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Initial Academic Monitoring

Masters in Physics Education

FOREWORD

With gratitude to the presence of Allah SWT, the analysis report of the intial semester 118 monitoring and evaluation of the Master's Program in Physics Education (S2) has been completed. This report is expected to provide an overview of perceptions to improve the overall quality of the S2 Physics Education Program.

The demand for improved performance quality is crucial within the University of Negeri Jakarta (UNJ) environment. Therefore, it is essential to measure relevant elements within UNJ. By conducting this survey, those involved can understand the results of the intial semester 118 monitoring and evaluation, enabling improvements and enhancements for the following semester.

In conclusion, we extend our gratitude to all those who have provided assistance and support in completing this report. We apologize for any weaknesses and shortcomings in this report, which may still be far from perfect. We also welcome any feedback and suggestions to ensure that this satisfaction report can contribute to the improvement of performance across all elements within UNJ.

Know,
Study Program Quality Assurance Team

Dr. Firmanul Catur Wibowo, M.Pd.
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CHAPTER I
INTRODUCTION

A. Background

The monitoring and evaluation activities are routine processes carried out by the Quality Assurance Unit (QAU) with the aim of ensuring that the teaching activities conducted by the lecturers have been executed effectively in accordance with the established plans, objectives, and standards or targets. Through the implementation of this intial semester 118 monitoring and evaluation, it is possible to gauge the students' perception of the UNJ lecturers in delivering education and, in turn, explore alternative solutions if issues arise.

The execution of the intial semester 118 educational monitoring and evaluation takes place online, integrated into the Google Forms of the Quality Assurance Unit within UNJ. In order to participate in this evaluation, students access the QAU Google Forms. Afterward, students complete the monitoring and evaluation form to provide feedback regarding the lecturers. The questions within this intial semester educational monitoring and evaluation pertain to the RPS (Course Syllabus) and the Distant Learning Platform used.

The goal of this intial semester 118 monitoring and evaluation is to provide an insight into the progress of the teaching process. A well-functioning educational process serves as one of the indicators of success within an educational institution.

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

The implementation of the intial semester monitoring and evaluation (Monev Awal Semester 118) at Universitas Negeri Jakarta in 2023 is conducted at the university level. This intial monitoring and evaluation activity take place during the first five weeks of the academic semester, as illustrated in Figure 1.1
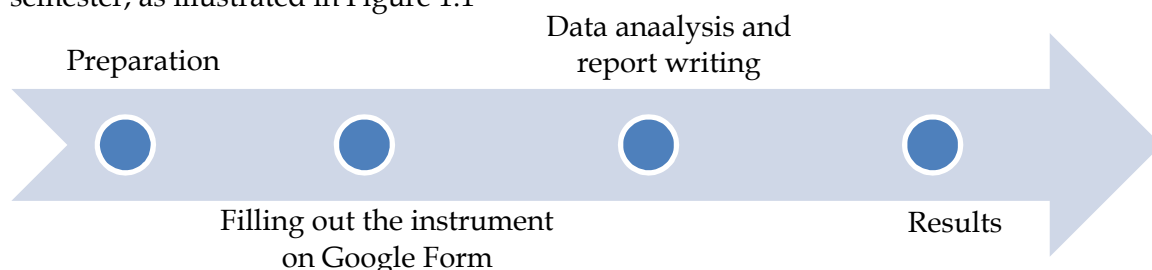
Preparation
Data anaalysis and report writing
Filling out the instrument on Google Form
Results

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

The implementation of intial Semester Monitoring and Evaluation (Monev) for semester 118 at UNJ in 2023 is aimed at lecturers. In this intial semester Monev, it is expected to

determine to what extent the teaching and learning process is progressing effectively.

C. Objectives

The implementation of intial 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 intial 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 intial semester 118 education.
4. Report on the results of intial semester 118 monitoring and evaluation of education.

