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Initial Academic Monitoring

Bachelor's Degree in Physics Education

FOREWORD

With gratitude to the presence of Allah SWT, the report on the analysis of the initial semester 118 monitoring results for the Bachelor's Degree in Physics Education program can be completed. This report is expected to provide a perception overview for the overall quality improvement within the Bachelor's Degree in Physics Education program.

The demand for improved performance quality is crucial within the environment of Universitas Negeri Jakarta (UNJ). Hence, it is necessary to measure the relevant elements within UNJ. By conducting this survey, the parties involved can assess the results of the initial semester 118 monitoring, enabling improvements and quality enhancements for the next semester.

In conclusion, we express our gratitude for the assistance and support from various parties that have contributed to the completion of this report. We apologize for any weaknesses and shortcomings in this report, which is still far from perfect, and to those who may not be pleased with the results. We also seek feedback and suggestions to ensure that this satisfaction report can provide a better contribution to the overall performance improvement of all elements at UNJ.

Know,
Study Program Quality Assurance Team

Dr. Firmanul Catur Wibowo, M.Pd.
NIP 198704262019031009

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CHAPTER I

INTRODUCTION

A. Background

Monitoring and evaluation activities are routine tasks carried out by the Quality Assurance Unit (Satuan Penjaminan Mutu or SPM) with the aim of ensuring that the teaching activities conducted by lecturers are executed effectively in accordance with the planned objectives, standards, and targets that have been set. Through the early semester monitoring and evaluation (monev awal perkuliahan), it is possible to gauge students' perceptions of UNJ lecturers in delivering instruction, and subsequently, to identify alternative solutions if any issues arise.

The implementation of this early semester learning monitoring and evaluation for semester 118 is conducted online, integrated into the Google Forms platform by the Quality Assurance Unit within UNJ. To participate in this monitoring and evaluation, students access the SPM's Google Form. Subsequently, students provide feedback to the lecturers using the provided monitoring and evaluation format. The questions in this early semester monitoring and evaluation are related to the Syllabus (RPS) and the Distance Learning Platform used.

Through the activities of this early semester monitoring and evaluation for semester 118, it is hoped that a clear picture of the learning process's effectiveness will emerge. A successful learning process is one of the indicators of the educational institution's overall success in delivering education.

B. Implementation of Early Semester Monitoring and Evaluation for Semester 118

The implementation of the early semester monitoring and evaluation (Monev Awal Semester 118) at Universitas Negeri Jakarta in 2023 is conducted at the university level. This early monitoring and evaluation activity take place during the first five weeks of the academic semester, as illustrated in Figure 1.1
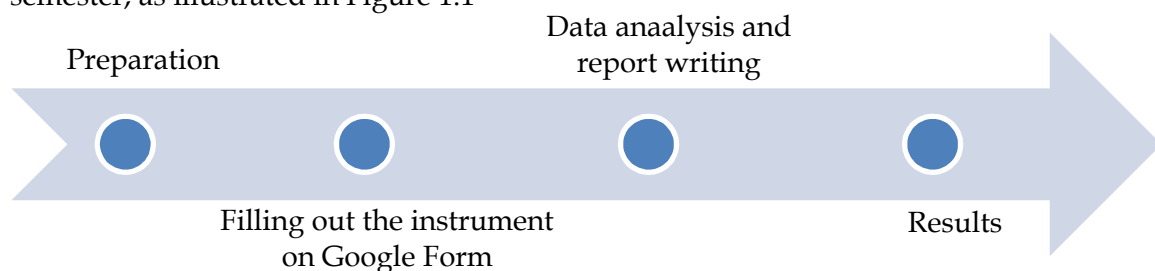

Figure 1.1 Stages of Early Semester Monitoring and Evaluation (Monev) Implementation at UNJ

The implementation of Early Semester Monitoring and Evaluation (Monev) for semester 118 at UNJ in 2023 is aimed at lecturers. In this early semester Monev, it is expected to determine to what extent the teaching and learning process is progressing effectively.

C. Objectives

The implementation of early monitoring and evaluation activities for semester 118 aims to achieve the following objectives:

1. To gather respondent data.
2. To ascertain the average percentage related to the Syllabus (RPS) in the teaching/learning process.
3. To identify the types and average percentages of the usage of distance learning platforms in early semester 118 education.

