

**MONITORING AND EVALUATION REPORT OF
MID-TERM AND FINAL EXAMINATION IMPLEMENTATION
BASED ON STUDENT SURVEY
ODD SEMESTER 2024/2025**



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

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MID-TERM AND FINAL EXAMINATION IMPLEMENTATION
BASED ON STUDENT SURVEY
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Elementary Teacher Education Study Program QA Sub Unit Team

1. Khusnul Fajriyah, M.Pd.
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PREFACE

Praise be to God Almighty for His blessings and grace, so that the Monitoring and Evaluation Report of Mid-Term and Final Examination Implementation Based on Student Survey in the Elementary Teacher Education Study Program, Faculty of Education, Universitas PGRI Semarang, Odd Semester 2024/2025, can be properly completed. This monitoring and evaluation activity was conducted as part of the implementation of the Internal Quality Assurance System within the Elementary Teacher Education Study Program. The activity aimed to obtain information regarding the implementation of assessment from the perspective of students, particularly related to the implementation of the Mid-Term Examination and Final Examination.

The aspects evaluated in this report include the timeliness of assessment, transparency of assessment, remedial implementation, and learning outcome analysis. These aspects were selected because they represent important elements in ensuring that assessment is conducted fairly, clearly, and in accordance with academic quality standards. The Mid-Term Examination and Final Examination are presented separately in this report. This separation is necessary because the two examinations take place at different points in the semester and have different academic characteristics. The Mid-Term Examination reflects the implementation of assessment in the middle of the semester, while the Final Examination reflects the implementation of assessment at the end of the semester.

The results in this report are not interpreted as a linear continuous improvement from the Mid-Term Examination to the Final Examination. Instead, they are interpreted as two different assessment moments with different academic contexts. For example, remedial implementation may be relatively limited during the Mid-Term Examination period, while learning outcome analysis may be more limited after the Final Examination due to the focus on final grading and score submission. This report is expected to serve as a basis for reflection, evaluation, and follow-up actions in improving the quality of assessment implementation. The results also serve as supporting evidence for internal quality assurance and accreditation purposes.

Semarang, March 17, 2025

Quality Assurance Sub-Unit

Elementary Teacher Education Study Program

A handwritten signature in blue ink, appearing to read 'Khusnul Fajriyah', is centered on the page. The signature is fluid and cursive.

Khusnul Fajriyah, M.Pd.

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A. INTRODUCTION

Assessment is an essential part of the teaching and learning process in higher education. Through assessment, lecturers can identify the extent to which students have achieved the expected learning outcomes. Assessment also provides information for lecturers and study programs to evaluate the effectiveness of the learning process. In the Elementary Teacher Education Study Program, monitoring and evaluation of examination implementation are conducted as part of the Internal Quality Assurance System. This activity is intended to ensure that the implementation of assessment is not only carried out administratively, but also reflects fairness, transparency, accountability, and follow-up actions for student learning development.

This report focuses on the implementation of Mid-Term Examination and Final Examination based on student survey responses. Unlike the assessment document review report, this report emphasizes students' perceptions of how examinations and assessment processes were implemented in practice. The Mid-Term Examination and Final Examination are treated as two separate assessment moments. The Mid-Term Examination represents assessment implementation in the middle of the semester, while the Final Examination represents assessment implementation at the end of the semester. Therefore, the results of both surveys are presented separately and interpreted according to their respective contexts.

The indicators used in this monitoring and evaluation include timeliness of assessment, transparency of assessment, remedial implementation, and learning outcome analysis. These four indicators were used to obtain a comprehensive picture of the quality of assessment implementation from the student perspective. The monitoring and evaluation activity involved 472 active students of the Elementary Education Study Program and covered the implementation of assessment in 27 out of the 42 courses for Mid-Term Examination, and 386 active students of the Elementary Education Study Program and cover 28 out of the 42 courses offered in the Odd Semester 2024/2025. The results are expected to support quality improvement in the implementation of examinations and assessment practices in the study program.

The legal and institutional bases for this monitoring and evaluation activity include Law Number 20 of 2003 concerning the National Education System, Law Number 12 of 2012 concerning Higher Education, Regulation of the Minister of Higher Education, Science, and Technology of the Republic of Indonesia Number 39 of 2025 concerning Quality Assurance in Higher Education, Internal Quality Assurance System documents of Universitas PGRI Semarang, Learning and Assessment Quality Standards of Universitas PGRI Semarang, and academic guidelines of the Elementary Teacher Education Study Program, Faculty of Education, Universitas PGRI Semarang.

B. OBJECTIVES OF MONITORING AND EVALUATION

The monitoring and evaluation of Mid-Term and Final Examination implementation aimed to obtain student feedback regarding the implementation of assessment during the Odd Semester 2024/2025. This activity was conducted to identify students' perceptions of the timeliness of assessment, including the suitability of examination implementation with the scheduled time, clarity of examination information, and timeliness of score announcement.

This activity also aimed to evaluate the transparency of assessment. Transparency in this context refers to the clarity of assessment criteria, the extent to which students understand the basis for grading, and the clarity of score interpretation. Another objective was to evaluate remedial implementation. This indicator assessed whether lecturers provided opportunities for improvement, remedial activities, or follow-up learning when students had not achieved the expected learning outcomes.

In addition, this monitoring and evaluation aimed to identify the implementation of learning outcome analysis. This aspect includes feedback on examination results, explanation of common student

difficulties, and the use of examination results to support further learning improvement. The results of this monitoring and evaluation are expected to provide input for lecturers, the study program, and the Quality Assurance Sub-Unit in strengthening assessment implementation, improving feedback mechanisms, and enhancing student learning support.

