

**MONITORING AND EVALUATION REPORT
OF STUDENT EVALUATION OF LECTURER PERFORMANCE (SELP)
ELEMENTARY SCHOOL TEACHER EDUCATION STUDY PROGRAM
EVEN SEMESTER 2024/2025**



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

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ODD SEMESTER 2024/2025**

Report Preparation Team

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PREFACE

Praise be to God Almighty for His blessings and grace, so that the Monitoring and Evaluation Report of Student Evaluation of Lecturers, hereinafter referred to as SELP, in the Elementary School Teacher Education Study Program, Faculty Of Education, Universitas PGRI Semarang, Academic Year 2024/2025, can be properly completed.

This monitoring and evaluation activity was conducted as part of the implementation of the Internal Quality Assurance System within the Elementary School Teacher Education Study Program. SELP was designed to obtain student feedback regarding lecturer performance in the learning process. The results of this activity are expected to support the continuous improvement of teaching quality, academic interaction, assessment feedback, learning media use, student workload balance, and overall student learning experience.

The SELP instrument was adjusted to align with previous monitoring and evaluation reports that had already examined Semester Learning Plan documents, learning implementation, assessment documents, and examination implementation. Therefore, this SELP report focuses specifically on lecturer performance from the student perspective, including learning readiness, mastery of course content, teaching strategy, communication, learning support, assessment feedback, workload suitability, professionalism, and student satisfaction.

The survey involved 978 active students of the Elementary School Teacher Education Study Program and covered 42 courses offered in the Academic Year 2024/2025. The results show that lecturer performance was generally categorized as Excellent, with an average achievement of 89.33%. Although the overall achievement was very good, several aspects still require attention, especially assessment feedback, learning support through media and LMS, student workload balance, and academic interaction.

This report is expected to serve as a basis for reflection, evaluation, and follow-up actions for lecturers, the study program, and the Quality Assurance Sub-Unit in strengthening the quality of learning implementation.

Semarang, February 17, 2025

Quality Assurance Sub-Unit

Elementary School Teacher Education
Study Program



Khusnul Fajriyah, M.Pd.

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A. INTRODUCTION

Student Evaluation of Lecturers is an important part of quality assurance in higher education. Through student feedback, the study program can obtain information regarding the quality of lecturer performance in conducting learning activities. This evaluation provides a direct picture of students' learning experiences in relation to lecturer readiness, mastery of course content, teaching strategy, communication, learning support, assessment feedback, workload suitability, professionalism, and overall satisfaction.

In the Elementary School Teacher Education Study Program, SELP is conducted as part of the Internal Quality Assurance System. The results are used as a basis for evaluating lecturer performance and identifying aspects of learning that need to be maintained or improved. SELP also supports the development of a quality culture in which students are involved as important stakeholders in the teaching and learning process.

This SELP report is positioned as a complementary document to previous monitoring and evaluation reports. The previous reports have evaluated Semester Learning Plan documents, learning implementation, assessment documents, and the implementation of Mid-Term and Final Examinations. Therefore, this SELP report does not merely repeat those aspects, but focuses on how students perceive lecturer performance in facilitating learning.

The instrument used in this SELP was designed in a concise form to avoid respondent fatigue. The instrument consisted of 18 statements representing 9 indicators. This structure was chosen so that students could complete the survey more carefully while the instrument still covered important aspects of lecturer performance and student learning experience.

The monitoring and evaluation activity involved 978 active students of the Elementary School Teacher Education Study Program. The survey covered 42 courses offered in the Academic Year 2024/2025. The results of this activity are expected to provide evidence of lecturer performance and support continuous improvement in learning quality.

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

B. OBJECTIVES OF MONITORING AND EVALUATION

The monitoring and evaluation of SELP aimed to obtain student feedback regarding lecturer performance in the learning process during the Odd Semester 2024/2025.

This activity was conducted to identify students' perceptions of lecturer readiness and course organization, mastery of course content, teaching strategy, academic communication, use of media and LMS, assessment feedback, workload suitability, professionalism, and overall student satisfaction.

The results of this monitoring and evaluation are expected to support lecturers in improving teaching practices and academic interaction. The results are also expected to provide input for the study program in

planning lecturer development programs, learning innovation, assessment improvement, workload monitoring, and academic quality assurance.

In addition, this SELP report is intended to serve as supporting evidence for internal quality assurance and accreditation purposes. The report demonstrates that the study program systematically collects, analyzes, and follows up student feedback on lecturer performance.

C. METHOD OF MONITORING AND EVALUATION

The monitoring and evaluation activity was conducted using a student survey method. The survey was administered to 978 active students of the Elementary School Teacher Education Study Program. Students provided responses based on their learning experience in the courses they attended during the Odd Semester 2024/2025.

The SELP instrument consisted of 18 statements grouped into 9 indicators. Each indicator consisted of 2 statements. The indicators included learning readiness and course organization, mastery of course content, teaching strategy and student engagement, communication and academic interaction, learning support through media and LMS, assessment feedback and academic support, student workload and learning load suitability, lecturer professionalism and ethics, and student satisfaction with lecturer performance.

The survey used a four-point Likert scale consisting of Strongly Agree, Agree, Disagree, and Strongly Disagree. The score for each response is presented in Table 1.

Table 1. Survey Response Scale

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

Each indicator consisted of 2 items. With 978 students and the highest score of 4, the maximum score for each indicator was calculated as follows.

$$978 \text{ students} \times 2 \text{ items} \times 4 = 7,824$$

The overall instrument consisted of 18 items. Therefore, the maximum score for the overall SELP instrument was calculated as follows.

$$978 \text{ students} \times 18 \text{ items} \times 4 = 70,416$$

The achievement percentage for each indicator was calculated using the following formula.

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

The category of achievement was determined based on the criteria presented in Table 2.