D. Output

The outputs of this activity are as follows:

1. Respondent Data.
2. Availability of average percentage data related to the Syllabus (RPS) in education.
3. Availability of average percentage data related to the usage of distance learning platforms in early semester 118 education.
4. Report on the results of early semester 118 monitoring and evaluation of education.

CHAPTER II

DISCUSSION OF EARLY SEMESTER 118 MONITORING AND EVALUATION RESULTS

A. Respondent Data for the Bachelor's Degree in Physics Education Program

Week-	Amount
1	26
2	27
3	19
4	19
5	35

The respondents who filled out the monitoring form for lectures are the students responsible for managing the class (Class Representatives) for each course. Based on the data obtained, it appears that the number of respondents in Week 1 is roughly similar to Week 2. The main factor contributing to this is that students need to grasp the theoretical concepts first. Additionally, Week 5 has a significantly higher number of meetings compared to the others. Therefore, it is crucial for the lecturers to provide guidance and training to students who serve as assistants during the relevant laboratory sessions.

However, the number of responses filling out the monitoring form has not met the target. Out of a total of 35 classes offered this semester, the average percentage of gathered data is 75% from the class representatives who filled out the monitoring form. To address this issue, each lecturer also provides Form 05-06, which is filled out by the Class Representatives at the end of each class session. Form 05-06 is then collected by the program coordinator from the Class Representatives at the end of the semester. Furthermore, the TPjM (Quality Assurance Team) of the Physics Education program also reminds all Class Representatives to fill out attendance forms after each class session via the Google Form distributed by SPM (Quality Assurance Unit).

B. Availability of RPS for the Bachelor's Degree in Physics Education Program

From Figure 2.1 we see that the percentage of RPS availability for the Physics Education Undergraduate study program has information, namely 17% are available, 75% are available and explained, and 8% are not available.
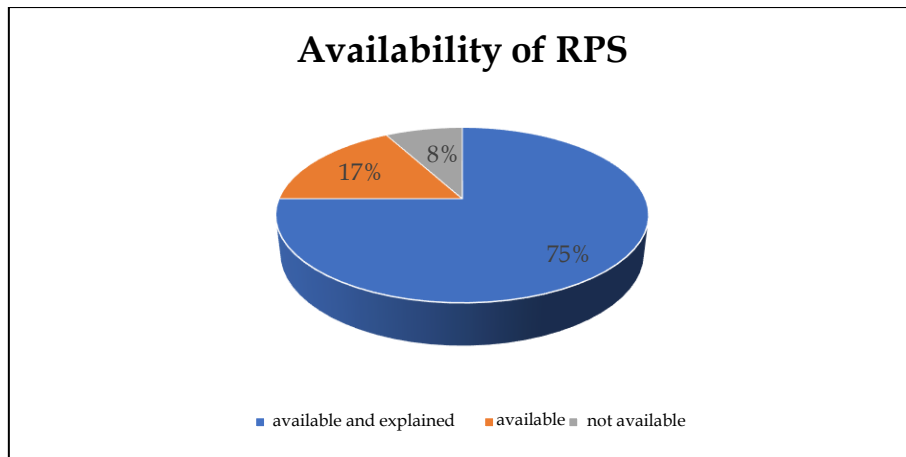
Availability of RPS

- available and explained
- available
- not available

(75%, 17%, 8%)

Figure 2.1 Percentage of RPS for the Bachelor's Degree in Physics Education Program

C. Average Usage of Distance Learning Platforms for the Bachelor's Degree in Physics Education Program

Distance Learning Platforms for the Bachelor's Degree in Physics Education Program