C. METHOD OF MONITORING AND EVALUATION

The monitoring and evaluation activity was conducted using a student survey method. The survey was designed to capture students' experiences and perceptions regarding the implementation of Mid-Term Examination and Final Examination. The survey was administered separately for the Mid-Term Examination and Final Examination. The Mid-Term Examination survey was used to capture the implementation of assessment during the middle of the semester, while the Final Examination survey was used to capture the implementation of assessment at the end of the semester.

The survey instrument consisted of 16 statements grouped into four indicators. Each indicator consisted of four statements. The indicators included timeliness of assessment, transparency of assessment, remedial implementation, and learning outcome analysis. The survey was completed by 472 active students of the Elementary Teacher Education Study Program. With four items for each indicator and a four-point Likert scale, the maximum score for each indicator was 7,552. The maximum score for the overall instrument was 30,208. The scale used in the survey was a four-point Likert scale. Students selected one response that best represented their experience in each course. The response options consisted of Strongly Agree, Agree, Disagree, and Strongly Disagree.

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

The achievement percentage was calculated based on the proportion of positive assessment results from the survey responses. The category of achievement was determined using the following criteria.

Percentage Range	Category	Description
85%–100%	Excellent	Examination implementation has been carried out very well and meets the quality standard.
70%–84%	Good	Examination implementation has been carried out well, but some aspects still need improvement.
55%–69%	Fair	Examination implementation is fairly good, but several aspects require follow-up.
40%–54%	Poor	Examination implementation has not been optimal and requires improvement.
< 40%	Very Poor	Examination implementation has not met the quality standard and requires comprehensive improvement.

The survey covered 27 courses in the Elementary Teacher Education Study Program. The course list and lecturers are presented in Appendix 1 to support traceability of the monitoring and evaluation process.

D. STUDENT SURVEY INSTRUMENT

The student survey instrument was developed to evaluate the implementation of assessment from the student perspective. The instrument consisted of four main indicators, namely timeliness of assessment, transparency of assessment, remedial implementation, and learning outcome analysis.

The first indicator is timeliness of assessment. This indicator evaluates whether the examination was implemented according to schedule, whether information on examination procedures was clearly communicated, and whether examination scores were announced within a reasonable time. The second

indicator is transparency of assessment. This indicator evaluates whether lecturers explained assessment criteria, whether students understood the basis for grading, and whether examination scores were understandable based on the stated criteria. The third indicator is remedial implementation. This indicator evaluates whether lecturers provided opportunities for remedial activities, improvement, or follow-up learning when students did not achieve the expected results. The fourth indicator is learning outcome analysis. This indicator evaluates whether lecturers provided feedback on examination results, explained common difficulties or weaknesses found in student answers, and used examination results to support further learning improvement.

No.	Indicator	Item Numbers	Number of Items
1	Timeliness of assessment	1, 2, 3, 4	4
2	Transparency of assessment	5, 6, 7, 8	4
3	Remedial implementation	9, 10, 11, 12	4
4	Learning outcome analysis	13, 14, 15, 16	4
	Total	1–16	16

E. RESULTS OF MID-TERM EXAMINATION IMPLEMENTATION SURVEY

1. General Recapitulation of Mid-Term Examination Implementation

The student survey results show that the implementation of the Mid-Term Examination was generally categorized as Excellent. The average achievement of the four indicators was 86.99%. This result indicates that the Mid-Term Examination implementation had been carried out properly, although some aspects still required follow-up.

The highest achievement in the Mid-Term Examination implementation was timeliness of assessment which reached 88.14%. This demonstrates the discipline and commitment of the lecturers and students in implementing learning activities. The lowest achievement was found in remedial implementation, which reached 84.10%. This result indicates that remedial activities or follow-up learning after the Mid-Term Examination were not yet implemented evenly across all courses. This condition is understandable because the Mid-Term Examination occurs in the middle of the semester, when lecturers may still focus on continuing course materials and completing the remaining learning plan.

2. Indicator Achievement of Mid-Term Examination Implementation

No.	Indicator	Actual Score	Maximum Score	Achievement	Category
1	Timeliness of assessment	6656	7,552	88.14%	Excellent
2	Transparency of assessment	6648	7,552	88.03%	Excellent
3	Remedial implementation	6351	7,552	84.10%	Good
4	Learning outcome analysis	6622	7,552	87.69%	Excellent
	Average	26277	30,208	86.99%	Excellent