Table 2. Achievement Category of SELP Results

Percentage Range	Category	Description
85%–100%	Excellent	Lecturer performance in learning is very good and meets the expected academic quality standards.
70%–84%	Good	Lecturer performance in learning is good, but several aspects still need improvement.
55%–69%	Fair	Lecturer performance in learning is fairly good, but several important aspects require improvement.
40%–54%	Poor	Lecturer performance in learning has not been optimal and requires serious follow-up.
< 40%	Very Poor	Lecturer performance in learning does not meet the expected academic quality standards and requires comprehensive improvement.

The survey covered 42 courses in the Elementary School Teacher Education Study Program. The list of courses and course lecturers is presented in Appendix 1.

D. SELP SURVEY INSTRUMENT

The SELP survey instrument was designed to evaluate lecturer performance from the student perspective. The instrument was adjusted so that it complements previous monitoring and evaluation reports. Several aspects, such as LMS use, assessment, student workload, and interaction, remain included because they are part of lecturer performance and student learning experience. However, the focus of SELP is not on document compliance or technical implementation, but on how students experience lecturer performance in the learning process.

The instrument was simplified into 18 statements to ensure that students could respond more accurately and carefully. This concise structure is intended to reduce the risk of careless responses due to an overly long questionnaire while still covering all important aspects of lecturer performance.

Table 3. SELP Survey Indicators

No.	Indicator	Focus of Evaluation
1	Learning Readiness and Course Organization	Lecturer readiness in organizing learning, explaining course direction, and managing course implementation
2	Mastery of Course Content	Lecturer ability to master, explain, and contextualize course materials
3	Teaching Strategy and Student Engagement	Lecturer ability to apply appropriate methods and encourage active student participation
4	Communication and Academic Interaction	Lecturer ability to communicate clearly, respond to students, and build constructive interaction
5	Learning Support through Media and LMS	Lecturer ability to use learning media, LMS, or digital platforms to support students' learning
6	Assessment Feedback and Academic Support	Lecturer ability to provide fair assessment, feedback, and academic guidance for student improvement
7	Student Workload and Learning Load Suitability	Suitability of learning load, assignments, time allocation, and task difficulty with credits and learning outcomes

No.	Indicator	Focus of Evaluation
8	Lecturer Professionalism and Ethics	Lecturer professionalism, fairness, responsibility, and respect for students
9	Student Satisfaction with Lecturer Performance	Students' overall satisfaction with lecturer performance in the course

Each indicator consisted of two statements, resulting in a total of 18 statements. The complete SELP instrument is presented in Appendix 2.

E. RESULTS OF SELP SURVEY

The results of the SELP survey show that lecturer performance in the Elementary School Teacher Education Study Program was generally categorized as Excellent. The average achievement of the nine indicators was 89.33%. This result indicates that, based on student perceptions, lecturers had performed very well in conducting learning during the Odd Semester 2024/2025.

The highest achievement was found in Lecturer Professionalism and Ethics, with a percentage of 95.59%. This indicates that students perceived lecturers as professional, respectful, fair, and responsible in conducting learning activities. The second highest achievement was Mastery of Course Content, with a percentage of 94.48%, indicating that students considered lecturers to have strong mastery of the materials taught.

The lowest achievement was found in Assessment Feedback and Academic Support, with a percentage of 84.30%. This indicator was still categorized as good, so it requires attention because students need more structured feedback, academic guidance, and follow-up on their learning outcomes. The second lowest achievement was Student Workload and Learning Load Suitability, with a percentage of 85.28%, indicating that Suitability of learning load, assignments, time allocation, and task difficulty with credits and learning outcomes still needs further optimization.

The indicator of Student Satisfaction with Lecturer Performance achieved 88.00% and was categorized as Excellent. This indicates that students generally perceived the students has been satisfied with lecturer performance in the course. However, this aspect still needs continuous monitoring because students may experience different workload levels across courses.

Table 4. Recapitulation of SELP Survey Results

No.	Indicator	Actual Score	Maximum Score	Achievement	Category
1	Learning Readiness and Course Organization	7,263	7,824	92.83%	Excellent
2	Mastery of Course Content	7,392	7,824	94.48%	Excellent
3	Teaching Strategy and Student Engagement	6,917	7,824	88.41%	Excellent
4	Communication and Academic Interaction	6,902	7,824	88.22%	Excellent
5	Learning Support through Media and LMS	6,764	7,824	86.45%	Excellent
6	Assessment Feedback and Academic Support	6,596	7,824	84.30%	Good
7	Student Workload and Learning Load Suitability	6,672	7,824	85.28%	Excellent
8	Lecturer Professionalism and Ethics	7,479	7,824	95.59%	Excellent
9	Student Satisfaction with Lecturer Performance	6,919	7,824	88.00%	Excellent
	Total / Average	62,904	70,416	89.33%	Excellent

