligned with Course Learning Outcomes, the achievement reached 93%. This shows that most SLP documents had included forms of assessment that were aligned with Course Learning Outcomes. However, 2 SLP document still needs to refine the mapping between assessment and Course Learning Outcomes to ensure more focused assessment. For the indicator of the availability of teaching materials, the achievement reached 89%. This result indicates that most SLP documents had listed relevant teaching materials. However, 3 SLP documents still need to clarify or complete their teaching materials to better support the learning process.

For the indicator of the availability of assessment rubrics as a basis for objective assessment, the achievement reached 89%. This indicates that assessment rubrics were available in most SLP documents. Nevertheless, 3 SLP documents still need to complete or clarify their assessment rubrics, particularly for assignments, presentations, projects, portfolios, and practical work. For the indicator of the implementation of Student-Centered Learning, the achievement reached 93%. This indicates that most SLP documents had designed learning activities centered on students. However, 2 SLP documents still need to more clearly describe active student learning activities so that the implementation of SCL is more visible in the SLP. For the indicator of integrating lecturers' research and community service outcomes, the achievement reached 86%. This shows that most SLP documents had integrated lecturers' research and community service

outcomes into learning through materials, case studies, assignments, projects, or references. However, 4 SLP documents still need to strengthen this aspect.

f. Findings of SLP Document Monitoring and Evaluation

Based on the monitoring and evaluation of SLP documents, the following findings were identified:

1. All SLP documents demonstrated alignment with Graduate Learning Outcomes and Course Learning Outcomes.
2. Most SLP documents had included learning methods that support the achievement of Graduate Learning Outcomes.
3. Most assessments stated in the SLP documents were aligned with Course Learning Outcomes.
4. Teaching materials were available in most SLP documents, but 3 SLP documents still need improvement in this aspect.
5. Assessment rubrics were available in most SLP documents, but 3 SLP documents still need to clarify or complete the rubrics.
6. Student-Centered Learning principles were reflected in most learning designs stated in the SLP documents.
7. The integration of lecturers' research and community service outcomes still needs to be strengthened, as 4 SLP documents did not yet show this integration clearly.
8. In general, the SLP documents of the Elementary Teacher Education Study Program were categorized as Excellent and were appropriate to be used as learning guidelines.

6. CONCLUSION

Based on the results of the monitoring and evaluation of SLP documents for the Even Semester of the 2024/2025 Academic Year in the Elementary Teacher Education Study Program, Faculty of Education, Universitas PGRI Semarang, it can be concluded that the overall quality of the SLP documents was categorized as Excellent. The average achievement of SLP document monitoring indicators was 92%. The highest achievement was found in the indicator of SLP alignment with Graduate Learning Outcomes and Course Learning Outcomes, reaching 100%. This indicates that the SLP documents had been prepared in accordance with the learning outcome orientation of both the study program and the courses. The indicators of learning methods supporting Graduate Learning Outcomes, Assessment aligned with CLOs, and Implementation of SCL reached 93%. The indicator of teaching materials availability and Assessment rubrics available reached 89%. Meanwhile, the indicator of integrating lecturers' research and community service outcomes and the availability of assessment rubrics reached 86%, was categorized as excellent. Therefore, this aspect should become a major concern in the follow-up improvement of SLP documents in the following semester.

7. RECOMMENDATIONS

Based on the results of the monitoring and evaluation of SLP documents, the following recommendations are proposed:

- a. The Elementary Teacher Education Study Program must maintain the quality of the SLP.
- b. The teaching methods used must support the achievement of Graduate Learning Outcomes.

- c. Teaching materials in the SLP must be updated to ensure they remain relevant to developments in science, technological advances, and learning needs
- d. Assessment rubrics should be attached or described in more detail in the SLP, particularly for assignments, projects, presentations, practical work, portfolios, and examinations
- e. Course lecturers must enhance the integration of research outcomes and community service into the SLP, whether in the form of teaching materials, case studies, references, or student assignments.
- f. Course lecturers should improve the integration of research and community service outcomes into the SLP, whether in the form of teaching materials, case studies, references, assignments, or student projects.

