



# MONITORING LECTURES FOR SEMESTER 118

Bachelor of Mathematics Education Study Programme

Faculty of Mathematics and Natural Sciences UNJ

## Preface

With respect, we would like to present this foreword as part of the monitoring report of the semester 118 lectures in the S1 Mathematics Education Study Programme. This report reflects our efforts in analysing the achievements, progress and challenges faced during the evaluation period.

Through this lecture monitoring report, we hope to provide a clear and transparent view of the team's performance during semester 118. In addition, this report also aims to identify the strengths and weaknesses of the Bachelor of Mathematics Education Study Programme so that we can take appropriate measures for future improvement.

We recognize that this report would not have been successful without the support and participation of various parties. We would like to thank all members of the team of lecturers, students, the administrative team, and all those who have contributed to this monitoring process.

The results of this performance evaluation are expected to provide insight to all interested parties. The findings and recommendations presented in this report are expected to serve as a basis for better decision-making and effective corrective measures in the future.

We recognise that performance evaluation is an integral part of our efforts in achieving sustainable quality and excellence. Therefore, we are ready to receive constructive input and suggestions from every reader, in order to continuously improve our performance in a better direction.

Finally, we hope that this lecture monitoring report can be useful and relevant for all interested parties. May this report be a strong foundation for the success of the S1 Mathematics Education Study Programme in the future.

Quality Assurance Team  
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Programme

Sign

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# Introduction

## A. Backgrounds

Law No. 20 of 2003 on the National Education System (Sisdiknas), article 50 paragraph (6) on the autonomy of higher education, mandates that universities must carry out internal supervision of the higher education they organise. Law No 12/2012 on Higher Education in Chapter II specifically describes Quality Assurance in Higher Education. Article 52 states that Higher Education Quality Assurance is a systemic activity to improve the quality of Higher Education in a planned and sustainable manner. Higher Education is required to have a horizontal supervisory structure in each education unit by implementing an education quality assurance system. The education quality assurance system aims for education units to meet or exceed the National Higher Education Standards (SN-Dikti) in accordance with the Minister of Education and Culture Regulation Number 3 of 2020 concerning National Higher Education Standards.

In order for universities to develop and implement their academic quality assurance processes, the Minister of Research, Technology and Higher Education issued Minister of Research, Technology and Higher Education Regulation number 62 of 2016 concerning the Higher Education Quality Assurance System (SPM-Dikti). SPM-Dikti includes three systems, namely the National Higher Education Database (PD-Dikti), the Internal Quality Assurance System (SPMI) and the External Quality Assurance System (SPME). Universitas Negeri Jakarta has compiled SPMI documents to achieve this goal. As part of the Quality Assurance Unit at Universitas Negeri Jakarta, the study programme is obliged to fulfil all standards listed in the SPMI.

One of the SPMI standards applied in SPMI UNJ is the National Education Standards which include standards of graduate competence, learning content, learning processes, learning assessment, lecturers and education personnel, learning facilities and infrastructure, learning management, and learning financing. Monitoring and evaluation of lectures is carried out by considering the standards of content, process, and learning assessment. In addition, the standards of lecturers, infrastructure during learning, and learning management also need to be applied so that the learning process can be qualified from all supporting aspects.

This document is an overview of the results of monitoring and evaluation of the learning process that takes place in the S1 Mathematics Education Study Programme in semester 118, academic year 2022/2023. The results presented in this document are expected to be a reference for a better learning process in the next semester.

## B. Objectives

The preparation of this report on the quality assurance activities of the Mathematics Education Study Programme has the following objectives.

- a. Knowing the distribution of courses in the S1 Mathematics Education Study Programme.
- b. Knowing whether the RPS for each course exists and is delivered.
- c. Evaluate the suitability of the implementation of lecture meetings with the RPS.
- d. Knowing the distribution of the use of lecture platforms.
- e. Knowing the performance of lecturers based on the Lecturer Evaluation by Students (EDOM) score in semester 118.