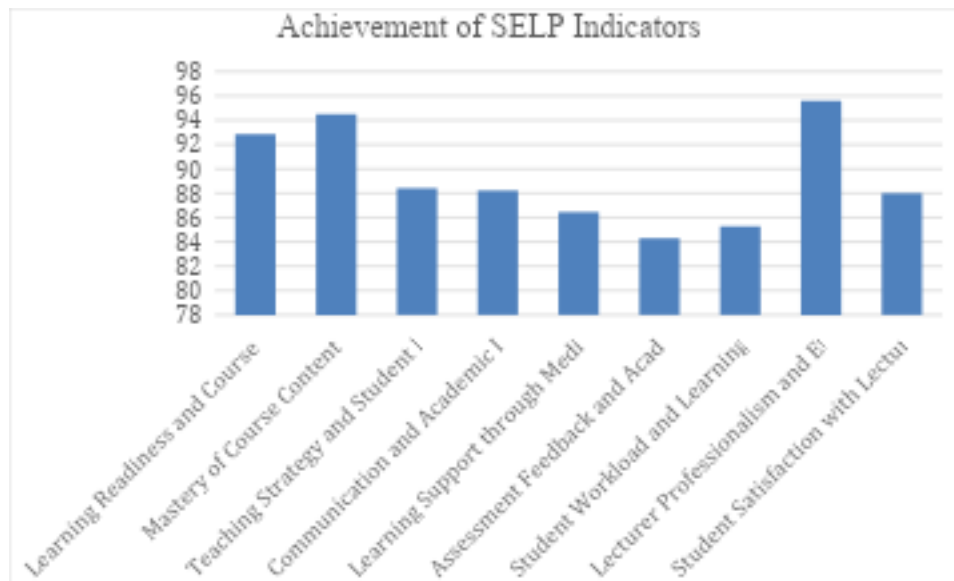


Figure 1. Achievement of SELP Indicators

F. ANALYSIS OF SELP RESULTS

The indicator of Learning Readiness and Course Organization achieved 92.83% and was categorized as Excellent. This result indicates that lecturers were perceived to be well prepared in organizing courses, explaining learning objectives, presenting course activities, and managing learning implementation. Students generally understood the direction of the courses and the learning expectations conveyed by lecturers.

The indicator of Mastery of Course Content achieved 94.48% and was categorized as Excellent. This indicates that lecturers were perceived to have strong mastery of course materials. Students considered lecturers capable of explaining materials clearly, providing relevant examples, and responding to questions appropriately. This indicator became one of the main strengths of lecturer performance in the study program.

The indicator of Teaching Strategy and Student Engagement achieved 88.41% and was categorized as Excellent. This result indicates that lecturers used appropriate teaching strategies and encouraged student participation. However, this aspect still has room for improvement, particularly in expanding interactive learning activities such as case analysis, problem solving, project-based activities, and collaborative discussions.

The indicator of Communication and Academic Interaction achieved 88.22% and was categorized as Excellent. Students perceived that lecturers communicated clearly, politely, and effectively. Lecturers also provided opportunities for students to ask questions and express opinions. Nevertheless, communication and academic interaction can still be strengthened through more intensive responses to student difficulties and more open academic consultation.

The indicator of Learning Support through Media and LMS achieved 86.45% and was categorized as Excellent. This result shows that lecturers used media and digital platforms to support learning. However, this indicator was relatively lower than several other indicators. It indicates that the use of media and LMS

still needs to be optimized, not only as a place for uploading materials or assignments, but also as a learning space for discussion, reflection, quizzes, feedback, and academic interaction.

The indicator of Assessment Feedback and Academic Support achieved 84.30% and was categorized as good. It was the lowest achievement among all indicators. This indicates that assessment and feedback practices need further strengthening. Students need clearer feedback on assignments, quizzes, examinations, or projects so that they can better understand their learning strengths, weaknesses, and areas for improvement.

The indicator of Student Workload and Learning Load Suitability achieved 85.28% and was categorized as Excellent. This result indicates that students generally perceived the learning load in each course as appropriate to the assigned credit weight. The number of assignments, quizzes, projects, practicum activities, and examinations was generally considered reasonable. However, this indicator still requires monitoring because workload perception may vary across courses, especially in courses with project-based assignments, practicum activities, or complex problem-solving tasks.

The indicator of Lecturer Professionalism and Ethics achieved 95.59% and was categorized as Excellent. This was the highest achievement in the SELP survey. The result indicates that students highly appreciated lecturers' professionalism, fairness, responsibility, and respectful attitude. Lecturers were perceived to create a comfortable and respectful academic atmosphere.

The indicator of Student Satisfaction with Lecturer Performance achieved 88.00% and was categorized as Excellent. This indicates that students were generally satisfied with lecturer performance in conducting learning. Students considered that lecturers helped them understand the course materials and supported their motivation to learn.

G. FINDINGS

The SELP results show that lecturer performance in the Elementary School Teacher Education Study Program was generally very good. The strongest aspects were lecturer professionalism and ethics, mastery of course content, and learning readiness. These aspects reflect the strength of the academic culture within the study program.

Students perceived lecturers as professional, fair, respectful, and responsible in conducting learning. Students also considered lecturers to have strong mastery of course materials and the ability to explain materials clearly and systematically.

Nevertheless, several aspects still require attention. Assessment Feedback and Academic Support obtained the lowest achievement among the indicators. This means that lecturers need to provide more structured feedback to students, particularly on assignments, examinations, projects, or other learning outcomes. Feedback should help students understand their learning progress and identify areas for improvement.

Learning Support through Media and LMS also needs to be strengthened. Although the achievement was categorized as Excellent, the result indicates that media and LMS use can still be improved to support more interactive and student-centered learning. LMS should not only be used for material distribution or assignment submission, but also for discussion, reflection, formative assessment, and feedback.

Student Workload and Learning Load Suitability was generally categorized as Excellent, but it still needs continuous monitoring. The study program needs to ensure that assignments, quizzes, projects, practicum

activities, and examinations are proportional to the credit weight, course materials, and course learning outcomes.

Teaching Strategy and Student Engagement also need continuous development. Some courses can still strengthen the use of active learning strategies, case method, project-based learning, problem-based learning, collaborative learning, and other approaches that encourage students to become more engaged in the learning process.

H. CONCLUSION

Based on the SELP survey results, lecturer performance in the Elementary School Teacher Education Study Program during the Odd Semester 2024/2025 was generally categorized as Excellent. The average achievement of the nine indicators was 89.33%.

The highest achievement was found in Lecturer Professionalism and Ethics at 95.59%, followed by Mastery of Course Content at 94.48% and Learning Readiness and Course Organization at 92.83%. These results indicate that lecturers demonstrated strong professionalism, good mastery of materials, and proper learning preparation.