CHAPTER II

DISCUSSION OF INTIAL SEMESTER 118 MONITORING AND EVALUATION RESULTS

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

Week-	Amount
1	5
2	7
3	8
4	11
5	15

The respondents who fill out the course monitoring form are students who act as class representatives (CR) in each course. Based on the data obtained, it can be observed that the number of respondents in Week 1 is significantly lower compared to Week 2 and beyond. This is because practical activities are only scheduled to begin around Week 4 after the lectures have commenced. The main reason for this is that students need to grasp the theoretical concepts first before starting the practical activities, ensuring that the practical work can run efficiently. Additionally, it is essential for the lecturers to provide guidance and training to the students who will serve as assistants during the relevant practical sessions.

Nevertheless, the number of responses filling out the monitoring form has not reached the target. From all the classes opened in this semester, the average percentage of collected data is 31.72% of class representatives who have filled out the monitoring form. To address this issue, each lecturer also provides Form 05-06 to be filled out by class representatives after each lecture. Form 05-06 is then collected by the program coordinator at the end of the semester. Additionally, the Quality Assurance Unit for the Physics Education program also reminds all class representatives to complete attendance forms after each lecture via Google Form distributed by the Quality Assurance Unit.

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

Based on Figure 2.1, we can see that the percentage of the availability of RPS (Course Implementation Plans) for the S2 Physics Education program is as follows: 13% available, 85% available and explained, and 2% not available.
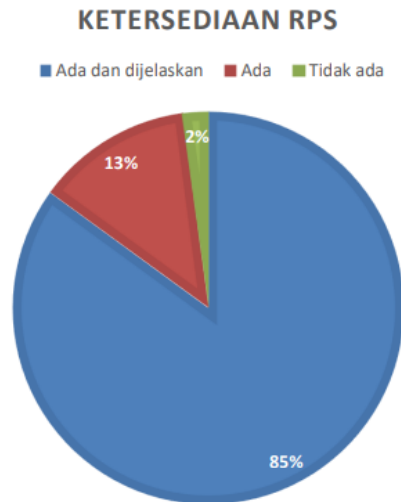
KETERSEDIAAN RPS

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

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

Based on Figure 2.2, the percentage of lecture activities that follow the academic calendar for the S2 Physics Education program generally meets the minimum number of meetings according to the academic calendar. Lectures are conducted on Wednesdays and Saturdays, which means there are rarely any replacement lectures. If replacement lectures do occur, they are conducted based on agreements between students and the respective course instructors. Additionally, the percentage is also influenced by the limited number of respondents who fill out the questionnaire forms from UNJ's Quality Assurance Unit (SPMI).
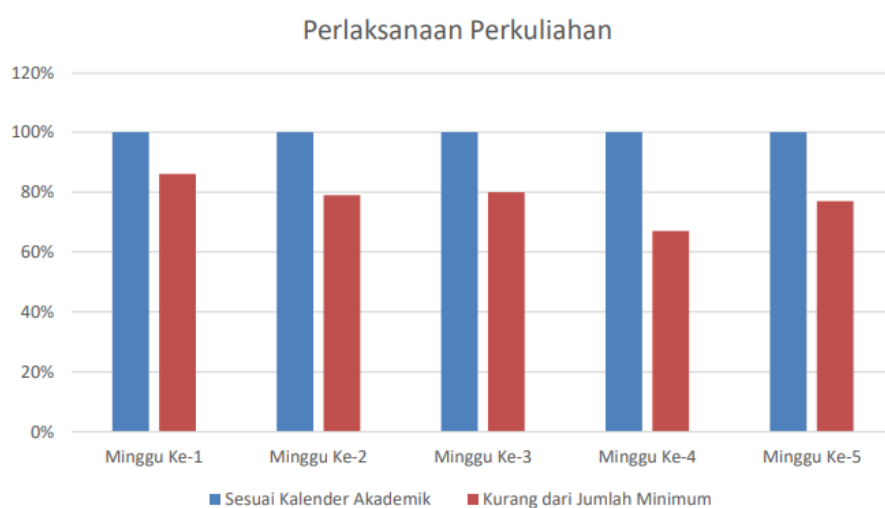

Figure 2.2 Percentage of Course Implementation for the Master's Degree in Physics Education