- Zoom
- Gmeet
- Gmeet, LMS UNJ, WAG
- LMS UNJ
- WAG
- ZOOM dan Aplikasi Lain
- Aplikasi Lain
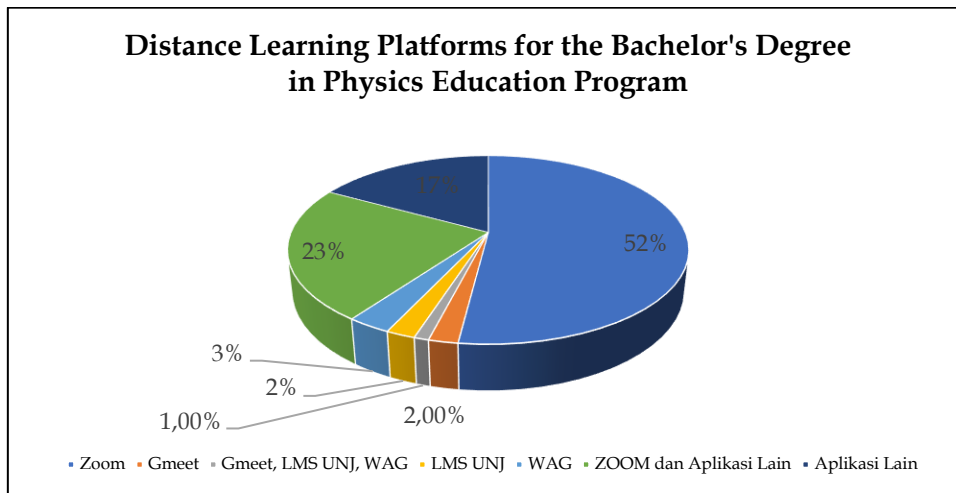
(52%, 17%, 23%, 3%, 2%, 1,00%, 2,00%)

Figure 2.2 Percentage of Distance Learning Platforms (DLP) for S1 Physics Education

From Figure 2.2, it can be seen that the percentage related to the PJJ platform used for the Physics Education Undergraduate study program is with the largest percentage, namely Zoom, at 52% and the smallest percentage, namely those using a combination of Google Meet, LMS UNJ, WA Group at 1%. Generally, each lecture combines two or more platforms used. This aims to take advantage of the advantages of each platform which complement each other.

CHAPTER III

CONCLUSION

A. Conclusion

The following conclusions can be drawn from the implementation of early semester 118 monitoring and evaluation activities:

1. Respondent data collected from meetings 1 to 5 did not meet the expected target. Out of all the classes opened in semester 118, only 75% of Class Representatives filled out the monitoring forms.

2. There are 8% of courses for which the Syllabus was not provided during the lectures.

3. The most commonly used Distance Learning Platform (DLP) for education in the S1 Physics Education program is Zoom Meeting, often combined with other platforms.

B. Recommendations

1. Each lecturer should provide and explain the Syllabus (RPS) to students to ensure that they have a clear understanding of the course structure for the semester. This aims to provide students with a comprehensive view of the course, enabling them to prepare adequately.

2. Lecturers are encouraged to communicate with Class Representatives to ensure they consistently fill out the monitoring forms required by the university and complete Forms 05 and 06.

3. The use of Distance Learning Platforms (DLP) should be effective in fostering engagement between both parties, lecturers, and students. Furthermore, UNJ's Distance Learning Platforms, such as the Learning Management System (LMS), should be evaluated for their strengths and weaknesses. Additionally, guidelines for using UNJ's DLP should be disseminated to maximize its utility within the UNJ community, making it a favored platform among lecturers and students, particularly within UNJ.

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Middle Academic Monitoring

Bachelor's Degree in Physics Education

FOREWORD

With gratitude to the presence of Allah SWT, the analysis report of the mid-semester 118 monitoring (monev) for the Bachelor's Degree program in Physics Education (S1 Pendidikan Fisika) has been completed. This report is expected to provide an overview for the overall improvement of quality in the Bachelor's Degree program in Physics Education.

The demand for enhancing performance quality is highly essential within the environment of Universitas Negeri Jakarta (UNJ). Therefore, it is crucial to measure the relevant elements within UNJ. Through this survey, the involved parties can understand the mid-semester 118 monitoring results, enabling them to make improvements and enhance the quality for the following semester.

In conclusion, we express our gratitude for the assistance and support from various parties that contributed to the completion of this report. We apologize for any shortcomings and imperfections in this report, as it is still far from perfection. We also kindly request feedback and suggestions so that this satisfaction report can provide a better contribution to the performance improvement of all elements within UNJ.

Know,
Study Program Quality Assurance Team

Dr. Firmanul Catur Wibowo, M.Pd.
NIP 198704262019031009

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CHAPTER I
INTRODUCTION

A. Background

The monitoring and evaluation activities are routine procedures conducted by the Quality Assurance Unit with the aim of ensuring that the teaching activities carried out by lecturers are executed properly in accordance with the plans, objectives, and standards or targets that have been set. Through the mid-semester monitoring (monev) activities, it is possible to ascertain the perception of UNJ students regarding the delivery of instruction by UNJ lecturers, and if any issues arise, alternative solutions can be sought.