The lowest achievement was found in Assessment Feedback and Academic Support at 84.30%, followed by Student Workload and Learning Load Suitability at 85.28 % and Learning Support through Media and LMS at 86.45%. They require follow-up because they are important for strengthening student learning experience and learning improvement.

Overall, the SELP results indicate that lecturers have performed very well in the learning process. However, the study program still needs to strengthen feedback mechanisms, optimize LMS use, monitor student workload, improve learning media, and encourage more interactive teaching strategies.

I. RECOMMENDATIONS

The study program needs to maintain the strong achievements in lecturer professionalism, mastery of course content, and learning readiness. These aspects are important strengths that support the quality of learning in the Elementary School Teacher Education Study Program.

Lecturers are encouraged to provide more structured feedback on student assignments, quizzes, examinations, projects, and other learning outcomes. Feedback should not only provide scores, but also explain students' strengths, weaknesses, and possible improvements.

The use of learning media and LMS needs to be strengthened. LMS should be used not only for uploading materials and collecting assignments, but also for facilitating discussions, quizzes, reflection activities, formative assessment, and academic feedback.

The study program and lecturers need to monitor student workload periodically. Assignments, quizzes, projects, practicum activities, and examinations should be proportional to the course credit weight and should support the achievement of course learning outcomes. Time allocation for assignments and projects should also be clearly communicated to students.

Teaching strategies should continue to be developed to support student engagement. Lecturers are encouraged to apply active learning, case method, project-based learning, problem-based learning, collaborative learning, and other strategies that encourage students to participate actively.

The Quality Assurance Sub-Unit should continue to conduct SELP regularly and use the results as a basis for lecturer development programs. The results of SELP should also be discussed with lecturers in a constructive manner so that follow-up actions can be implemented effectively.

J. CLOSING

This Monitoring and Evaluation Report of Student Evaluation of Lecturers was prepared as part of the Internal Quality Assurance System of the Elementary School Teacher Education Study Program, Faculty of Education, Universitas PGRI Semarang.

The results show that lecturer performance was generally categorized as Excellent. Lecturers were perceived as professional, well-prepared, and competent in delivering course materials. However, several aspects still require strengthening, particularly assessment feedback, academic support, media and LMS use, workload monitoring, and student engagement.

This report is expected to serve as a basis for reflection, evaluation, and follow-up actions for lecturers, the study program, and the Quality Assurance Sub-Unit in improving the quality of learning sustainably.

Semarang, February 17, 2025
Quality Assurance Sub-Unit
Elementary School Teacher Education
Study Program

Khusnul Fajriyah, M.Pd.

K. APPENDICES

1. Appendix 1. List of Courses and Course Lecturers

This appendix presents the list of courses included in the Student Evaluation of Lecturers survey. The survey covered 42 courses offered in the Elementary School Teacher Education Study Program during the Odd Semester 2024/2025.

Table 5. List of Courses and Course Lecturers

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	Christian Religious Education	Bambang Irianto, M.Th.
10	Catholic Religious Education	Sudjono, M.Pd.
11	Hindu Religious Education	Dr. Venty, M.Pd.
12	Buddhist Religious Education	Dr. Venty, M.Pd.
13	Confucian Religious Education	Dr. Venty, M.Pd.
14	PGRi Studies	Drs. Suyitno, M.Pd.
15	Children's Literature Appreciation	Ikha Listyarini, M.Hum. Dr. Lina Putriyanti, M.Pd. Mei Fita Asri Untari, M.Pd.
16	Entrepreneurship Fundamentals	Qoriati Mushafanah, M.Pd. Rofian, M.Pd.
17	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.
18	Science Learning For Elementary School	Arfilia Wijayanti, M.Pd. Duwi Nuvitalia, M.Pd. Ferina Agustini, M.Pd. Dr. Fine Reffiane, M.Pd.

19	Civics Learning For Elementary School	Intan Rahmawati, M.Pd. Dr. Kiswoyo, M.M.
20	Dance And Drama Education	Prasena Arisyanto, M.Pd. Dr. Riris Setyo Sundari, M.Pd.
21	Statistics	Sukamto, M.Pd. Ervina Eka Subekti, M.Pd. Dr. Kartinah, M.Pd.
22	Civics Education	Nur Cholifah, M.Pd.
23	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.
24	Learning and Teaching	Mira Azizah, M.Pd. Mudzanatun, M.Pd.
25	Coding Education in Elementary School	Dr. Riris Setyo Sundari, M.Pd. Ervina Eka Subekti, M.Pd. Fajar Cahyadi, M.Pd. Husni Wakhyudin, M.Pd.
26	Research Methodology	Dr. Sumarno, M.Pd. Choirul Huda, M.Ed. Dr. Kartinah, M.Pd.
27	Inclusive Education	Dr. Asep Ardiyanto, M.Or. Eka Sari Setyaningsih, M.Pd. Khusnul Fajriyah, M.Pd.
28	Lesson Planning	Filia Prima Artharina, M.Pd. Henry Januar Saputra, M.Pd. Dr. Lina Putriyanti, M.Pd. Verylana Purnamasari, M.Pd.
29	Teaching and Learning Strategy	Filia Prima Atharina, M.Pd. Khusnul Fajriyah, M.Pd. Mira Azizah, M.Pd.
30	Videography Learning Media Elementary Education	Husni Wakhyudin, M.Pd. Dr. Riris Setyo Sundari, M.Pd.
31	School Library Management	Qoriati Mushafanah, M.Pd.
32	Laboratory Management	Arfilia Wijayanti, M.Pd. Ferina Agustini, M.Pd.
33	Graphic Learning Media Elementary Education	M. Yusuf Setia W., M.Pd. Prasena Arisyanto, M.Pd. Dr. Riris Setyo Sundari, M.Pd.
34	Guidance and Counseling Media Elementary Education	M. Yusuf Setia W., M.Pd.
35	Arts And Culture Education	Prasena Arisyanto, M.Pd.