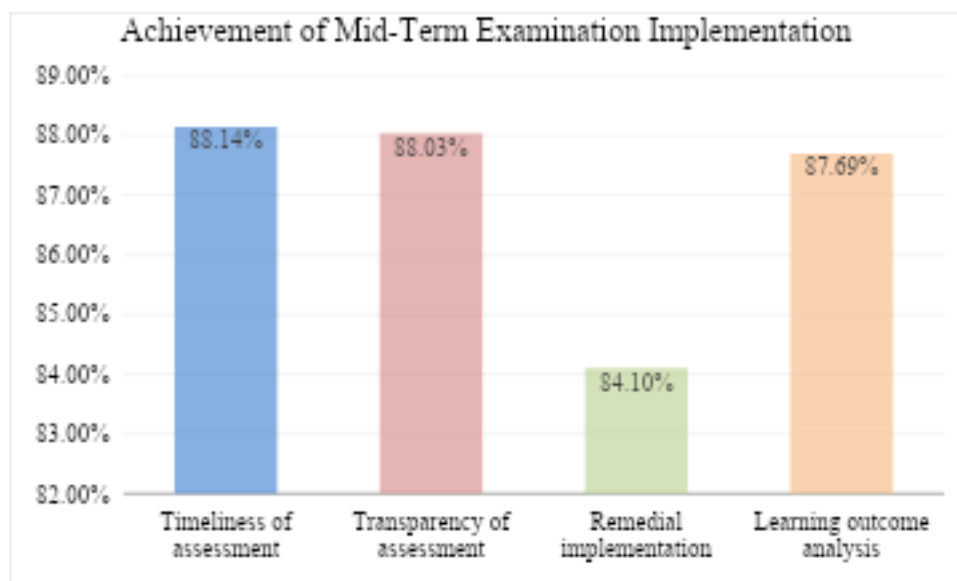


Figure 1. Achievement of Mid-Term Examination Implementation Indicators

3. Analysis of Mid-Term Examination Implementation

The timeliness of assessment achieved 88.14% and was categorized as Excellent. This indicates that the Mid-Term Examination was generally conducted according to schedule and that technical information regarding the examination was communicated to students. However, the score announcement process still needs to be strengthened so that students can receive timely feedback after the examination.

The transparency of assessment achieved 88.03% and was categorized as Excellent. This shows that students perceived assessment criteria, grading components, and the basis of assessment as clearly communicated. This achievement indicates that lecturers had implemented transparent assessment practices during the Mid-Term Examination.

The remedial implementation indicator achieved 84.10% and was categorized as Good. This was the lowest achievement in the Mid-Term Examination implementation survey. This condition indicates that remedial activities, score improvement mechanisms, or follow-up learning after the Mid-Term Examination were not yet consistently implemented. Since the Mid-Term Examination is conducted in the middle of the semester, remedial implementation may be limited by the need to continue the remaining course materials.

The learning outcome analysis indicator achieved 87.69% and was categorized as Excellent. This indicates that several lecturers had provided feedback or discussed student examination results. However, the analysis of learning outcomes still needs to be strengthened, especially in explaining common mistakes, identifying difficult topics, and using examination results as a basis for improving the next learning activities.

4. Findings of Mid-Term Examination Implementation

The Mid-Term Examination implementation was generally conducted properly. Students perceived that timeliness assessment was very strong. However, remedial implementation after the Mid-Term Examination still needs improvement. The relatively low achievement of remedial implementation indicates that not all courses provided structured remedial activities or learning follow-up after the Mid-Term Examination. Learning outcome analysis was categorized as Excellent, but still needs to be strengthened so that examination results can be used more effectively to improve student learning during the remaining part of the semester.

F. RESULTS OF FINAL EXAMINATION IMPLEMENTATION SURVEY

1. General Recapitulation of Final Examination Implementation

The indicators used in this monitoring and evaluation include timeliness of assessment, transparency of assessment, remedial implementation, and learning outcome analysis. These four indicators were used to obtain a comprehensive picture of the quality of assessment implementation from the student perspective. The monitoring and evaluation activity involved 386 active students of the Elementary Education Study Program and covered the implementation of assessment in 28 out of the 42 courses offered in the Odd Semester 2024/2025. With four items for each indicator and a four-point Likert scale, the maximum score for each indicator was 6,176. The maximum score for the overall instrument was 24,704. The results are expected to support quality improvement in the implementation of examinations and assessment practices in the study program.

The student survey results show that the implementation of the Final Examination was generally categorized as Excellent. The average achievement of the four indicators was 90.17%. This result indicates that the Final Examination implementation was carried out very well based on student perceptions. The highest achievements were found in timeliness of assessment, reaching 93.54%. This indicates that the Final Examination was conducted according to schedule and that assessment criteria were clearly communicated to students.

The lowest achievement was found in learning outcome analysis, which reached 86.10%. This result indicates that although the Final Examination was implemented well in terms of timeliness, transparency, and remedial or follow-up mechanisms, the analysis of final learning outcomes still needs to be strengthened. This condition is understandable because the Final Examination is conducted at the end of the semester, when lecturers are often focused on final grading, score submission, and academic reporting.

2. Indicator Achievement of Final Examination Implementation

No.	Indicator	Actual Score	Maximum Score	Achievement	Category
1	Timeliness of assessment	5,777	6,176	93.54%	Excellent
2	Transparency of assessment	5,601	6,176	90.69%	Excellent
3	Remedial implementation	5,580	6,176	90.35%	Excellent
4	Learning outcome analysis	5,314	6,176	86.10%	Excellent
	Average	5,568	24,704	90.17%	Excellent