8. CLOSING

This Monitoring and Evaluation Report of SLP Documents was prepared as part of the implementation of the Internal Quality Assurance System in the Elementary Teacher Education Study Program, Faculty of Education, Universitas PGRI Semarang. The monitoring and evaluation results indicate that the SLP documents used by lecturers in teaching were generally categorized as Excellent. Nevertheless, continuous improvement remains necessary, particularly in the completeness of teaching materials, the availability of assessment rubrics, the strengthening of Student-Centered Learning, and the integration of lecturers' research and community service outcomes. This report is expected to serve as a basis for reflection and follow-up actions for the study program, course lecturers, and the Quality Assurance Sub-Unit of the Elementary Teacher Education Study Program in improving the quality of SLP documents and maintaining sustainable academic quality.

9. APPENDICES

Appendix 1. Instrument for Monitoring SLP Documents

Table A1 *Instrument for Monitoring SLP Documents*

No.	Indicator	Monitoring Question	Score 1	Score 0
1	The SLP is prepared in accordance with Graduate Learning Outcomes and Course Learning Outcomes	Does the SLP clearly state Graduate Learning Outcomes, Course Learning Outcomes, and the relationship between them?	Available and appropriate	Not available/not clear
2	Learning methods support the achievement of Graduate Learning Outcomes	Do the learning methods in the SLP support the achievement of Graduate Learning Outcomes?	Available and appropriate	Not available/not appropriate
3	Assessment is aligned with Course Learning Outcomes	Is the assessment in the SLP aligned with Course Learning Outcomes?	Available and appropriate	Not available/not appropriate
4	Teaching materials are available and support the learning process	Does the SLP list relevant teaching materials that can be used by students?	Available and supportive	Not available/not clear
5	Assessment rubrics are available as a basis for objective assessment	Are assessment rubrics available in the SLP or as attachments to the SLP?	Available and clear	Not available/not clear
6	Learning applies Student-Centered Learning principles	Do the learning activities in the SLP show active student involvement in the learning process?	Available and clear	Not available/not clear
7	Integration of lecturers' research and community service outcomes	Does the SLP include the integration of lecturers' research and/or community service outcomes?	Available and clear	Not available/not clear

Appendix 2. Recapitulation of SLP Document Monitoring Results by Course

Note: 1 means that the indicator was fulfilled, while 0 means that the indicator was not fulfilled or was not clearly visible.

Table A2 *Recapitulation of SLP Document Monitoring Results by Course*

No.	Course	I1	I2	I3	I4	I5	I6	I7	Score	Percentage	Category
1	Foundations of Education	1	1	1	1	1	1	1	7/7	100%	Excellent
2	Arithmetic and Algebra for Elementary School	1	1	1	1	1	1	1	7/7	100%	Excellent
3	Indonesian Language Skills	1	1	1	1	1	1	1	7/7	100%	Excellent
4	Basic Concepts of Physics	1	1	1	1	1	1	1	7/7	100%	Excellent
5	Basic Concepts of Civics for Elementary School	1	1	1	0	1	1	1	6/7	85%	Excellent
6	Development of Basic Concepts of Social Studies	1	1	1	1	1	1	1	7/7	100%	Excellent
7	Pancasila Education	1	1	1	1	1	0	1	6/7	85%	Excellent
8	Indonesian Language	1	0	1	1	0	1	1	5/7	71%	Good
9	Indonesian Language Learning In Elementary School	1	1	1	1	1	1	1	7/7	100%	Excellent
10	Social Studies Learning In Elementary School	1	1	1	1	1	1	1	7/7	100%	Excellent
11	Mathematics Learning In Elementary School	1	1	1	1	1	1	1	7/7	100%	Excellent
12	Physical Education In Elementary School	1	1	1	0	1	1	1	6/7	85%	Excellent
13	Music Education	1	1	1	1	0	1	1	6/7	85%	Excellent
14	Fine Arts Education	1	1	1	1	1	1	1	7/7	100%	Excellent
15	Research Statistics	1	1	1	1	1	1	1	7/7	100%	Excellent
16	Explorative Studies	1	1	1	1	1	1	0	6/7	85%	Excellent
17	English	1	1	0	1	0	1	1	5/7	71%	Good