		Drs. Suyitno, M.Pd.
36	Learning Media Workshop for Elementary School	Dr. Bagus Ardi Saputro, M.Pd. M. Yusuf Setia W., M.Pd. Verylana Purnamasari, M.Pd.
37	Entrepreneurship Workshop	Rofian, M.Pd. Singgih Adi P., M.Pd.
38	Environmental Education	Diana Endah H., M.Pd. Dr. Fine Reffiane, M.Pd. Henry Januar Saputra, M.Pd.
39	Science and Technology	Choirul Huda, M.Ed. Dr. Siti Patonah, M.Pd.
40	Master of Ceremonies Skills	Duwi Nuvitalia, M.Pd. Drs. Suyitno, M.Pd.
41	Learning Innovation	Dr. Siswanto, M.Pd.
42	Outbound and Recreation For Elementary School	Dr. Asep Ardiyanto, M.Or. M. Yusuf Setya W., M.Pd.

2. Appendix 2. SELP Survey Instrument

This appendix presents the survey instrument used for Student Evaluation of Lecturers. The instrument was designed to measure lecturer performance in the learning process from the student perspective. The instrument consists of 18 statements grouped into nine indicators.

a. Survey Response Scale

Table 6. Survey Response Scale

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

The maximum score for each indicator was calculated as follows.

$$978 \text{ students} \times 2 \text{ items} \times 4 = 7,824$$

The maximum score for the overall instrument was calculated as follows.

$$978 \text{ students} \times 18 \text{ items} \times 4 = 70,416$$

b. SELP Survey Statements

Table 7. SELP Survey Instrument

No.	Indicator	Statement
1	Learning Readiness and Course Organization	The lecturer explains the course direction, learning objectives, assignments, and assessment system clearly at the beginning of the course.
2	Learning Readiness and Course Organization	The lecturer organizes the learning process in a structured manner and in accordance with the agreed course plan.
3	Mastery of Course Content	The lecturer demonstrates strong mastery of the course content.

No.	Indicator	Statement
4	Mastery of Course Content	The lecturer explains course materials clearly, systematically, and understandably.
5	Teaching Strategy and Student Engagement	The lecturer uses teaching methods that are appropriate to the characteristics of the course.
6	Teaching Strategy and Student Engagement	The lecturer encourages students to actively participate through discussion, problem solving, case analysis, projects, or other learning activities.
7	Communication and Academic Interaction	The lecturer communicates clearly, politely, and effectively with students.
8	Communication and Academic Interaction	The lecturer responds to students' questions, difficulties, or academic needs appropriately.
9	Learning Support through Media and LMS	The lecturer uses learning media, LMS, or digital platforms to support students' understanding.
10	Learning Support through Media and LMS	Course materials, assignments, or academic information are accessible through LMS or other learning media.
11	Assessment Feedback and Academic Support	The lecturer explains assessment criteria for assignments, quizzes, examinations, or projects clearly.
12	Assessment Feedback and Academic Support	The lecturer provides feedback or guidance that helps students improve their learning outcomes.
13	Student Workload and Learning Load Suitability	The learning load in this course is appropriate to the assigned credit weight.
14	Student Workload and Learning Load Suitability	The number of assignments, quizzes, projects, practicum activities, and examinations is reasonable, and the time given for completion is adequate.
15	Lecturer Professionalism and Ethics	The lecturer shows respect, fairness, and responsibility in conducting learning.
16	Lecturer Professionalism and Ethics	The lecturer creates a comfortable, polite, and respectful academic atmosphere.
17	Student Satisfaction with Lecturer Performance	I am satisfied with the lecturer's performance in conducting the course.
18	Student Satisfaction with Lecturer Performance	Overall, the lecturer has performed very well in this course.

c. Blueprint of the SELP Instrument

Table 8. Blueprint of SELP Instrument

No.	Indicator	Item Numbers	Number of Items
1	Learning Readiness and Course Organization	1, 2	2
2	Mastery of Course Content	3, 4	2
3	Teaching Strategy and Student Engagement	5, 6	2
4	Communication and Academic Interaction	7, 8	2
5	Learning Support through Media and LMS	9, 10	2

No.	Indicator	Item Numbers	Number of Items
6	Assessment Feedback and Academic Support	11, 12	2
7	Student Workload and Learning Load Suitability	13, 14	2
8	Lecturer Professionalism and Ethics	15, 16	2
9	Student Satisfaction with Lecturer Performance	17, 18	2
	Total	1–18	18

3. Appendix 3. Achievement Category of SELP Results

This appendix presents the category used to interpret the results of the SELP survey. The same category was used for all indicators and the overall achievement.

Table 9. Achievement Category of SELP Results

Percentage Range	Category	Description
85%–100%	Excellent	Lecturer performance in learning is very good and meets the expected academic quality standards.
70%–84%	Good	Lecturer performance in learning is good, but several aspects still need improvement.
55%–69%	Fair	Lecturer performance in learning is fairly good, but several important aspects require improvement.
40%–54%	Poor	Lecturer performance in learning has not been optimal and requires serious follow-up.
< 40%	Very Poor	Lecturer performance in learning does not meet the expected academic quality standards and requires comprehensive improvement.

4. Appendix 4. Recapitulation of SELP Results by Indicator

This appendix presents the recapitulation of SELP results based on 978 student responses. Each indicator consisted of two items, with a maximum score of 7,824.