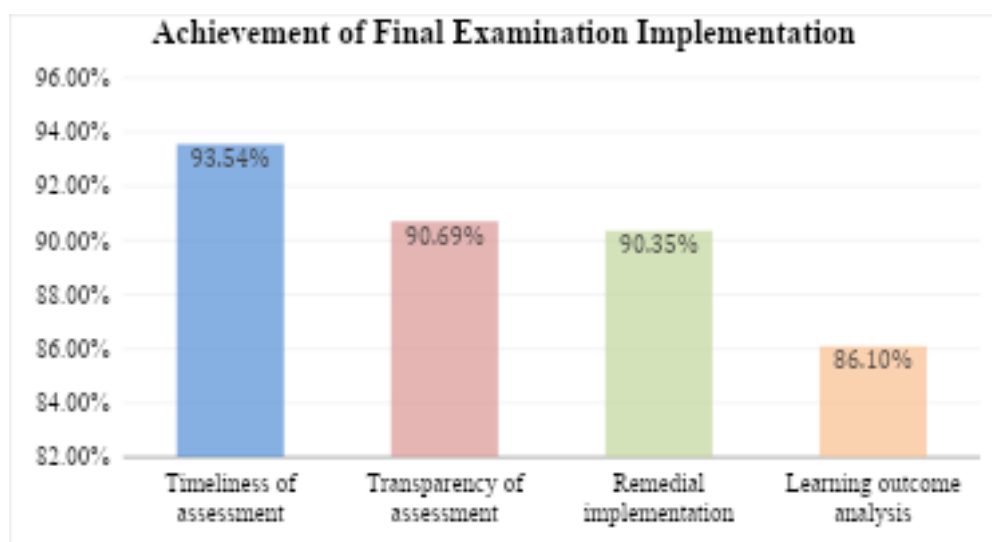


Figure 2. Achievement of Final Examination Implementation Indicators

3. Analysis of Final Examination Implementation

The timeliness of assessment achieved 93.54% and was categorized as Excellent. This indicates that the Final Examination was implemented according to the academic schedule and that technical information was clearly communicated to students. The end-of-semester examination schedule is generally more structured, which supports stronger timeliness in assessment implementation.

The transparency of assessment achieved 90.69% and was categorized as Excellent. This result shows that students clearly understood the assessment criteria and grading basis in the Final Examination. This achievement indicates consistency in transparent assessment practices across courses.

The remedial implementation indicator achieved 90.35% and was categorized as Excellent. In the context of the Final Examination, remedial implementation may refer to clarification, score confirmation, final learning follow-up, or opportunities for completing assessment requirements according to academic rules. This high achievement indicates that students perceived the follow-up mechanism after the Final Examination as clear and fair.

The learning outcome analysis indicator achieved 86.10% and was categorized as Excellent. This was the lowest achievement in the Final Examination implementation survey. The result indicates that comprehensive feedback and learning outcome analysis after the Final Examination were not yet fully optimal. This condition may occur because the Final Examination is conducted at the end of the semester, when lecturers must complete final grading and administrative score submission within a limited time.

4. Findings of Final Examination Implementation

The Final Examination implementation showed strong achievements in timeliness, transparency and remedial implementation. Students perceived that the examination was conducted according to schedule and that assessment criteria were clearly communicated. The remedial or follow-up mechanism after the Final Examination was also perceived positively. However, the learning outcome analysis indicator requires further attention. Feedback and analysis after the Final Examination need to be strengthened so that students can better understand their learning achievement, common weaknesses, and areas for improvement.

G. CONTEXTUAL ANALYSIS OF MID-TERM AND FINAL EXAMINATION IMPLEMENTATION

The results of the Mid-Term Examination and Final Examination surveys should not be interpreted as a simple linear improvement from one examination to the next. Instead, the results represent two different assessment moments with different academic contexts. The Mid-Term Examination is conducted in the middle of the semester. At this stage, lecturers are still continuing the learning process and completing the remaining course materials. Therefore, remedial implementation after the Mid-Term Examination may not yet be fully structured or evenly implemented across all courses. This explains why the remedial implementation indicator in the Mid-Term Examination survey reached 88.08%.

The Final Examination is conducted at the end of the semester. At this stage, examination implementation tends to be more structured, especially in terms of schedule, grading, and academic administration. This explains why timeliness of assessment and transparency of assessment in the Final Examination reached 93.54% and 90.69%. However, because the Final Examination occurs at the end of the semester, lecturers may have limited time to provide comprehensive learning outcome analysis after the examination. This explains why learning outcome analysis in the Final Examination survey reached 86.10%.

No.	Indicator	Mid-Term Examination	Final Examination	Interpretation
1	Timeliness of assessment	88.14%	93.54%	Final Examination implementation was more structured in terms of schedule and score administration.
2	Transparency of assessment	88.03%	90.69%	Assessment criteria and grading basis were consistently communicated clearly.
3	Remedial implementation	84.10%	90.35%	Remedial or follow-up after Mid-Term Examination was still limited, while final follow-up mechanisms were more visible.
4	Learning outcome analysis	87.69%	86.10%	Learning outcome analysis after Final Examination was more limited due to final grading and score submission.
	Average	86.99%	90.17%	The results reflect different academic contexts of assessment implementation.

