

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



QUALITY ASSURANCE SUB-UNIT
ELEMENTARY TEACHER EDUCATION STUDY PROGRAM
FACULTY OF EDUCATION
UNIVERSITAS PGRI SEMARANG
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Report Preparation Team

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PREFACE

Praise be to God Almighty for His blessings and grace, so that the Monitoring and Evaluation Report of Student Satisfaction with Final Project Supervision in the Elementary Teacher Education Study Program, Faculty of Education, Universitas PGRI Semarang, Academic Year 2024/2025, can be properly completed.

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

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

The monitoring and evaluation results showed that student satisfaction with final project supervision reached 92.03%, which was categorized as Very Satisfied. This achievement indicates that, in general, students considered the supervision process to have been carried out very well, in a directed, communicative, and supportive manner.

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

Semarang, September 2025

Head of the Quality Assurance Sub-Unit

Elementary Teacher Education Study Program



Khusnul Fajriyah, M.Pd.

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A. INTRODUCTION

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

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

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

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

The number of respondents in this monitoring and evaluation activity was 140 students of the Elementary Teacher Education Study Program who were currently undergoing or had completed the final project supervision process in the Academic Year 2024/2025. The respondents were relevant to the object of evaluation because they had direct experience with the final project or thesis supervision process.

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

B. OBJECTIVES OF MONITORING AND EVALUATION

This monitoring and evaluation activity aimed to determine the level of student satisfaction with the final project supervision services provided by supervisors in the Elementary Teacher Education Study Program. Specifically, this activity aimed to evaluate the availability of supervisors' time in providing supervision services, including the adequacy of supervision time, the suitability of supervision schedules, the implementation of supervision according to agreed schedules, and the ease with which students could contact their supervisors. This activity also aimed to evaluate lecturer attitude and attention during the supervision process. This aspect includes friendliness, seriousness, motivation, clarity of suggestions for improvement, and supervisors' appreciation of students' opinions or explanations.

In addition, this monitoring and evaluation activity aimed to evaluate lecturers' competence in supervising students in completing their final projects. This aspect includes the ability of supervisors to guide students in identifying research topics, understanding research problems, mastering research

methodology, following the writing structure, completing proposals, writing according to language rules and applicable guidelines, solving research problems, and searching for relevant scientific articles or journals. The results of this activity are expected to provide a basis for the study program and supervisors to maintain the quality of supervision services that have been working well and to develop follow-up actions for aspects that still need improvement.

C. METHOD OF MONITORING AND EVALUATION

The monitoring and evaluation activity was conducted using a survey method. The survey was administered to students who were currently undergoing or had completed the final project supervision process in the Academic Year 2024/2025. Data collection was carried out at the end of the semester so that students could provide assessment based on their actual experience during the supervision process. The instrument used was the student questionnaire for final project or thesis supervision services in the Elementary Teacher Education Study Program, Faculty of Education, Universitas PGRI Semarang. The questionnaire consisted of 17 statements grouped into three main aspects: availability of supervision time, lecturer attitude and attention, and lecturer competence in supervision.

The number of respondents in this activity was 140 students. The respondents were students of the Elementary Teacher Education Study Program who were currently undergoing or had completed the final project supervision process. Each respondent assessed the supervision experience received using a 1 to 5 rating scale. Each statement was assessed using a scale from 1 to 5. A score of 1 represents the lowest assessment, while a score of 5 represents the highest assessment. The survey data were processed by calculating the actual score, maximum score, achievement percentage, and satisfaction category.

The maximum total score was calculated based on the number of respondents, the number of items, and the highest score. With 140 respondents, 17 items, and the highest score of 5, the maximum total score was calculated as follows.

$$140 \text{ students} \times 17 \text{ items} \times 5 = 11,900$$

The achievement percentage was calculated using the following formula.