Table 10. Recapitulation of SELP Results by Indicator

No.	Indicator	Actual Score	Maximum Score	Achievement	Category
1	Learning Readiness and Course Organization	7,263	7,824	92.83%	Excellent
2	Mastery of Course Content	7,392	7,824	94.48%	Excellent
3	Teaching Strategy and Student Engagement	6,917	7,824	88.41%	Excellent
4	Communication and Academic Interaction	6,902	7,824	88.22%	Excellent
5	Learning Support through Media and LMS	6,764	7,824	86.45%	Excellent
6	Assessment Feedback and Academic Support	6,596	7,824	84.30%	Good
7	Student Workload and Learning Load Suitability	6,672	7,824	85.28%	Excellent
8	Lecturer Professionalism and Ethics	7,479	7,824	95.59%	Excellent
9	Student Satisfaction with Lecturer Performance	6,919	7,824	88.00%	Excellent
	Total / Average	62,904	70,416	89.33%	Excellent

The results show that all indicators were categorized as Excellent. The highest achievement was found in Lecturer Professionalism and Ethics, while the lowest achievement was found in Assessment Feedback and Academic Support.

5. Appendix 5. Distribution of Student Responses by Indicator

This appendix presents the distribution of student responses for each indicator. Each indicator consisted of two items and was completed by 978 students. Therefore, the total number of responses for each indicator was 1,956 responses.

Table 11. Distribution of Student Responses by Indicator

N o.	Indicator	Strongly Agree	Agree	Disagree	Strongly Disagree	Total Responses	Actual Score	Achievement
1	Learning Readiness and Course Organization	1409	533	2	8	1,956	7,263	92.83%
2	Mastery of Course Content	1521	431	0	0	1,956	7,392	94.48%
3	Teaching Strategy and Student Engagement	1051	898	2	1	1,956	6,917	88.41%
4	Communication and Academic Interaction	1033	918	1	0	1,956	6,902	88.22%
5	Learning Support through Media and LMS	893	1059	0	0	1,956	6,764	86.45%
6	Assessment Feedback and Academic Support	739	1202	10	1	1,956	6,596	84.30%
7	Student Workload and Learning Load Suitability	811	1131	9	1	1,956	6,672	85.28%
8	Lecturer Professionalism and Ethics	1607	345	0	0	1,956	7,479	95.59%
9	Student Satisfaction with Lecturer Performance	1047	905	0	0	1,956	6,919	88.00%

The distribution shows that the majority of student responses were in the Strongly Agree and Agree categories. However, the indicators of Assessment Feedback and Academic Support, Learning Support through Media and LMS, and Student Workload and Learning Load Suitability had relatively higher Disagree responses compared with other indicators. This confirms that these indicators require further attention in follow-up actions.

6. Appendix 6. Recapitulation of SELP Results by Course

This appendix presents the recapitulation of SELP results by course. The results are presented using indicator codes to make the table more concise.

The indicator codes are as follows. I1 refers to Learning Readiness and Course Organization. I2 refers to Mastery of Course Content. I3 refers to Teaching Strategy and Student Engagement. I4 refers to Communication and Academic Interaction. I5 refers to Learning Support through Media and LMS. I6 refers to Assessment Feedback and Academic Support. I7 refers to Student Workload and Learning Load Suitability. I8 refers to Lecturer Professionalism and Ethics. I9 refers to Student Satisfaction with Lecturer Performance.

Table 12. Recapitulation of SELP Results by Course

No.	Course	I1	I2	I3	I4	I5	I6	I7	I8	I9	Average	Category
1	Professional Ethics in Education	93%	94%	90%	86%	86%	85%	86%	96%	88%	89%	Excellent
2	Basic Concepts of Indonesian Language and Literature	94%	96%	91%	90%	86%	85%	85%	97%	90%	90%	Excellent
3	Basic Concepts of Natural Sciences Biology	92%	94%	89%	88%	86%	84%	85%	98%	88%	89%	Excellent
4	Basic Concepts of Social Studies	92%	96%	91%	90%	86%	84%	86%	97%	88%	90%	Excellent
5	Basic Concepts of Mathematics	94%	96%	91%	90%	88%	85%	85%	97%	88%	90%	Excellent
6	Character Education	93%	95%	90%	89%	86%	84%	85%	96%	90%	90%	Excellent
7	Multicultural Education	92%	94%	92%	88%	86%	84%	85%	98%	88%	90%	Excellent
8	Islamic Religious Education	92%	96%	91%	88%	86%	85%	85%	97%	90%	90%	Excellent
9	Christian Religious Education	92%	94%	89%	86%	86%	84%	85%	95%	88%	89%	Excellent
10	Catholic Religious Education	95%	94%	90%	86%	86%	85%	88%	98%	88%	90%	Excellent
11	Hindu Religious Education	92%	94%	89%	88%	86%	84%	85%	95%	90%	89%	Excellent
12	Buddhist Religious Education	92%	92%	91%	88%	88%	84%	85%	94%	86%	89%	Excellent
13	Confucian Religious Education	96%	92%	94%	86%	86%	84%	86%	96%	88%	90%	Excellent