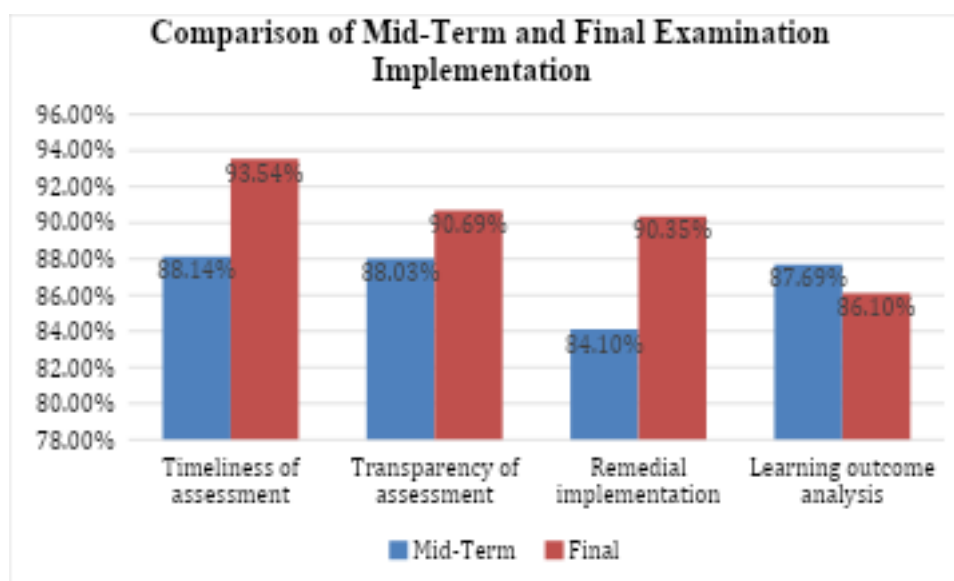


Figure 3. Comparison of Mid-Term and Final Examination Implementation Indicators

The comparison shows that each assessment moment has its own strengths and areas for improvement. The Mid-Term Examination had strong transparency, but remedial implementation still needed attention. The Final Examination had strong timeliness, transparency, and remedial or follow-up mechanisms, but learning outcome analysis still required improvement. Thus, the interpretation of the data should be contextual. The purpose of this monitoring and evaluation is not merely to show improvement from Mid-Term Examination to Final Examination, but to identify the specific quality issues that arise in each assessment period.

H. CONCLUSION

Based on the monitoring and evaluation results, the implementation of Mid-Term Examination and Final Examination in the Elementary Teacher Education Study Program during the Academic Year 2024/2025 was generally carried out well.

The Mid-Term Examination implementation achieved an average score of 86.99% and was categorized as Excellent. The highest achievement in the Mid-Term Examination implementation was found in the examination was conducted according to the schedule determined by the study program or course lecturer, which reached 88.14%, while the lowest achievement was found in remedial implementation at 84.10%.

The Final Examination implementation achieved an average score of 90.17% and was categorized as Excellent. The highest achievements were found in timeliness of assessment, reaching 93.54%, while the lowest achievement was found in learning outcome analysis at 86.10%.

The results indicate that the Mid-Term Examination and Final Examination have different implementation characteristics. The Mid-Term Examination needs strengthening in remedial implementation, while the Final Examination needs strengthening in learning outcome analysis. Overall, the monitoring and evaluation results show that assessment implementation in the Elementary Teacher Education Study Program has been carried out in accordance with quality assurance principles. However, several aspects still require follow-up to ensure that assessment not only measures achievement but also supports student learning improvement.

I. RECOMMENDATIONS

1. The study program needs to strengthen the mechanisms for conducting mid-term and end-of-semester examinations.
2. Lecturers need to use the results of mid-term examinations as a basis for identifying students' learning difficulties.
3. Transparency in assessment must be improved. Lecturers must explain the assessment criteria, assessment components and the basis for determining grades to students.
4. The Quality Assurance Unit must continue to conduct separate student surveys regarding the conduct of Mid-Term Exams and Final Exams to improve the quality of learning within the academic programme

J. CLOSING

This Monitoring and Evaluation Report of Mid-Term and Final Examination Implementation Based on Student Survey was prepared as part of the Internal Quality Assurance System of the Elementary Teacher Education Study Program, Faculty of Education, Universitas PGRI Semarang. The results show that the implementation of assessment has generally been carried out well. The student survey results show that the implementation of the Mid-Term and Final Examination was generally categorized as Excellent. This report is expected to serve as a basis for reflection, evaluation, and follow-up actions for the Elementary Teacher Education Study Program, course lecturers, and the Quality Assurance Sub-Unit in improving the quality of assessment implementation.

K. APPENDICES

1. Appendix 1. List of Courses and Course Lecturers

This appendix presents the list of courses included in the student survey on Mid-Term Examination and Final Examination implementation. The survey covered 27 courses for Mid-Term and 28 courses for Final Examination out of the 42 courses offered in the odd semester of the 2024/2025 academic year.

No.	Course	Course Lecturers
1	Professional Ethics in Education	Prof. A.Y. Soengeng, M.Pd.
2	Basic Concepts of Indonesian Language and Literature	Mudzanatun, M.Pd. Mei Fita Asri Untari, M.Pd. Ikha Listyarini, M.Hum
3	Basic Concepts of Natural Sciences Biology	Henry Januar S., M.Pd. Dr. Siti Patonah, M.Pd.
4	Basic Concepts of Social Studies	Qoriati Mushafanah, M.Pd. Dr. Siswanto, M.Pd. Verylana Purnamasari, M.Pd.
5	Basic Concepts of Mathematics	Dr. Bagus Ardi S, M.Pd. Aries Tika Damayani, M.Pd. Dr. Kartinah, M.Pd.
6	Character Education	Dr. Iin Purnamasari, M.Pd. Muh. Aniq KHB, M.Hum. Sunan Baedowi, M.S.I
7	Multicultural Education	Asep Ardiyanto, M.Pd. Muh. Aniq KHB, M.Hum Singgih Adhi Prasetyo, M.Sn.
8	Islamic Religious Education	Sunan Baedowi, M.S.I
9	PGRI Studies	Drs. Suyitno, M.Pd.
10	Children's Literature Appreciation	Ikha Listyarini, M.Hum. Dr. Lina Putriyanti, M.Pd. Mei Fita Asri Untari, M.Pd.
11	Entrepreneurship Fundamentals	Qoriati Mushafanah, M.Pd. Rofian, M.Pd.
12	Geometry And Measurement For Elementary School	Dr. Ryky Mandar Sary, S.Pd., M.Pd Dr. Bagus Ardi Saputro, M.Pd Fajar Cahyadi, M.Pd. Husni Wakhyudin, M.Pd. Dr. Joko Sulianto, M.Pd.
13	Science Learning For Elementary School	Arfilia Wijayanti, M.Pd. Duwi Nuvitalia, M.Pd. Ferina Agustini, M.Pd. Dr. Fine Reffiane, M.Pd.
14	Civics Learning For Elementary School	Intan Rahmawati, M.Pd. Dr. Kiswoyo, M.M.
15	Dance And Drama Education	Prasena Arisyanto, M.Pd. Dr. Riris Setyo Sundari, M.Pd.
16	Statistics	Sukamto, M.Pd. Ervina Eka Subekti, M.Pd. Dr. Kartinah, M.Pd.
17	Civics Education	Nur Cholifah, M.Pd.
18	Learning and Teaching	Mira Azizah, M.Pd. Mudzanatun, M.Pd.
19	Coding Education in Elementary School	Dr. Riris Setyo Sundari, M.Pd. Ervina Eka Subekti, M.Pd. Fajar Cahyadi, M.Pd. Husni Wakhyudin, M.Pd
20	Research Methodology	Dr. Sumarno, M.Pd Choirul Huda, M.Ed. Dr. Kartinah, M.Pd.
21	Inclusive Education	Dr. Asep Ardiyanto, M.Or. Eka Sari Setyaningsih, M.Pd. Khusnul Fajriyah, M.Pd.
22	Lesson Planning	Filia Prima Artharina, M.Pd. Henry Januar Saputra, M.Pd.