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

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

D. MONITORING AND EVALUATION INSTRUMENT

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

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

Score	General Meaning
4	Appropriate, sufficient, easy, or good
5	Very appropriate, very sufficient, very easy, or very good

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

No.	Aspect	Item Numbers	Number of Items	Maximum Score
1	Availability of Supervision Time	1, 2, 3, 4	4	2,800
2	Lecturer Attitude and Attention	5, 6, 7, 8	4	2,800
3	Lecturer Competence in Supervision	9, 10, 11, 12, 13, 14, 15, 16, 17	9	6,300
	Total	1-17	17	11,900

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

E. MONITORING AND EVALUATION RESULTS

The monitoring and evaluation results showed that the level of student satisfaction with final project supervision reached 92.03%. With this achievement, final project supervision services were categorized as Very Satisfied. The maximum total score was 11,985. Based on the data processing, the actual score obtained was 10,951. Therefore, the achievement percentage was calculated as follows.

$$10,951 / 11,900 \times 100\% = 92.03\%$$

No.	Aspect	Actual Score	Maximum Score	Percentage	Category
1	Availability of Supervision Time	2,550	2,800	91.07%	Very Satisfied
2	Lecturer Attitude and Attention	2,636	2,800	94.14%	Very Satisfied
3	Lecturer Competence in Supervision	5,765	6,300	91.51%	Very Satisfied
	Total / Average	10,951	11,900	92.03%	Very Satisfied

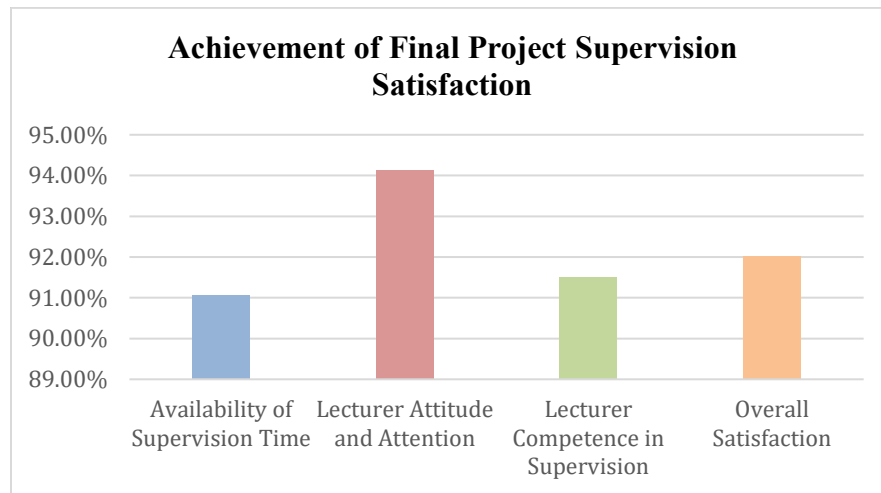


Figure 1. Achievement of Final Project Supervision Satisfaction

The results indicate that all aspects of final project supervision services were categorized as Very Satisfied. The highest achievement was found in Lecturer Attitude and Attention, with a percentage of 94.14%. This shows that students perceived supervisors as friendly, sincere, motivating, easy to understand in giving suggestions, and appreciative of students' opinions.

Availability of Supervision Time achieved 91.07%. This shows that, in general, students considered supervision time to be adequate, supervision schedules to be negotiable, and supervisors to be relatively easy to meet or contact. However, this aspect still needs to be maintained and strengthened so that supervision continues consistently according to the agreed schedule.

Lecturer Competence in Supervision achieved 91.51%. This shows that students considered supervisors to have very good competence in guiding topic selection, understanding research problems, mastering research methodology, guiding writing structure, supporting proposal completion, assisting problem solving during research, and helping students search for scientific articles.

F. ANALYSIS OF MONITORING AND EVALUATION RESULTS

The monitoring and evaluation results show that final project supervision services in the Elementary Teacher Education Study Program have been implemented very well. The overall achievement of 92.03% indicates that students were very satisfied with the supervision process they received. This achievement also suggests that the supervision process has been able to meet students' needs in terms of supervision time, lecturer attitude and attention, and lecturer competence in guiding the completion of final projects.