## C. Outputs

The outputs from the implementation of semester 118 lecture monitoring and evaluation include:

- a) Data on courses and course participants
- b) RPS completeness data submitted at the beginning of the lecture
- c) Data on the use of learning devices
- d) Data on the implementation and suitability of the lecture process with the RPS
- e) Lecturer Evaluation Results by Students (EDOM)

## Results and Discussion

The data used in this report is the result of the semester 118 lecture monitoring instrument prepared by the SPM State University of Jakarta. The data is input by the student appointed as the person in charge of the course (course PJ)

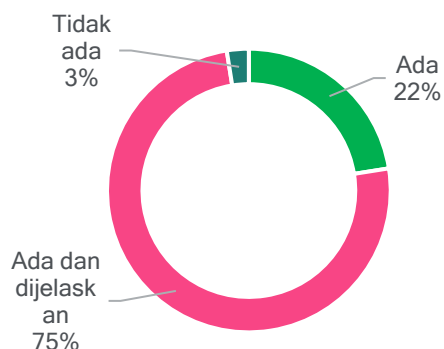
### A. Courses

There are 48 Bachelor Mathematics Education Study Program courses available in semester 118. Based on data collected from the instrument, there were 40 (83.33%) registered courses reporting the activities of the 1st meeting in semester 118 lectures. Details of these courses are attached as presented in the following table.

Type of Course	Number of Courses
Faculty Characteristic Courses	1
Basic Education Course	3
Learning Course	1
National Compulsory Course	5
Compulsory Courses for Study Program	26
University Compulsory Courses	4
<b>Total</b>	<b>40</b>

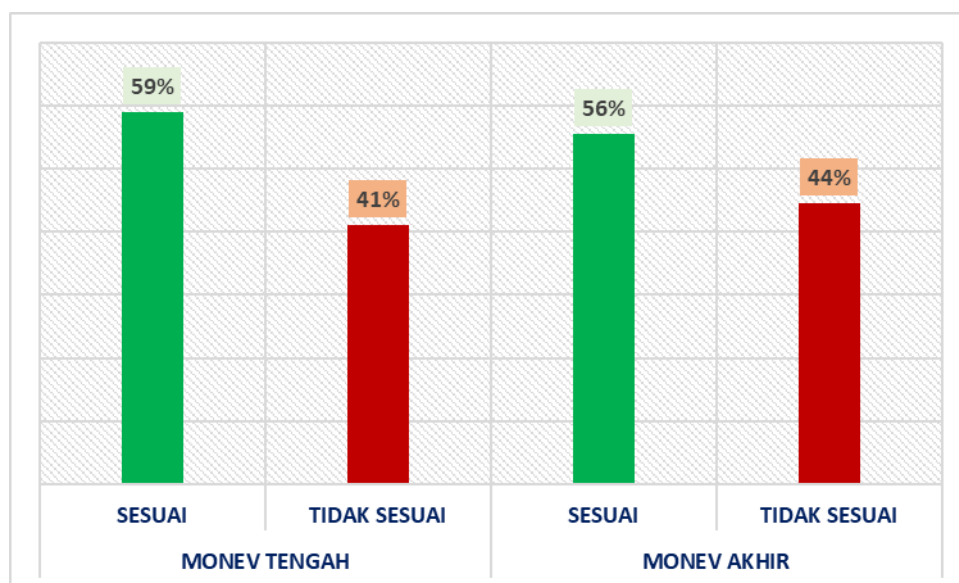
As lectures progress, the PJ for courses that fill out instruments decreases. It was recorded that up to the beginning of the lecture monitoring, only 26 courses (54.17%) were recorded in the lecture monitoring instrument. This shows that control is not yet optimal for those in charge of courses in reporting lecture activities every week.

### B. Lecture Monitoring



One of the main objectives of lecturers when carrying out lectures at the beginning of the semester is to submit a lecture contract in the form of a Semester Learning Plan (RPS) document. Based on data from the initial lecture monitoring instrument, almost all lecturers (75%) have and explain RPS to students, 22% of lecturers have RPS but do not convey it, while the remainder (3%) are not identified as having RPS.