		Dr. Lina Putriyanti, M.Pd. Verylana Purnamasari, M.Pd.
23	Graphic Learning Media Elementary Education	M. Yusuf Setia W., M.Pd. Prasena Arisyanto, M.Pd. Dr. Riris Setyo Sundari, M.Pd.
24	Entrepreneurship Workshop	Rofian, M.Pd. Singgih Adi P., M.Pd.
25	Enviromental Education	Diana Endah H., M.Pd. Dr. Fine Reffiane, M.Pd. Henry Januar Saputra, M.Pd.
26	Science and Technology	Choirul Huda, M.Ed. Dr. Siti Patonah, M.Pd.
27	Master of Ceremonies Skills	Duwi Nuvitalia, M.Pd. Drs. Suyitno, M.Pd.

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13	Science Learning For Elementary School	Arfilia Wijayanti, M.Pd. Duwi Nuvitalia, M.Pd. Ferina Agustini, M.Pd. Dr. Fine Reffiane, M.Pd.
14	Civics Learning For Elementary School	Intan Rahmawati, M.Pd. Dr. Kiswoyo, M.M.
15	Dance And Drama Education	Prasena Arisyanto, M.Pd. Dr. Riris Setyo Sundari, M.Pd.
16	Statistics	Sukamto, M.Pd. Ervina Eka Subekti, M.Pd. Dr. Kartinah, M.Pd.
17	Civics Education	Nur Cholifah, M.Pd.
18	Learning and Teaching	Mira Azizah, M.Pd. Mudzanatun, M.Pd.
19	Coding Education in Elementary School	Dr. Riris Setyo Sundari, M.Pd. Ervina Eka Subekti, M.Pd. Fajar Cahyadi, M.Pd. Husni Wakhyudin, M.Pd
20	Research Methodology	Dr. Sumarno, M.Pd

		Choirul Huda, M.Ed. Dr. Kartinah, M.Pd.
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26	Science and Technology	Choirul Huda, M.Ed. Dr. Siti Patonah, M.Pd.
27	Master of Ceremonies Skills	Duwi Nuvitalia, M.Pd. Drs. Suyitno, M.Pd.
28	Microteaching	Arfilia Wijayanti, M.Pd. Aries Tika Damayanti, M.Pd. Choirul Huda, M.Ed. Duwi Nuvitalia, M.Pd. Ervina Eka Subekti, M.Pd. Ferina Agustini, M.Pd. Henry Januar Saputra, M.Pd. Ikha Listyarini, M.Hum. Dr. Joko Sulianto, M.Pd. Mei Fita Asri Untari, M.Pd. Mira Azizah, M.Pd. Qoriati Mushafanah Rofian, M.Pd. Drs. Suyitno, M.Pd.

2. Appendix 2. Student Survey Instrument for Examination Implementation

This appendix presents the student survey instrument used to evaluate the implementation of Mid-Term Examination and Final Examination. The instrument consists of 16 statements grouped into four indicators. Each indicator consists of four statements.

The survey was completed by 472 active students of the Elementary Education Study Program for Mid-Term Examination and 386 active students of the Elementary Education Study Program for Final Examination. The same instrument was used separately for the Mid-Term Examination and the Final Examination so that both assessment moments could be analyzed according to their respective academic contexts.

a. Survey Response Scale

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

The maximum score for each indicator was calculated as follows: 472 students $\times$ 4 items $\times$ 4 = 7,552. The maximum score for the overall instrument was calculated as follows: 472 students $\times$ 16 items $\times$ 4 = 30,208 for Mid-Term.