No.	Course	I1	I2	I3	I4	I5	I6	I7	Score	Percentage	Category
18	School Internship	1	1	1	1	1	1	1	7/7	100%	Excellent
19	Student Development	1	1	1	1	1	1	1	7/7	100%	Excellent
20	Learning Evaluation for Elementary School	1	1	1	1	1	1	1	7/7	100%	Excellent
21	Thematic Learning	1	1	1	1	1	1	1	7/7	100%	Excellent
22	Curriculum Development	1	1	1	1	1	1	1	7/7	100%	Excellent
23	Learning Theories	1	1	1	1	1	0	1	6/7	85%	Excellent
24	English Language Learning In Elementary School	1	1	1	1	1	1	1	7/7	100%	Excellent
25	School-Based Management	1	1	1	0	1	1	1	6/7	85%	Excellent
26	Scouting	1	1	0	1	1	1	0	5/7	71%	Good
27	Community Service Program	1	1	1	1	1	1	0	6/7	85%	Excellent
28	Final Project	1	0	1	1	1	1	0	5/7	71%	Good

Table A3 Recapitulation of Indicator Fulfillment

Indicator	Number Fulfilled	Total SLP Documents	Percentage
I1	28	28	100%
I2	26	28	93%
I3	26	28	93%
I4	25	28	89%
I5	25	28	89%
I6	26	28	93%
I7	24	28	86%
Total	180	196	92%

Appendix 3. List of Monitored SLP Documents

Table A4

List of Monitored SLP Documents

No.	Course	Course Lecturers	SLP Document Status	Notes
1	Foundations of Education	Filia Prima A., M.Pd. Dr. Kartinah, M.Pd. Prof. Dr. AY. Soegeng, M.Pd. Dr. Asep Ardiyanto, M.Or.	Available	Complete
2	Arithmetic and Algebra for Elementary School	Husni Wahyudi, M.Pd. Ryky Mandar Sary, M.Pd Dr. Bagus Ardi Saputro, M.Pd. Dr. Kartinah, M.Pd.	Available	Complete
3	Indonesian Language Skills	Dr. Lina Putriyanti, M.Pd Drs. Suyitno, M.Pd Muhammad Arif Budiman, M.Hum. Mei Fita Asri Untari, M.Pd.	Available	Complete
4	Basic Concepts of Physics	Arfilia Wijayanti, M.Pd. Fine Reffiane, M.Pd Choirul Huda, M.Pd. Henry Januar Saputra, M.Pd. Duwi Nuvitalia M.Pd. Ferina Agustini, M.Pd. Dr. Siti Patonah, M.Pd.	Available	Complete
5	Basic Concepts of Civics for Elementary School	Veryliana Purnamasari, M.Pd Drs. Kiswoyo, M.M. Intan Rahmawati, M.Pd. Drs. Kiswoyo, M.M.	Available	Teaching materials available needs strengthening
6	Development of Basic Concepts of Social Studies	Dr. Iin Purnamasari, M.Pd Husna Fahrītsani, M.Pd Dr. Wawan Priyanto, M.Pd.	Available	Complete
7	Pancasila Education	Drs. Kiswoyo, M.M.	Available	Implementation of SCL needs strengthening
8	Indonesian Language	Muhajir, M.Hum.	Available	Learning methods support GLOs and Assessment rubrics available needs strengthening
9	Indonesian Language Learning In Elementary School	Mei Fita Asri Untari, M.Pd. Ikha Listyarini, M.Hum Mudzanatun, M.Pd. Drs. Suyitno, M.Pd	Available	Complete
10	Social Studies Learning In Elementary School	Khusnul Fajriyah, M.Pd Qoriati Mushafanah, M.Pd. Dr. Wawan Priyanto, M.Pd.	Available	Complete