Lectures in the middle to the end of the semester are generally in accordance with the specified academic schedule, however quite a few lecture meetings are held which are not in accordance with the proper schedule.



In general, around 56% -59% of lecture meetings are carried out according to the supposed schedule. This means, for example, in the 1st week the 1st meeting is held, in the 2nd week the 2nd meeting is held, and so on. Inconsistency in the implementation of lectures means that the lectures are held before or after the proper schedule. This means, for example, that meeting 10 is held in the 9th week (before) or in the 11th week (after). Based on the information obtained, discrepancies in the implementation of lectures occurred for around 41% -44% of meetings. Several things that cause this discrepancy are due to the existence of national holidays on March 22 and April 7.

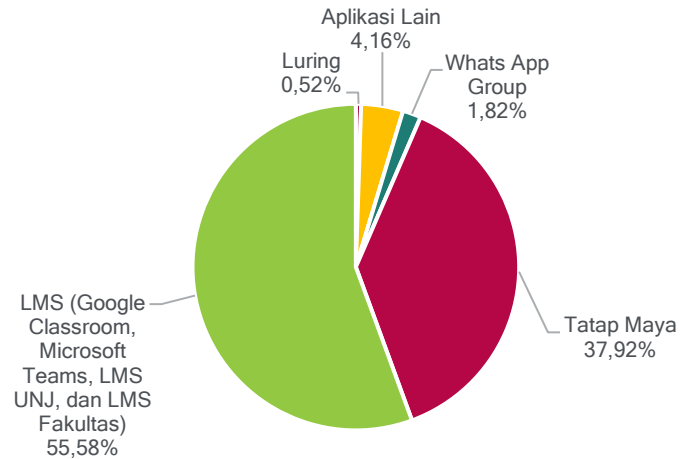
The lecture schedule for the Bachelor of Mathematics Education Study Program is integrated with study programs in the Mathematics Cluster, namely the Bachelor of Mathematics Study Program, Master of Mathematics Education, Bachelor of Computer Science, and Bachelor of Statistics. This makes it impossible for all lectures to be carried out offline. At the beginning of semester 118, a coordination meeting was held between study programs in the Mathematics Cluster. Attached is a distribution of offline lecture schedules in the Mathematics Cluster on the next page.

**Distribution of Offline Lectures in the Raden Dewi Sartika Building, Fl. 5 and 6  
Mathematics Study Program, Mathematics Education, Computer Science, and Statistics**

Week Ke-	Generation															Total
	Mat 2022 A	Mat 2022 B	Mat 2021	Mat 2020	PM 2022 A	PM 2022 B	PM 2021 A	PM 2021 B	PM 2020	ILKOM 2022	ILKOM 2021	ILKOM 2020	STAT 2022	STAT 2021	STAT 2020	
1																0
2	x		x		x		x		x				x	x	x	8
3		x		x		x		x		x	x					6
4	x		x		x		x		x	x	x					7
5		x		x		x		x					x	x	x	7
6	x		x		x		x			x	x					6
7		x		x		x		x	x				x	x	x	8
8	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	15
9										x	x					2
10	x		x		x		x		x							5
11		x		x		x		x		x	x					6
12	x		x		x		x		x							5
13		x		x		x		x					x	x	x	7
14	x		x		x		x			x	x					6
15		x		x		x		x	x				x	x	x	8
16	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	15
Total	8	8	8	8	8	8	8	8	8	8	8	2	7	7	7	