The implementation of mid-semester learning monitoring for Semester 118 is carried out online, integrated into the Google Forms of the Quality Assurance Unit within UNJ. In order to participate in this monitoring, students access the Quality Assurance Unit's Google Form. Subsequently, students complete the provided monitoring form to provide feedback to the lecturers. The questions within this mid-semester monitoring relate to the alignment of teaching activities with the academic calendar and the use of Distance Learning Platforms.

Through these mid-semester monitoring activities, it is expected that a comprehensive picture of the teaching process will be obtained, as effective teaching processes serve as one of the indicators of the success of the educational process within the institution.

B. Implementation of Middle Semester Monitoring and Evaluation for Semester 118

The implementation of mid-semester monitoring (monev) for Semester 118 at Universitas Negeri Jakarta in 2023 is conducted at the university level. This mid-semester monitoring takes place from the 6th to the 10th week of the academic semester, as illustrated in Figure 1.1.
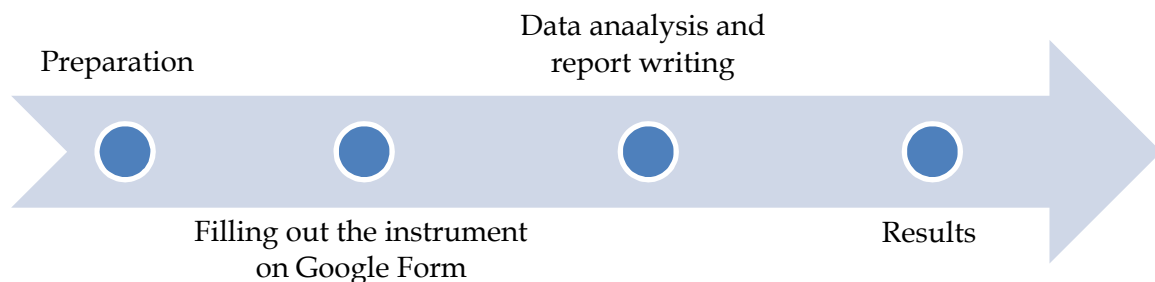

Figure 1.1 Stages of Middle Semester Monitoring and Evaluation (Monev) Implementation at UNJ

The implementation of mid-semester monitoring for Semester 118 at Universitas Negeri

Jakarta in 2023 is directed towards the lecturers. In this mid-semester monitoring, the aim is to assess the extent to which the teaching and learning process is progressing effectively.

C. Objectives

The implementation of mid-semester monitoring and evaluation activities for Semester 118 aims to achieve the following objectives:

1. To gather respondent data.
2. To determine the percentage of classes that align with the academic calendar during mid-semester teaching.
3. To understand the types and the average percentage of the use of distance learning platforms during mid-semester teaching for Semester 118.

D. Output

The outputs of this activity are as follows:

1. Respondent Data.
2. Availability of Percentage Data on Classes That Comply with the Academic Calendar during Mid-Semester Teaching for Semester 118.
3. Availability of Percentage Data on the Average Usage of Distance Learning Platforms during Mid-Semester Teaching for Semester 118.
4. Report on the Results of Mid-Semester Teaching Monitoring and Evaluation for Semester 118.

CHAPTER II

DISCUSSION OF MIDDLE SEMESTER 118 MONITORING AND EVALUATION RESULTS

A. Respondent Data for the Bachelor's Degree in Physics Education Program

Week-	Amount
6	6
7	6
8	2
9	3
10	2
11	3
12	1

Respondents who fill out the teaching monitoring forms are students responsible for the classes in each subject. Based on the data obtained, it is evident that the number of respondents from weeks 6 to 12 is steadily decreasing. This is primarily due to class coordinators not filling out the online monitoring forms, possibly because they have already completed Form 05-06, given that teaching is generally conducted in a hybrid format (combining in-person and online teaching). Out of a total of 23 classes offered this semester, the average percentage of coordinators who filled out the monitoring forms mid-semester was only 20%. To address this issue, the Quality Assurance Team for the S1 Physics Education program reminds all class coordinators to fill out attendance forms after each class session every week using Google Forms provided by the Quality Assurance Unit. Additionally, to support monitoring efforts, every lecturer also provides Form 05-06 to be completed by class coordinators after each class session. These forms are then collected by the program coordinator at the end of the semester.