14	PGRI Studies	92%	94%	89%	88%	86%	84%	85%	95%	86%	89%	Excellent
15	Children's Literature Appreciation	90%	94%	90%	92%	86%	84%	85%	94%	86%	89%	Excellent
16	Entrepreneurship Fundamentals	94%	96%	91%	90%	88%	85%	85%	97%	88%	90%	Excellent
17	Geometry And Measurement For Elementary School	92%	94%	89%	88%	86%	84%	85%	95%	88%	89%	Excellent
18	Science Learning For Elementary School	92%	96%	91%	90%	88%	84%	85%	97%	88%	90%	Excellent
19	Civics Learning For Elementary School	92%	94%	91%	88%	86%	84%	85%	94%	86%	89%	Excellent
20	Dance And Drama Education	94%	96%	91%	86%	88%	85%	85%	94%	86%	89%	Excellent
21	Statistics	94%	96%	91%	90%	88%	85%	85%	94%	88%	90%	Excellent
22	Civics Education	92%	97%	90%	90%	86%	84%	85%	94%	88%	90%	Excellent
23	Microteaching	94%	96%	89%	90%	86%	84%	86%	97%	88%	90%	Excellent
24	Learning and Teaching	95%	94%	92%	88%	86%	85%	86%	94%	88%	90%	Excellent
25	Coding Education in Elementary School	92%	92%	91%	90%	88%	84%	85%	97%	92%	90%	Excellent
26	Research Methodology	92%	96%	91%	88%	88%	84%	85%	97%	92%	90%	Excellent
27	Inclusive Education	92%	94%	89%	88%	86%	84%	85%	95%	88%	89%	Excellent
28	Lesson Planning	92%	94%	90%	88%	86%	84%	85%	95%	88%	89%	Excellent
29	Teaching and Learning Strategy	92%	92%	89%	88%	86%	84%	85%	95%	88%	89%	Excellent
30	Videography Learning Media Elementary Education	94%	96%	91%	90%	88%	85%	86%	94%	86%	90%	Excellent
31	School Library Management	96%	94%	91%	86%	86%	85%	86%	94%	86%	89%	Excellent
32	Laboratory Management	92%	94%	89%	88%	86%	84%	86%	95%	88%	89%	Excellent
33	Graphic Learning Media Elementary Education	92%	97%	92%	88%	86%	84%	85%	95%	88%	90%	Excellent

34	Guidance and Counseling Media Elementary Education	92%	96%	89%	90%	86%	84%	85%	94%	86%	89%	Excellent
35	Arts And Culture Education	92%	92%	89%	88%	86%	84%	85%	95%	88%	89%	Excellent
36	Learning Media Workshop for Elementary School	94%	94%	91%	88%	86%	84%	85%	95%	90%	90%	Excellent
37	Entrepreneurship Workshop	92%	94%	92%	86%	86%	84%	85%	95%	88%	89%	Excellent
38	Enviromental Education	92%	94%	89%	86%	86%	84%	85%	96%	88%	89%	Excellent
39	Science and Technology	92%	94%	92%	90%	86%	84%	85%	96%	88%	90%	Excellent
40	Master of Ceremonies Skills	93%	95%	90%	86%	87%	84%	85%	96%	88%	89%	Excellent
41	Learning Innovation	94%	94%	92%	86%	86%	84%	86%	96%	88%	90%	Excellent
42	Outbound and Recreation For Elementary School	94%	92%	91%	88%	86%	86%	85%	96%	86%	89%	Excellent
	average	92,83%	94,48%	90,48%	88.22%	86,45%	84.30%	85.28%	95.59	88,00%		

The recapitulation by course shows that all courses were categorized as Excellent. However, several courses still require improvement in learning media use, LMS optimization, structured feedback, and workload balance.

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 978 students is stored in the internal quality assurance system of the Elementary School Teacher Education Study Program and may be accessed by authorized parties for quality assurance and accreditation purposes.

a. Sample of Student Responses by Indicator

Table 13. Sample of Anonymized SELP Student Responses by Indicator

Respondent ID	Course	I1	I2	I3	I4	I5	I6	I7	I8	I9	Average
R01	Professional Ethics in Education	4	4	4	4	4	4	4	4	4	4,00

R02	Basic Concepts of Indonesian Language and Literature	4	4	3	4	3	3	3	3	3	3,33
R03	Basic Concepts of Natural Sciences Biology	4	4	4	4	4	4	4	4	4	4,00
R04	Basic Concepts of Social Studies	4	4	4	4	4	4	3	4	4	3,89
R05	Basic Concepts of Mathematics	4	4	4	4	4	4	4	4	4	4,00
R06	Character Education	4	4	4	4	4	4	3	4	3	3,78
R07	Multicultural Education	3	3	3	4	3	3	3	3	3	3,11
R08	Islamic Religious Education	4	4	4	4	4	4	4	4	4	4,00
R09	Christian Religious Education	4	4	4	4	4	4	3	3	3	3,67
R10	Catholic Religious Education	4	4	4	4	3	3	3	3	3	3,44
R11	Hindu Religious Education	4	3	4	4	3	3	3	3	3	3,33
R12	Buddhist Religious Education	4	4	4	4	4	4	4	4	3	3,89
R13	Confucian Religious Education	4	3	3	4	4	3	3	3	3	3,33
R14	PGRI Studies	4	4	4	4	4	4	3	3	4	3,78
R15	Children's Literature Appreciation	4	4	3	3	4	3	3	3	4	3,44

Indicator codes are described as follows. I1 refers to Learning Readiness and Course Organization. I2 refers to Mastery of Course Content. I3 refers to Teaching Strategy and Student Engagement. I4 refers to Communication and Academic Interaction. I5 refers to Learning Support through Media and LMS. I6 refers to Assessment Feedback and Academic Support. I7 refers to Student Workload and Learning Load Suitability. I8 refers to Lecturer Professionalism and Ethics. I9 refers to Student Satisfaction with Lecturer Performance.

b. Sample of Student Responses by Item

Table 14. Sample of Anonymized SELP Student Responses by Item

Respondent ID	Course	Q 1	Q 2	Q 3	Q 4	Q 5	Q 6	Q 7	Q 8	Q 9	Q 10	Q 11	Q 12	Q 13	Q 14	Q 15	Q 16	Q 17	Q 18
R001	Professional Ethics in Education	4	4	4	4	3	3	4	3	3	3	3	3	3	3	4	4	4	4
R002	Basic Concepts of Indonesian Language and Literature	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4
R003	Basic Concepts of Natural Sciences Biology	4	4	3	4	3	3	3	3	3	4	3	3	4	4	4	4	4	4
R004	Basic Concepts of Social Studies	4	4	4	4	4	4	4	4	4	4	3	3	4	4	4	4	4	4
R005	Basic Concepts of Mathematics	4	4	4	4	4	4	3	4	4	4	3	3	4	4	3	4	4	3
R006	Character Education	4	4	4	4	4	4	4	4	4	4	3	3	4	4	3	4	4	3
R007	Multicultural Education	4	4	4	4	4	4	3	4	3	4	3	3	4	3	4	4	4	3
R008	Islamic Religious Education	3	3	3	4	3	3	3	3	3	4	3	3	3	3	3	3	3	3
R009	Christian Religious Education	4	4	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4	4
R010	Catholic Religious Education	4	4	4	4	4	4	3	3	3	4	3	3	4	4	4	4	4	3

The sample shows that students generally gave high scores for mastery of content and lecturer professionalism. However, some responses indicate lower scores in the assessment feedback, LMS support, and workload items. This pattern is consistent with the overall SELP results, where Assessment Feedback and Academic Support obtained the lowest achievement among all indicators.