This achievement also indicates that the final project supervision mechanism has functioned effectively as part of the academic process for final-year students. In the process of completing a final project, students need support that is not only administrative, but also academic, methodological, and psychological. Therefore, the high level of student satisfaction reflects that supervisors have actively assisted students in understanding research direction, improving the quality of writing, solving academic problems, and maintaining motivation to complete the final project.

Lecturer Attitude and Attention achieved the highest score, namely 94.14%. This indicates that students considered supervisors to have provided supervision in a friendly, sincere, and attentive manner. In the final project completion process, the attitude of supervisors plays an important role because students often face academic pressure, methodological difficulties, and challenges in writing scientific work. Supervisors who are friendly, respectful, and motivating can help students remain confident and committed to completing their final projects. The high achievement in Lecturer Attitude and Attention also shows that academic relationships between supervisors and students have been built positively. Students felt that their opinions and explanations were respected during the supervision process. This is important because final project supervision should ideally take place as an academic dialogue, not merely as a one-way correction process. When students feel respected, they tend to be more open in explaining difficulties, more confident in discussion, and more motivated to complete their final projects responsibly.

Lecturer Competence in Supervision achieved 91.51% and was categorized as Very Satisfied. This achievement indicates that supervisors were considered to have very good academic competence in guiding students. This competence was reflected in the ability of supervisors to guide students in identifying research problems or topics, understanding research issues, mastering research methodology, and guiding students to write in accordance with the structure and guidelines of final project writing. This achievement also shows that students received adequate academic direction during the final project preparation process. In completing a thesis or final project, students often need guidance in determining research focus, developing the background of the study, selecting appropriate methods, preparing instruments, analyzing data, discussing findings, and drawing conclusions. The monitoring and evaluation results indicate that, in general, supervisors have been able to provide direction that meets students' academic needs at these stages.

Nevertheless, the competence aspect should continue to be strengthened. Students' needs in preparing final projects vary depending on topics, research methods, data types, and students' mastery of methodology. Therefore, the study program needs to encourage supervision that does not only focus on correcting manuscripts, but also strengthens scientific reasoning, methodological accuracy, analytical depth, and the ability to search for relevant scientific articles or journals. This is important so that final projects are not only completed administratively, but also demonstrate good academic quality.

Availability of Supervision Time achieved 91.07% and was also categorized as Very Satisfied. This achievement indicates that students generally felt that the time provided by supervisors was adequate. Students also considered that supervision schedules could be agreed upon, the supervision process was carried out according to the agreement, and supervisors were relatively easy to meet or contact for supervision purposes.

Although the achievement in Availability of Supervision Time was very satisfied, this aspect had the lowest achievement compared with the other two aspects. This condition needs attention because the availability of supervision time is one of the important factors in the smooth completion of final projects. Students who experience difficulty in obtaining supervision schedules or contacting supervisors may experience delays in completing revisions, developing chapters, or preparing for final project examinations.

The relatively lower achievement in the aspect of time availability does not mean that supervision services have not been implemented well. Rather, it indicates that there is still room for improvement in schedule management and supervision documentation. The study program needs to encourage a more structured agreement on supervision schedules between supervisors and students. Such agreements may include fixed schedules, periodic schedules, or mutually agreed communication mechanisms. In this way, students can have clearer certainty in obtaining academic guidance, while supervisors can manage the supervision process more systematically.

The results also show that all aspects of supervision were categorized as Very Satisfied. This indicates that final project supervision services have generally met students' expectations. However, high achievement should still be interpreted carefully. Monitoring and evaluation are not only intended to show success, but also to identify areas for improvement. Therefore, although all aspects achieved very good categories, the study program still needs to take follow-up actions so that the quality of supervision can be maintained and continuously improved.

One important follow-up action is strengthening the use of supervision logbooks. A logbook can serve as a quality control tool that helps the study program monitor the frequency of supervision, the substance of supervision discussions, suggestions from supervisors, and follow-up actions that need to be completed by students. With proper documentation, the supervision process can become more measurable and accountable. In addition, a logbook can also serve as evidence that the supervision process has been carried out continuously according to students' needs.