B. Monitoring of Classes Aligned with the Academic Calendar in the Physics Education Program

Respondents who complete the course monitoring forms are students responsible for each course's class during the semester. Based on the data collected, it's evident that the number of respondents filling out the forms from weeks 6 to 12 is steadily decreasing. This is likely due to class coordinators either not filling out the online monitoring forms or forgetting to do so. One contributing factor could be that class coordinators may have already filled out Form 05-06, especially considering that the teaching approach generally combines in-person

and online (hybrid) methods.

Out of a total of 23 classes offered this semester, the average percentage of class coordinators who completed the monitoring forms midway through the semester was only 20%. To address this issue, the Quality Assurance Team for the S1 Physics Education program is reminding all class coordinators to fill out attendance forms after each class session every week using Google Forms distributed by the Quality Assurance Unit. Additionally, to support the monitoring process, every lecturer is also providing Form 05-06 to be completed by class coordinators after each class session. These completed forms are then collected by the program coordinator at the end of the semester.
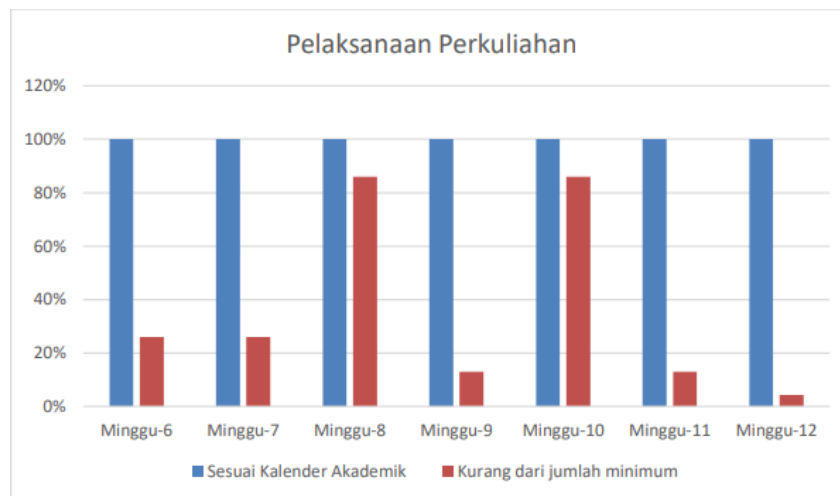

Figure 2.1 Percentage of of Course Implementation in the Bachelor's Degree in Physics Education Program

C. Average Usage of Distance Learning Platforms for the Bachelor's Degree in Physics Education Program
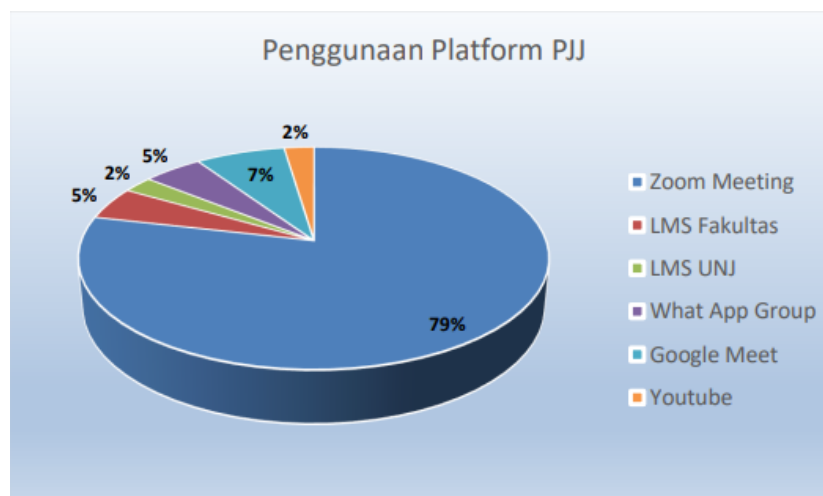

Figure 2.2 Percentage of Distance Learning Platforms (DLP) for S1 Physics Education

From Figure 2.2, it can be observed that the percentage related to the online learning platforms used in the S1 Physics Education program includes LMS UNJ (2%), YouTube (2%), Faculty-specific LMS (5%), WhatsApp Group (5%), Google Meet (7%), and Zoom Meeting (79%). Generally, each course combines two or more of these platforms for teaching and learning purposes. This is done to leverage the advantages of each platform and complement each other.