The maximum score for each indicator was calculated as follows: $386 \text{ students} \times 4 \text{ items} \times 4 = 6,176$. The maximum score for the overall instrument was calculated as follows: $386 \text{ students} \times 16 \text{ items} \times 4 = 24,704$ for Final Examination.

b. Survey Instrument

No.	Indicator	Statement
1	Timeliness of assessment	The examination was conducted according to the schedule determined by the study program or course lecturer.
2	Timeliness of assessment	The lecturer provided clear information about the schedule, technical procedures, and examination requirements before the examination was conducted.
3	Timeliness of assessment	Examination results or scores were announced to students within a reasonable time after the examination.
4	Timeliness of assessment	The lecturer provided assessment-related information in a timely manner, including changes in schedule, technical procedures, or score confirmation.
5	Transparency of assessment	The lecturer explained the components or criteria of examination assessment to students.
6	Transparency of assessment	Students understood the basis used by the lecturer in assessing examination answers.
7	Transparency of assessment	The examination score given by the lecturer could be understood based on the assessment criteria explained previously.
8	Transparency of assessment	Students had access to clear information regarding the weighting, scoring criteria, or grading components used in the examination.
9	Remedial implementation	The lecturer provided opportunities for improvement, remedial activities, or learning follow-up when students had not achieved the expected results.
10	Remedial implementation	The mechanism for remedial activities or score improvement was clearly communicated to students.
11	Remedial implementation	Remedial activities or learning follow-up were carried out fairly and in accordance with applicable rules.
12	Remedial implementation	The lecturer provided appropriate follow-up activities, such as feedback, consultation, additional assignments, or learning reinforcement after the examination.
13	Learning outcome analysis	The lecturer provided feedback on students' examination results, either directly or through learning media.
14	Learning outcome analysis	The lecturer explained common mistakes or learning materials that were not yet mastered by students based on examination results.
15	Learning outcome analysis	Examination results were used as evaluation material to improve students' understanding of subsequent learning materials.
16	Learning outcome analysis	The lecturer used examination results to identify students' learning difficulties and provide recommendations for improvement.

c. Blueprint of the Instrument

No.	Indicator	Item Numbers	Number of Items
1	Timeliness of assessment	1, 2, 3, 4	4
2	Transparency of assessment	5, 6, 7, 8	4
3	Remedial implementation	9, 10, 11, 12	4
4	Learning outcome analysis	13, 14, 15, 16	4
	Total	1–16	16

3. Appendix 3. Recapitulation of Mid-Term Examination Survey Results

This appendix presents the recapitulation of student survey results on Mid-Term Examination implementation. The survey was completed by 472 students. Each indicator consisted of four items, and the maximum score for each indicator was 7,552.

No.	Indicator	Actual Score	Maximum Score	Achievement	Category
1	Timeliness of assessment	6656	7,552	88.14%	Excellent
2	Transparency of assessment	6648	7,552	88.03%	Excellent
3	Remedial implementation	6351	7,552	84.10%	Good
4	Learning outcome analysis	6622	7,552	87.69%	Excellent
	Average	26277	30,208	86.99%	Excellent

4. Appendix 4. Recapitulation of Final Examination Survey Results

This appendix presents the recapitulation of student survey results on Final Examination implementation. The survey was completed by 386 students. Each indicator consisted of four items, and the maximum score for each indicator was 6.176.

No.	Indicator	Actual Score	Maximum Score	Achievement	Category
1	Timeliness of assessment	5,777	6,176	93.54%	Excellent
2	Transparency of assessment	5,601	6,176	90.69%	Excellent
3	Remedial implementation	5,580	6,176	90.35%	Excellent
4	Learning outcome analysis	5,314	6,176	86.10%	Excellent
	Average	5,568	24,704	90.17%	Excellent

5. Appendix 5. Distribution of Student Responses for Mid-Term Examination Survey

This appendix presents the distribution of student responses for each indicator in the Mid-Term Examination survey. Each indicator consisted of four items and was completed by 472 students. Therefore, the total number of responses for each indicator was 1,888 responses.

a. Response Distribution by Indicator

No.	Indicator	Strongly Agree	Agree	Disagree	Strongly Disagree	Total Responses	Actual Score	Achievement
1	Timeliness of assessment	1007	866	15	0	1888	6656	88.14%
2	Transparency of assessment	1013	847	27	1	1888	6648	88.03%
3	Remedial implementation	938	719	211	20	1888	6351	84.10%
4	Learning outcome analysis	1023	800	65	0	1888	6622	87.69%

b. Interpretation of Mid-Term Examination Response Distribution

The response distribution shows that students gave the strongest responses to timeliness of assessment. All responses for this indicator were in the Strongly Agree category, indicating that students perceived the assessment criteria and grading basis as clearly communicated during the Mid-Term Examination.

The lowest response pattern was found in remedial implementation. The number of Disagree and Strongly Disagree responses was relatively high compared to the other indicators. This indicates that remedial activities, learning follow-up, consultation, or score improvement mechanisms after the Mid-Term Examination were not yet implemented evenly across all courses.

6. Appendix 6. Distribution of Student Responses for Final Examination Survey

This appendix presents the distribution of student responses for each indicator in the Final Examination survey. Each indicator consisted of four items and was completed by 386 students. Therefore, the total number of responses for each indicator was 1,544 responses.

a. Response Distribution by Indicator

No.	Indicator	Strongly Agree	Agree	Disagree	Strongly Disagree	Total Responses	Actual Score	Achievement
1	Timeliness of assessment	1205	290	38	11	1544	5777	93.54%
2	Transparency of assessment	1039	451	38	16	1544	5601	90.69%
3	Remedial implementation	1026	452	54	12	1544	5580	90.35%
4	Learning outcome analysis	780	684	63	16	1544	5314	86.10%

b. Interpretation of Final Examination Response Distribution

The response distribution shows that students gave the strongest responses to timeliness of assessment, indicating that students perceived the Final Examination as well scheduled and clearly communicated. The lowest response pattern was found in learning outcome analysis. The number of Disagree and Strongly Disagree responses was higher than in other indicators. This indicates that comprehensive feedback, explanation of common mistakes, and analysis of students' final learning outcomes after the Final Examination still need to be strengthened.