The study program also needs to strengthen the monitoring mechanism for students' final project progress. Progress monitoring can be conducted through a semester-end recapitulation of students' stages, such as title submission, proposal preparation, data collection, data analysis, report writing, revision, and preparation for examination. Such data are important so that the study program can identify students who experience obstacles and provide support more quickly.

From the supervisors' perspective, the results of this monitoring and evaluation provide positive feedback that supervision services have been implemented very well. However, supervisors still need to maintain consistency in supervision, especially in responding to drafts, explaining revision suggestions, and helping students understand methodological aspects. Clear feedback is very important because students often have difficulty translating supervisors' comments into manuscript revisions. Therefore, specific, focused, and easy-to-understand feedback will help students complete their final projects more effectively.

From the students' perspective, the results also show that successful supervision does not depend solely on supervisors, but also on students' active participation in the supervision process. Students need to prepare supervision materials, submit drafts on time, record supervisors' suggestions, and revise their work according to the guidance received. Thus, supervision can function as an academic collaboration between supervisors and students.

Overall, the monitoring and evaluation results on final project supervision satisfaction show that supervision services in the Elementary Teacher Education Study Program have been carried out very well. The achievement of 92.03% reflects that students were very satisfied with the quality of supervision services. The main strength was found in lecturer attitude and attention, while aspects that need to be maintained and strengthened include the availability of supervision time, schedule consistency, progress documentation, and methodological guidance. With appropriate follow-up actions, final project supervision services are expected to further support students' study completion and the improvement of final project quality.

G. FINDINGS

Based on the monitoring and evaluation results, students were generally very satisfied with final project supervision services. Supervisors were perceived to have demonstrated friendly, sincere, respectful, and motivating attitudes throughout the supervision process. Another finding shows that supervisors had good competence in helping students complete their final projects. Students considered supervisors capable of providing direction related to research topics, research methodology, writing structure, proposal completion, writing according to guidelines, research problem solving, and the search for scientific articles or journals.

Nevertheless, the aspect of Availability of Supervision Time still requires attention. Although this aspect was categorized as Very Satisfied, its achievement was lower than the other aspects. This indicates the need to strengthen schedule agreements, consistency of supervision implementation, and ease of communication between students and supervisors. In addition, the study program needs to ensure that the supervision process is properly documented through logbooks or supervision systems. Such documentation is important for monitoring supervision frequency, students' final project progress, and follow-up actions provided by supervisors.

H. CONCLUSION

Based on the monitoring and evaluation results, the level of student satisfaction with final project supervision services in the Elementary Teacher Education Study Program in the Academic Year 2024/2025 reached 92.03% and was categorized as Very Satisfied. Availability of Supervision Time achieved 91.07% and was categorized as Very Satisfied. Lecturer Attitude and Attention achieved 94.14% and was categorized as Very Satisfied. Lecturer Competence in Supervision achieved 91.51% and was categorized as Very Satisfied. These results indicate that final project supervision services have been implemented very well. Supervisors were considered able to provide adequate supervision services, demonstrate positive attitudes and attention toward students, and show strong academic competence in guiding the completion of final projects. Nevertheless, the aspect of supervision time availability needs to continue being strengthened. The study program needs to ensure that the supervision process is carried out according to agreed schedules, remains accessible to students, and is properly documented.

I. RECOMMENDATIONS

1. The study program needs to remind academic supervisors to continue maintaining the quality of final project supervision services, which have been rated as “Very Satisfied”.
2. Supervisors need to ensure consistency in supervision schedules and the frequency of supervision sessions, as well as motivate students not to give up easily when completing their final projects.
3. The study program needs to increase the use of academic simekar and supervision progress books to record supervision dates, topics discussed, suggestions for improvement, follow-up actions, and students’ progress in completing their final projects.
4. Supervisors need to provide clear guidance on research methodology, writing structure, searching for scientific articles, and problem-solving in research to support students’ graduation on time.
5. The Quality Assurance Subunit needs to encourage students to complete the thesis supervision satisfaction questionnaire, monitor and evaluate satisfaction with final project supervision, and report the results to the study program.