CHAPTER III
CONCLUSION

A. Conclusion

The conclusions that can be drawn from the implementation of the mid-semester monitoring and evaluation of teaching activities in semester 118 are as follows:

1. The data obtained from respondents during meetings 6 to 12 did not meet the intended target. Out of all the classes opened in semester 118, only 20% of class coordinators filled out the monitoring forms.

2. The number of face-to-face meetings has not met the minimum requirement adjusted to the academic calendar.

3. The common remote learning platform used in the S1 Physics Education program is Zoom Meeting, often combined with other platforms.

B. Recommendations

1. Each lecturer should ensure that they meet the minimum required number of face-to-face meetings every week, in accordance with the academic calendar.

2. Lecturers are advised to consistently remind class coordinators to fill out the monitoring forms provided by the university and to also complete forms 05 and 06.

3. The utilization of remote learning platforms should be effective and should encourage active engagement from both lecturers and students. Furthermore, UNJ's Learning Management System (LMS) should be evaluated for its strengths and weaknesses, and its usage should be effectively communicated to maximize its benefits within the UNJ community. This will help make it a preferred platform among both lecturers and students, especially within the UNJ environment.

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Final Academic Monitoring

Bachelor's Degree in Physics Education

FOREWORD

With gratitude to the presence of Allah SWT, the report analyzing the results of the end-of-term monitoring and evaluation for Semester 118 in the Bachelor's Degree in Physics Education program can be completed. This report is expected to provide an overview of perceptions for the overall quality improvement within the Bachelor's Degree in Physics Education program.

The demand for improved performance quality is crucial within the environment of Universitas Negeri Jakarta (UNJ). Hence, it is necessary to measure the relevant elements within UNJ. By conducting this survey, the involved parties can assess the results of the end-of-term monitoring and evaluation for Semester 118, allowing for improvements and quality enhancements in the upcoming semester.

In conclusion, we express our gratitude for the assistance and support from various parties that have contributed to the completion of this report. We apologize for any weaknesses and shortcomings in this report, which is still far from perfect, and to those who may not be pleased with the results. We also seek feedback and suggestions to ensure that this satisfaction report can provide a better contribution to the performance improvement of all elements at UNJ.

Know,
Study Program Quality Assurance Team

Dr. Firmanul Catur Wibowo, M.Pd.
NIP 198704262019031009

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CHAPTER I
INTRODUCTION

A. Background

The monitoring and evaluation activity is a routine process conducted by the Quality Assurance Unit with the aim of ensuring that the teaching activities conducted by lecturers are executed effectively in accordance with the planned objectives, standards, and targets that have been set. Through the end-of-term monitoring and evaluation (monev akhir perkuliahan), it is possible to gauge students' perceptions of UNJ lecturers in delivering instruction and, if there are any issues, to find alternative solutions.

The implementation of this end-of-term learning monitoring and evaluation for Semester 118 is conducted online, integrated into the Google Forms platform managed by the Quality Assurance Unit within UNJ. To participate in this monitoring and evaluation, students access the SPM's Google Form. Subsequently, students provide feedback using the provided monitoring and evaluation format. The questions in this end-of-term monitoring and evaluation are related to monitoring the courses in line with the academic calendar and the usage of Distance Learning Platforms.

Through the activities of this end-of-term monitoring and evaluation for Semester 118, it is hoped that a clear picture of the learning process's effectiveness will emerge. A successful learning process is one of the indicators of the educational institution's overall success in delivering education.