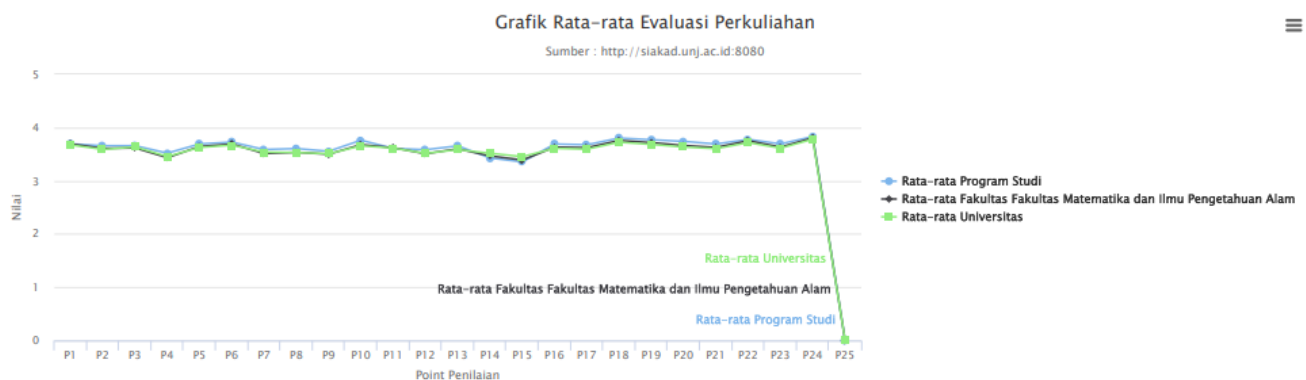
As a result of the implementation of hybrid lectures, various online learning platforms were still used in the 118th semester lectures.



Based on the inputted instrument data, of all lectures that occurred in semester 118 (beginning, middle, and end), 55.58% of meetings at least once used a Learning Management System (LMS), such as Google Classroom, Microsoft Teams, Jakarta State University LMS, or faculty-owned LMS. The second most widely used lecture platform is virtual face-to-face or video conferencing, such as Zoom Meeting and Google Meet which were used in 37.92% of lectures in semester 118. Other lecture platforms are spread over Whats App Group (1.82%), other applications (4.16%), and offline lectures (0.52%).

### C. Evaluation of Lecturers by Students (EDOM)

Evaluation of lecturers by students (EDOM) is an assessment of students regarding the implementation of lectures from the beginning to the end in the current semester. The EDOM form contains 24 questions that cover aspects of the learning process, integration of research and service in lectures, and lecturer professionalism. The following graph illustrates the performance of lecturers of Bachelor of Mathematics Education Study Programme in semester 118.



In general, the performance of lecturers in the Bachelor of Mathematics Education Study Programme is good, as seen from the average value of performance which is above the average faculty and university in almost all aspects, except in aspects number 14 and 15. Both aspects are the ability of lecturers to integrate research results into learning topics and use the results of community service to enrich lecture material. These results are certainly a concern for all lecturers teaching courses in the Bachelor of Mathematics Education Study Programme because in both points the lecturers' performance scores are below the faculty and university averages in almost every semester.

## Closing

### A. Conclusion

Based on the description of the monitoring results of the initial, middle, and final lectures in semester 118, some important points that can be concluded are as follows.

- 1) Monitoring and control of the person in charge of filling out the lecture monitoring instrument is not optimal, resulting in the information obtained is not optimal.
- 2) The non-conformity of lecture implementation in semester 118 is quite high. This is due to the existence of several national holidays in close proximity.
- 3) The use of LMS in hybrid lectures is quite good, but needs to be improved, especially the university's LMS.
- 4) Lecturer performance is generally good, except in the aspect of integrating research results into learning topics and using community service results to enrich lecture material.

### B. Recommendations

Recommendations that can be given as follow-up steps from the findings of the 118th semester lecture monitoring results are as follows.

- 1) There needs to be an intensive communication forum between TPjM and the person in charge of the S1 Mathematics Education Study Programme course.
- 2) There is a need for structured and scheduled reporting by TPjM based on data from monitoring instruments to Koorprodi.
- 3) Optimising the use of the university LMS to improve university KPIs.
- 4) It is necessary to implement the integration of research results into learning topics and the results of community service to enrich lecture material for each course.