No.	Course	Course Lecturers	SLP Document Status	Notes
11	Mathematics Learning In Elementary School	Dr. Joko Suliyanto, M.Pd. Aries Tika Damayanti, M.Pd. Fajar Cahyadi, M.Pd.	Available	Complete
12	Physical Education In Elementary School	Dr. Asep Ardiyanto, M.Or. Verylana Purnamasari, M.Pd.	Available	Teaching materials available needs strengthening
13	Music Education	Purwadi, M.Pd. Prasena Arisyanto, M.Pd.	Available	Assessment rubrics available needs strengthening
14	Fine Arts Education	Rofian, M.Pd. Singgih Adhi Prasetyo, M.Pd	Available	Complete
15	Research Statistics	Ervina Eka Subekti, M.Pd. Sukamto, M.Pd. Dr. Bagus Ardi Saputro, M.Pd Husni Wahyudi, M.Pd.	Available	Complete
16	Explorative Studies	Henry Januar Saputra, M.Pd. Dr. Joko Sulianto, M.Pd. Dr. Lina Putriyanti, M.Pd. Dr. Ryky Mandar Sary, M.Pd.	Available	Integration of research and community service needs strengthening
17	English	Dr. Rahmawati Sukmaningrum, M.Pd.	Available	Assessment aligned with CLOs and Assessment rubrics available needs strengthening
18	School Internship	All Of Lecture	Available	Complete
19	Student Development	Dr. Riris Setyo Sundari, M.Pd. Dr. Ryky Mandar Sari, M.Pd. Eka Sari Setianingsih, M.Pd. Qoriati Mushafanah, M.Pd	Available	Complete
20	Learning Evaluation for Elementary School	M. Yusuf Setya W., M.Pd. Husni Wakhyudin, M.Pd.	Available	Complete
21	Thematic Learning	Mira Azizah, M.Pd. Khusnul Fajriyah, M.Pd Arfilia Wijayanti, M.Pd. Mira Azizah, M.Pd. Henry Januar S., M.Pd.	Available	Complete
22	Curriculum Development	Filia Prima Artharina, M.Pd Sukamto, M.Pd. Mudzanatun, M.Pd. Drs. Suyitno, M.Pd.	Available	Complete
23	Learning Theories	Sunan Baedowi, M.Pd. Duwi Nuvitalia, M.Pd. Drs. Suyitno, M.Pd.	Available	Assessment rubrics available
24	English Language Learning In Elementary School	Dr. Riris Setyo Sundari, M.Pd. Dr. Wawan Priyanto, M.Pd.	Available	Complete

No.	Course	Course Lecturers	SLP Document Status	Notes
25	School-Based Management	Choirul Huda, M.Ed. Filia Prima A., M.Pd. M. Aniq Khairul basyar, M.Hum. Mira Azizah, M.Pd.	Available	Teaching materials available needs strengthening Assessment aligned with CLOs and Integration of research and community service needs strengthening
26	Scouting	Mira Azizah, M.Pd. M. Yusuf Setya W., M.Pd.	Available	Assessment aligned with CLOs and Integration of research and community service needs strengthening
27	Community Service Program	Henry Janura, M.Pd. Dr. Joko Sulianto, M.Pd. Singgih Adhi P., M.Sn. Rofian, M.Pd. Duwi Nuvitalia, M.Pd. Dr. Lina Putriyanti, M.Pd. Aries Tika Damayani, M.Pd. Asep Ardi. M.Or. Filia Prima A., M.Pd.	Available	Integration of research and community service needs strengthening
28	Final Project	All Of Lecture	Available	Learning methods support GLOs and Integration of research and community service needs strengthening

Appendix 4. Recapitulation of Teaching Material Availability in SLP Documents

Table A5 *Teaching Material Availability in SLP Documents*

No.	Course	Teaching Material Status	Types of Teaching Materials Listed	Notes
1	Foundations of Education	Available	Textbooks, Presentation materials	Fulfilled
2	Arithmetic and Algebra for Elementary School	Available	Textbooks, Presentation materials, exercises	Fulfilled
3	Indonesian Language Skills	Available	Textbooks, Presentation materials	Fulfilled
4	Basic Concepts of Physics	Available	Modules, Presentation materials, exercises	Fulfilled
5	Basic Concepts of Civics for Elementary School	Not yet clear	Teaching materials have not been specified	Needs completion
6	Development of Basic Concepts of Social Studies	Available	Textbooks, Presentation materials	Fulfilled
7	Pancasila Education	Available	Textbooks, Presentation materials	Fulfilled
8	Indonesian Language	Available	Textbooks, Presentation materials	Fulfilled
9	Indonesian Language Learning In Elementary School	Available	Presentation materials, journal articles	Fulfilled
10	Social Studies Learning In Elementary School	Available	Presentation materials, journal articles	Fulfilled