B. Implementation of End Semester Monitoring and Evaluation for Semester 118

The implementation of the end-of-term monitoring and evaluation (Monev Akhir Semester 118) at Universitas Negeri Jakarta in 2023 is conducted at the university level. This end-of-term monitoring and evaluation activity takes place during the 11th to 16th weeks of the academic semester, as illustrated in Figure 1.1.
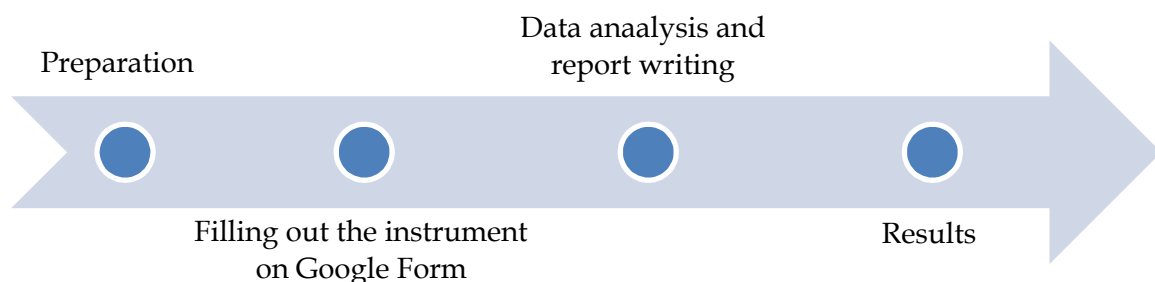

Figure 1.1 Stages of End Semester Monitoring and Evaluation (Monev) Implementation at UNJ

The implementation of end-of-term monitoring and evaluation for Semester 118 at Universitas Negeri Jakarta in 2023 is targeted towards lecturers. In this end-of-term monitoring and evaluation, the primary goal is to assess the extent to which the teaching and learning process has been effective.

C. Objectives

The implementation of end monitoring and evaluation activities for semester 118 aims to achieve the following objectives:

1. To gather respondent data.
2. To determine the percentage of courses that align with the academic calendar in the end-of-term education for Semester 118.
3. To identify the types and average percentages of the usage of distance learning platforms in end-of-term education for Semester 118.

D. Output

The outputs of this activity are as follows:

1. Respondent Data.
2. Availability of percentage data related to courses that align with the academic calendar in the end-of-term education for Semester 118.
3. Availability of average percentage data related to the usage of distance learning platforms in end-of-term education for Semester 118.
4. Report on the results of end-of-term monitoring and evaluation of education for Semester 118.

CHAPTER II

DISCUSSION OF END SEMESTER 118 MONITORING AND EVALUATION RESULTS

A. Respondent Data for the Bachelor's Degree in Physics Education Program

Week-	Amount
11	0
12	0
13	11
14	3
15	3
16	5

The respondents who fill out the course monitoring forms are students who serve as class representatives for each course. Based on the data obtained, it is evident that the respondents who filled out the forms during the meetings from week 11 to week 16 averaged only 10%. This indicates that many class representatives have not yet filled out or may have forgotten to complete the course monitoring forms. Additionally, there are some holidays during one week within the range from week 11 to week 16. Furthermore, there may be some courses that have not been completed, but the forms were not filled out, as these classes were substitutes. Nevertheless, each lecturer strives to complete up to 16 class meetings before the final exam for Semester 118. This effort is commendable as it demonstrates the lecturers' commitment to maintaining the quality of teaching by meeting the required number of class meetings, even if it means extending beyond the time allotted in the academic calendar.

To address the above-mentioned issues, the TPjM of the Physics program will remind all class representatives to fill out attendance forms after each class session via the Google Form distributed by the Quality Assurance Unit, even if it is beyond week 16. Additionally, each lecturer provides Form 05-06, which is filled out by the class representatives at the end of each class session. Form 05-06 is then collected by the program coordinator (koorprodi) from the class representatives at the end of the semester.

B. Monitoring of Classes Aligned with the Academic Calendar in the Physics Education Program

Based on Figure 2.1, the percentage of course activities aligned with the academic calendar for the Bachelor's Degree in Physics Education program generally meets the