J. CLOSING

This Monitoring and Evaluation Report of Student Satisfaction with Final Project Supervision was prepared as part of the implementation of the Internal Quality Assurance System of the Elementary Teacher Education Study Program, Faculty of Education, Universitas PGRI Semarang. The results show that students were very satisfied with the final project supervision services provided by supervisors. The satisfaction achievement of 92.03% indicates that the supervision process has been carried out very well in terms of time availability, lecturer attitude and attention, and lecturer competence in supervision. This report is expected to serve as a basis for reflection and follow-up actions for the study program, supervisors, and the Quality Assurance Sub-Unit in continuously improving the quality of final project supervision services.

Semarang, September 2025

Head of the Quality Assurance Sub-Unit

Elementary Teacher Education Study Program

Khusnul Fajriyah, M.Pd.

K. APPENDICES

1. Appendix 1. Final Project Supervision Satisfaction Instrument

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

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

2. Appendix 2. Instrument Blueprint

No.	Aspect	Item Numbers	Number of Items	Maximum Score
1	Availability of Supervision Time	1, 2, 3, 4	4	2,800
2	Lecturer Attitude and Attention	5, 6, 7, 8	4	2,800
3	Lecturer Competence in Supervision	9, 10, 11, 12, 13, 14, 15, 16, 17	9	6,300

No.	Aspect	Item Numbers	Number of Items	Maximum Score
	Total	1-17	17	11,900

3. Appendix 3. Recapitulation of Student Responses

No.	Aspect	Actual Score	Maximum Score	Percentage	Category
1	Availability of Supervision Time	2,550	2,800	91.07%	Very Satisfied
2	Lecturer Attitude and Attention	2,636	2,800	94.14%	Very Satisfied
3	Lecturer Competence in Supervision	5,765	6,300	91.51%	Very Satisfied
	Total / Average	10,951	11,900	92.03%	Very Satisfied

4. Appendix 4. Distribution of Student Responses by Aspect

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

No.	Aspect	Score 5	Score 4	Score 3	Score 2	Score 1	Total Responses	Actual Score
1	Availability of Supervision Time	400	94	46	16	4	560	2,550
2	Lecturer Attitude and Attention	468	32	48	12	0	560	2,636
3	Lecturer Competence in Supervision	935	155	130	40	0	1,260	5,765
	Total	1,803	281	224	68	4	2,380	10,951

5. Appendix 5. Sample of Anonymized Student Responses

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

Respondent	Availability of Supervision Time	Lecturer Attitude and Attention	Lecturer Competence in Supervision	Average
R001	5	5	5	5.00
R002	5	5	5	5.00

Respondent	Availability of Supervision Time	Lecturer Attitude and Attention	Lecturer Competence in Supervision	Average
R003	5	5	5	5.00
R004	4	4	4	4.00
R005	4	4	4	4.00
R006	5	5	5	5.00
R007	5	5	5	5.00
R008	5	5	5	5.00
R009	4	4	4	4.00
R010	4	4	4	4.00
R011	5	5	5	5.00
R012	3	5	5	4.30
R013	3	5	5	4.30
R014	5	5	5	5.00
R015	4	4	4	4.00

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

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

7. Appendix 7. Follow-Up Plan

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

8. Appendix 8. Data Confidentiality Statement

The data from the final project supervision satisfaction questionnaire were processed and presented in aggregate form. Student identities are not displayed in this report to protect respondent confidentiality and comfort. The complete response data are stored by the Elementary Teacher Education Study Program and the Quality Assurance Sub-Unit as supporting documents for the implementation of the Internal Quality Assurance System and as evidence of final project supervision service evaluation.

Semarang, September 2025

Quality Assurance Sub-Unit

Elementary Teacher Education Study Program

Khusnul Fajriyah, M.Pd.