No.	Course	Teaching Material Status	Types of Teaching Materials Listed	Notes
11	Mathematics Learning In Elementary School	Available	Presentation materials, exercises	Fulfilled
12	Physical Education In Elementary School	Not yet clear	Teaching materials have not been specified	Needs completion
13	Music Education	Available	Presentation materials, journal articles, digital teaching materials	Fulfilled
14	Fine Arts Education	Available	Presentation materials, journal articles, digital teaching materials	Fulfilled
15	Research Statistics	Available	Presentation materials, journal articles, exercises	Fulfilled
16	Explorative Studies	Available	Handbook, Presentation materials, digital teaching materials	Fulfilled
17	English	Available	Handbook, Presentation materials, digital teaching materials	Fulfilled
18	School Internship	Available	Handbook, Presentation materials, rubrics	Fulfilled
19	Student Development	Available	Textbooks, Presentation materials	Fulfilled
20	Learning Evaluation for Elementary School	Available	Presentation materials, journal articles	Fulfilled
21	Thematic Learning	Available	Presentation materials	Fulfilled
22	Curriculum Development	Available	Presentation materials	Fulfilled
23	Learning Theories	Available	Textbooks, Presentation materials	Fulfilled
24	English Language Learning In Elementary School	Available	Presentation materials	Fulfilled
25	School-Based Management	Not yet clear	Teaching materials have not been specified	Needs completion
26	Scouting	Available	Presentation materials	Fulfilled
27	Community Service Program	Available	Handbook, Presentation materials, digital teaching materials	Fulfilled
28	Final Project	Available	Handbook	Fulfilled

Table A6 *Recapitulation of Teaching Material Availability*

Status	Number of SLP Documents	Percentage
Teaching materials are available and supportive	25	89%
Teaching materials are not yet clear/need completion	3	11%
Total	28	100%

Appendix 5. Recapitulation of Assessment Rubric Availability in SLP Documents

Table A7 *Assessment Rubric Availability in SLP Documents*

No.	Course	Assessment Rubric Status	Types of Rubrics Listed	Notes
1	Foundations of Education	Available	Assignment and test rubrics	Fulfilled
2	Arithmetic and Algebra for Elementary School	Available	Assignment and test rubrics	Fulfilled
3	Indonesian Language Skills	Available	Assignment and test rubrics	Fulfilled
4	Basic Concepts of Physics	Available	Practice and product rubrics	Fulfilled
5	Basic Concepts of Civics for Elementary School	Available	Assignment and test rubrics	Fulfilled
6	Development of Basic Concepts of Social Studies	Available	Learning tool development rubrics	Fulfilled
7	Pancasila Education	Available	Assignment and test rubrics	Fulfilled
8	Indonesian Language	Not yet clear	Not specified	Needs completion
9	Indonesian Language Learning In Elementary School	Available	Learning tool development rubrics	Fulfilled
10	Social Studies Learning In Elementary School	Available	Learning tool development rubrics	Fulfilled
11	Mathematics Learning In Elementary School	Available	Learning tool development rubrics	Fulfilled
12	Physical Education In Elementary School	Not yet clear	Not specified	Needs completion
13	Music Education	Available	project rubrics	Fulfilled
14	Fine Arts Education	Available	project rubrics	Fulfilled
15	Research Statistics	Available	Assignment and exercise rubrics	Fulfilled
16	Explorative Studies	Available	product rubrics	Fulfilled
17	English	Not yet clear	Not specified	Needs completion
18	School Internship	Available	Practice and product rubrics	Fulfilled
19	Student Development	Available	Assignment and test rubrics	Fulfilled
20	Learning Evaluation for Elementary School	Available	Assignment and test rubrics	Fulfilled
21	Thematic Learning	Available	Assignment and test rubrics	Fulfilled
22	Curriculum Development	Available	Assignment and test rubrics	Fulfilled
23	Learning Theories	Available	Assignment and test rubrics	Fulfilled
24	English Language Learning In Elementary School	Available	Learning tool development rubrics	Fulfilled
25	School-Based Management	Available	Assignment and test rubrics	Fulfilled
26	Scouting	Available	Practice and product rubrics	Fulfilled
27	Community Service Program	Available	Practice and product rubrics	Fulfilled
28	Final Project	Available	product rubrics	Fulfilled