minimum number of meetings required for each week of the academic calendar. Classes are conducted from Monday to Friday. If there are any replacement classes, they are scheduled based on agreements between students and the course lecturer. Additionally, this percentage is also influenced by the relatively low number of respondents who have filled out the questionnaire forms provided by SPMI UNJ.
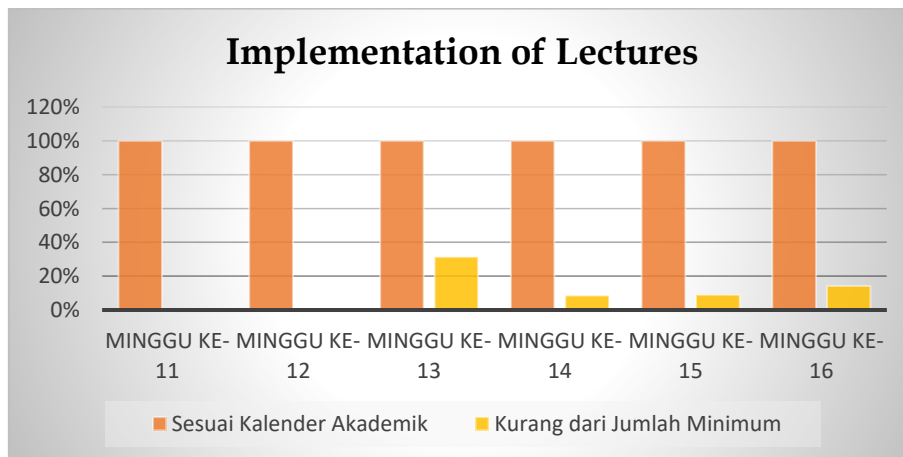

Figure 2.1 Percentage of of Course Implementation in the Bachelor's Degree in Physics Education Program

C. Average Usage of Distance Learning Platforms for the Bachelor's Degree in Physics Education Program
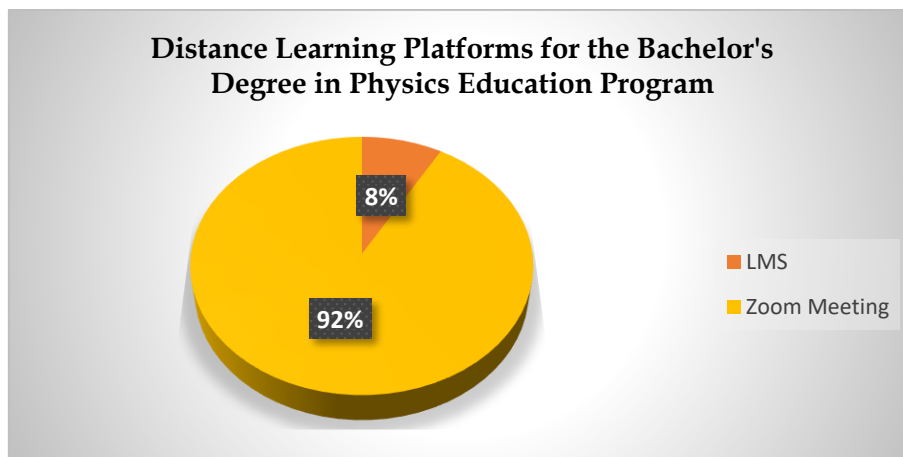

Figure 2.2 Percentage of Distance Learning Platforms (DLP) for S1 Physics Education

Based on Figure 2.2, it can be seen that the percentage related to the PJJ platform used for the Physics Education undergraduate study program is with an LMS value of 8% and Zoom Meeting Cloud 92%. Generally, each lecture combines two or more platforms used. This aims to take advantage of the advantages of each platform which complement each other.

CHAPTER III

CONCLUSION

A. Conclusion

The conclusions that can be drawn from the implementation of end-of-term monitoring and evaluation for Semester 118 are as follows:

1. Respondent data obtained from meetings 11 to 16 did not meet the expected target. Out of all the classes opened in Semester 118, only an average of 10% of Class Representatives (PJ kelas) filled out the end-of-term monitoring forms.

2. The number of class meetings did not meet the minimum required face-to-face meetings as per the academic calendar.

3. The commonly used Distance Learning Platform (PJJ) for education in the Bachelor's Degree in Physics Education program (Prodi S1 Pendidikan Fisika) is Zoom Meeting, often combined with other platforms.

B. Recommendations

1. Each lecturer needs to meet the minimum required face-to-face meeting sessions each week as specified in the academic calendar.

2. Every lecturer is encouraged to remind class representatives to consistently fill out the monitoring forms provided by the university, as well as the Form 05 and Form 06.

3. The use of distance learning platforms should be employed effectively, creating engagement from both sides, including both lecturers and students. Additionally, UNJ's platforms such as the Learning Management System (LMS) should be introduced to users to maximize its usefulness within the UNJ community, making it a preferred platform among lecturers and students, particularly within the UNJ environment.