7. Appendix 7. Sample of Anonymized Student Survey Responses from the System

This appendix presents samples of student survey responses exported from the system. The data have been anonymized to protect student privacy. Student names and student identification numbers are not displayed. The complete dataset of 472 students for Mid-Term and 386 students for Final Examination is stored in the internal quality assurance system of the Elementary Teacher Education Study Program and may be accessed by authorized parties for quality assurance and accreditation purposes. The survey consisted of 16 items grouped into four indicators. Items 1 to 4 measure timeliness of assessment, items 5 to 8 measure transparency of assessment, items 9 to 12 measure remedial implementation, and items 13 to 16 measure learning outcome analysis.

a. Sample of Mid-Term Examination Student Responses

Respondent ID	Course	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Average
R001	Professional Ethics in Education	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3.0
R002	Basic Concepts of Indonesian Language and Literature	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3.0
R003	Basic Concepts of Natural Sciences Biology	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4.0
R004	Basic Concepts of Social Studies	2	2	3	3	3	3	3	3	2	2	2	3	3	3	3	3	2.7
R005	Basic Concepts of Mathematics	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4.0
R006	Character Education	3	3	3	3	3	3	3	3	3	3	3	3	3	4	4	3	3.1
R007	Multicultural Education	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4	4	3.9
R008	Islamic Religious Education	3	3	3	3	3	3	3	3	3	3	3	4	4	4	4	4	3.3
R009	PGRI Studies	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3.0
R010	Children's Literature Appreciation	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3.0
R011	Entrepreneurship Fundamentals	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3.0
R012	Geometry And Measurement for Elementary School	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3.0
R013	Science Learning for Elementary School	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3.0
R014	Civics Learning for Elementary School	3	4	4	4	4	2	2	2	3	2	2	2	2	2	2	4	2.8
R015	Dance And Drama Education	3	4	4	4	4	3	3	3	3	3	3	3	3	3	3	4	3.3

b. Sample of Final Examination Student Responses

Respondent ID	Course	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Average
R001	Professional Ethics in Education	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4.0
R002	Basic Concepts of Indonesian Language and Literature	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4.0
R003	Basic Concepts of Natural Sciences Biology	4	4	3	4	4	3	3	3	3	3	3	3	3	3	3	3	3.3
R004	Basic Concepts of Social Studies	4	4	4	4	4	3	4	3	3	4	4	4	4	3	4	3	3.7
R005	Basic Concepts of Mathematics	4	4	4	4	4	4	3	4	4	3	4	4	4	4	3	4	3.8
R006	Character Education	4	4	3	4	4	4	4	3	4	4	3	3	4	4	4	3	3.7
R007	Multicultural Education	3	4	4	4	4	4	3	3	3	3	4	3	4	4	3	3	3.5
R008	Islamic Religious Education	4	4	4	3	4	3	4	3	4	3	4	3	4	3	4	3	3.6
R009	PGRI Studies	4	4	4	4	4	3	3	4	4	3	4	4	4	3	3	4	3.7
R010	Children's Literature Appreciation	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4.0
R011	Entrepreneurship Fundamentals	4	4	3	3	4	4	4	3	4	4	3	3	4	4	4	3	3.6
R012	Geometry And Measurement for Elementary School	4	4	3	4	3	4	4	3	3	4	3	4	3	4	4	3	3.6
R013	Science Learning for Elementary School	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4.0
R014	Civics Learning for Elementary School	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4.0
R015	Dance And Drama Education	4	3	3	3	3	3	3	3	4	3	4	4	4	4	3	3	3.4

c. Notes on Data Confidentiality

The samples presented in this appendix are provided only to illustrate the format of student responses exported from the survey system. The complete dataset of 472 students for Mid-Term and 386 students for Final Examination responses is not displayed in this report to protect student privacy. The complete dataset is stored in the internal system of the Elementary Teacher Education Study Program and is available for internal quality assurance verification when required.

8. Appendix 8. Follow-Up Plan for Examination Implementation

This appendix presents the follow-up plan based on the survey results of Mid-Term Examination and Final Examination implementation. The follow-up plan was formulated to strengthen assessment quality, especially in indicators with relatively lower achievement.

No.	Indicator	Finding	Follow-Up Plan	Person in Charge
1	Timeliness of assessment	Timeliness of assessment was excellent both Mid-Term and Final Examination	Establish a recommended timeline for returning examination results and feedback to students.	Course Lecturers and Study Program
2	Transparency of assessment	Transparency was excellent in both Mid-Term and Final Examination.	Maintain the practice of explaining assessment criteria, grading components, and score weighting before examinations.	Course Lecturers
3	Remedial implementation	Remedial implementation after the Mid-Term Examination was still limited.	Provide structured follow-up activities such as feedback, consultation, additional assignments, learning reinforcement, or remedial activities.	Course Lecturers
4	Learning outcome analysis	Learning outcome analysis after the Final Examination was relatively lower.	Provide general feedback or summary analysis of student achievement after the Final Examination.	Course Lecturers and Quality Assurance Sub-Unit
5	Survey implementation	Mid-Term and Final Examination have different assessment contexts.	Continue conducting separate student surveys for Mid-Term and Final Examination implementation.	Quality Assurance Sub-Unit
6	Data documentation	Full student response data are stored in the internal system.	Maintain anonymized survey data and complete response records as internal quality assurance evidence.	Quality Assurance Sub-Unit and Study Program

The follow-up plan emphasizes that the Mid-Term Examination and Final Examination should be evaluated according to their academic contexts. The Mid-Term Examination requires stronger remedial implementation and learning follow-up, while the Final Examination requires stronger learning outcome analysis and post-examination feedback.