8. Appendix 8. Recapitulation of Open-Ended Student Responses

This appendix presents a summary of open-ended student responses. The responses were grouped into several themes to protect student privacy and to provide a clearer interpretation of student feedback.

a. Aspects That Worked Well

Table 15. Summary of Positive Student Feedback

No.	Theme	Summary of Student Responses
1	Lecturer mastery of materials	Students stated that lecturers generally mastered the course materials and were able to explain them clearly.
2	Lecturer professionalism	Students appreciated lecturers' polite, respectful, fair, and responsible attitude during the learning process.
3	Course organization	Students stated that learning activities were generally well organized and easy to follow.
4	Communication	Students appreciated lecturers who provided opportunities for questions and discussion.
5	Student motivation	Students felt that several lecturers were able to motivate them to learn and participate actively.

b. Aspects That Need Improvement

Table 16. Summary of Student Suggestions for Improvement

No.	Theme	Summary of Student Responses
1	Feedback on assignments and examinations	Students expected more detailed feedback on assignments, quizzes, examinations, and projects.
2	LMS optimization	Students suggested that LMS should be used more actively for discussions, quizzes, reflection, and feedback.
3	Learning media	Students expected more varied and interactive learning media.
4	Interactive learning	Students suggested more discussion, case analysis, project-based learning, and collaborative activities.
5	Student workload	Students expected that assignments, quizzes, projects, and deadlines would be arranged proportionally according to the course credit weight.
6	Academic support	Students expected more guidance when they experienced difficulty understanding course materials.

The open-ended responses confirm the quantitative results. Students generally appreciated lecturer professionalism, mastery of content, and course organization. However, students also expected stronger feedback, more optimal use of LMS, more varied media, more interactive learning strategies, and more proportional workload management.

9. Appendix 9. Follow-Up Plan for SELP Results

This appendix presents the follow-up plan based on the SELP results. The follow-up plan focuses on maintaining strong indicators and improving indicators with relatively lower achievements.

Table 17. Follow-Up Plan for SELP Results

No.	Indicator	Finding	Follow-Up Plan	Person in Charge
1	Learning Readiness and Course Organization	The achievement was excellent and needs to be maintained.	Maintain the practice of explaining course direction, learning objectives, assignments, and assessment systems at the beginning of the course.	Course Lecturers

No .	Indicator	Finding	Follow-Up Plan	Person in Charge
2	Mastery of Course Content	The achievement was very strong and became one of the main strengths.	Maintain lecturer competence through academic discussion, peer sharing, and continuous professional development.	Study Program and Course Lecturers
3	Teaching Strategy and Student Engagement	Active learning strategies still need to be strengthened in several courses.	Encourage the use of case method, project-based learning, problem-based learning, collaborative learning, and problem-solving activities.	Study Program and Course Lecturers
4	Communication and Academic Interaction	Academic interaction is good but can still be improved.	Strengthen academic consultation, discussion forums, and lecturer responses to student difficulties.	Course Lecturers
5	Learning Support through Media and LMS	LMS and media use need to be optimized for interaction and feedback.	Use LMS for discussion, quizzes, reflection, formative assessment, and feedback, not only for material distribution.	Course Lecturers and Study Program
6	Assessment Feedback and Academic Support	This was the lowest indicator and requires priority attention.	Provide structured feedback on assignments, examinations, projects, and learning outcomes.	Course Lecturers
7	Student Workload and Learning Load Suitability	Workload was generally appropriate but still needs monitoring.	Review the proportion of assignments, quizzes, projects, practicum activities, and examinations according to course credit weight and learning outcomes.	Course Lecturers and Study Program
8	Lecturer Professionalism and Ethics	The achievement was the highest and needs to be maintained.	Maintain professionalism, fairness, respect, and responsibility in all learning activities.	Course Lecturers
9	Student Satisfaction with Lecturer Performance	Student satisfaction was excellent but still needs continuous improvement.	Use student feedback as a basis for improving learning strategies and academic support.	Quality Assurance Sub-Unit and Study Program
10	Data documentation	SELP results are stored in the internal system as quality assurance evidence.	Maintain anonymized datasets, response recapitulation, and follow-up documentation for accreditation evidence.	Quality Assurance Sub-Unit

The follow-up plan emphasizes that SELP results should be used constructively to support lecturer development. The results should not only be documented, but also discussed and followed up through academic mentoring, learning innovation, LMS optimization, workload monitoring, and improvement of feedback practices.

10. Appendix 10. Statement of Data Confidentiality and Verification

The SELP survey data presented in this report have been processed and anonymized to protect student privacy. Student names, student identification numbers, and personal identifiers are not displayed in the

report. The complete dataset of 978 student responses is stored in the internal quality assurance system of the Elementary School Teacher Education Study Program.

The data may be accessed only by authorized parties for quality assurance, accreditation, and internal academic improvement purposes. The anonymized sample data presented in this report are intended to demonstrate the structure of the survey results and the evidence of student participation in the SELP process.

Semarang, February 17, 2025

Quality Assurance Sub-Unit

Elementary School Teacher Education
Study Program

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