Table A8 *Recapitulation of Assessment Rubric Availability*

Status	Number of SLP Documents	Percentage
Assessment rubrics are available	25	89%
Rubrics are not yet clear/need completion	3	11%
Total	28	100%

Appendix 6. Recapitulation of Research and Community Service Integration in SLP Documents

Table A9 *Research and Community Service Integration in SLP Documents*

No.	Course	Research/Community Service Integration Status	Form of Integration in the SLP	Notes
1	Foundations of Education	Integrated	The application of educational principles in the implementation of teaching	Fulfilled
2	Arithmetic and Algebra for Elementary School	Integrated	The application of arithmetic and algebra in elementary school education	Fulfilled
3	Indonesian Language Skills	Integrated	Examples and references relating to research on Indonesian language skills in elementary students	Fulfilled
4	Basic Concepts of Physics	Integrated	Reference materials and conceptual understanding	Fulfilled
5	Basic Concepts of Civics for Elementary School	Integrated	References and examples of teaching practices in elementary schools	Fulfilled
6	Development of Basic Concepts of Social Studies	Integrated	Examples of the development of teaching materials	Fulfilled
7	Pancasila Education	Integrated	Reference materials and conceptual understanding	Fulfilled
8	Indonesian Language	Integrated	Reference materials and conceptual understanding	Fulfilled
9	Indonesian Language Learning in Elementary School	Integrated	Examples of the development of teaching materials	Fulfilled
10	Social Studies Learning in Elementary School	Integrated	Examples of the development of teaching materials	Fulfilled
11	Mathematics Learning in Elementary School	Integrated	Examples of the development of teaching materials	Fulfilled
12	Physical Education in Elementary School	Integrated	Examples of physical education exercises in elementary schools	Fulfilled
13	Music Education	Integrated	Examples of arts performances	Fulfilled
14	Fine Arts Education	Integrated	Examples of arts performances	Fulfilled
15	Research Statistics	Integrated	Research-based data analysis practice	Fulfilled
16	Explorative Studies	Not yet clear	Research/community service integration is not yet clearly visible	Needs strengthening
17	English	Integrated	Reference materials and conceptual understanding	Fulfilled
18	School Internship	Integrated	The implementation of teaching skills	Fulfilled
19	Student Development	Integrated	Learning strategies for children with special needs	Fulfilled
20	Learning Evaluation for Elementary School	Integrated	Research-based data analysis practice	Fulfilled
21	Thematic Learning	Integrated	References and examples of teaching practices in elementary schools	Fulfilled

No.	Course	Research/Community Service Integration Status	Form of Integration in the SLP	Notes
22	Curriculum Development	Integrated	Learning tools based on studies and community service outcomes	Fulfilled
23	Learning Theories	Integrated	Learning tools based on studies and community service outcomes	Fulfilled
24	English Language Learning in Elementary School	Integrated	Learning tools based on studies and community service outcomes	Fulfilled
25	School-Based Management	Integrated	Learning tools based on studies and community service outcomes	Fulfilled
26	Scouting	Not yet clear	Research/community service integration is not yet clearly visible	Needs strengthening
27	Community Service Program	Not yet clear	Research/community service integration is not yet clearly visible	Needs strengthening
28	Final Project	Not yet clear	Research/community service integration is not yet clearly visible	Needs strengthening

Table A10 *Recapitulation of Research and Community Service Integration*

Status	Number of SLP Documents	Percentage
Research/community service integration is clearly visible	24	86%
Integration is not yet clear/needs strengthening	4	14%
Total	28	100%