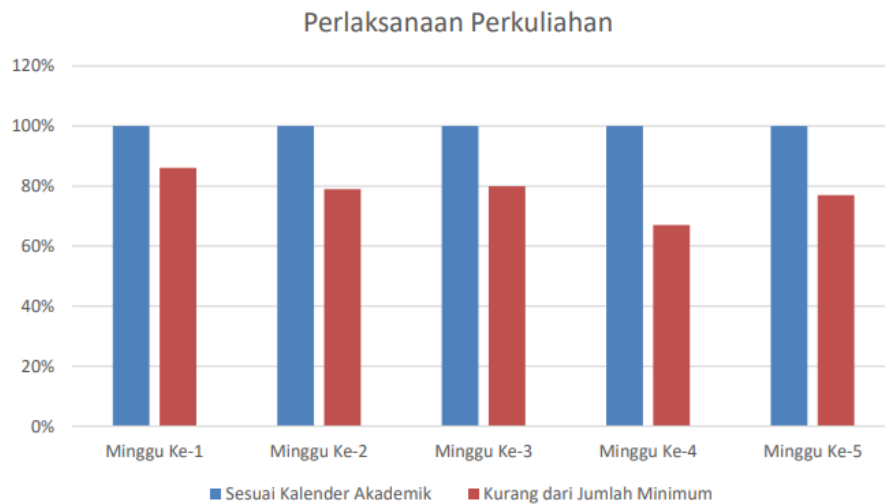## D. Average Usage of Distance Learning Platforms for the Master's Degree in Physics Education Program

Figure 2.3 Percentage of Distance Learning Platforms (DLP) for S2 Physics Education

From Figure 2.3, it can be seen that the percentage related to the distance learning platforms used for the S2 Physics Education program includes Google Meet (15%), Microsoft Teams (5%), Other Applications (3%), LMS UNJ (17%), and Zoom Meeting Cloud (85%). Generally, each lecture combines two or more platforms, aiming to utilize the strengths of each platform complementarily.

CHAPTER III

CONCLUSION

A. Conclusion

Here are the conclusions that can be drawn from the implementation of the early semester 118 course monitoring and evaluation activities:

1. The data obtained from respondents in meetings 1 to 5 did not meet the expected target. Out of all the classes opened in semester 118, only 31.72% of class representatives (PJ kelas) filled out the monitoring forms.

2. Only 2% of courses have not provided the Course Syllabus (RPS) for the lecture activities.

3. The commonly used distance learning platform in the S2 Physics Education program is Zoom Meeting, often combined with other platforms.

B. Recommendations

1. Every lecturer should provide the Course Syllabus and explain it to students so that students can have an overview of the course implementation for a semester. This is aimed at giving students a clear understanding of the course flow, enabling them to prepare adequately for their studies.

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

3. The use of distance learning platforms needs to be effective and should foster engagement from both sides, lecturers and students. Furthermore, UNJ's Distance Learning Platform, such as the Learning Management System (LMS), needs to be evaluated for its strengths and weaknesses. Subsequently, proper training should be provided on how to use the platform effectively, ensuring that it becomes a valuable tool for both lecturers and students, particularly within the UNJ community.

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Middle Academic Monitoring

Masters in Physics Education

FOREWORD

With gratitude to the presence of Allah SWT, the analysis report of the mid-semester monitoring and evaluation for the 118th semester of the Master's Program in Physics Education has been completed. This report is expected to provide an overview of perceptions for the purpose of overall quality improvement in the Master's Program in Physics Education.

The demand for improving performance quality is crucial within the University of Jakarta (UNJ) environment. Therefore, it is necessary to measure the relevant elements within UNJ. By conducting this survey, the parties involved can understand the results of the mid-semester monitoring and evaluation for the 118th semester, enabling improvements and quality enhancements for the following 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 suggestions and input so that this satisfaction survey report can make a better contribution to the improvement of the performance 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

This monitoring and evaluation activity is a routine process conducted by the Quality Assurance Unit with the aim of ensuring that the teaching activities carried out by lecturers are executed effectively in alignment with the established plans, objectives, and standards or targets. Through the mid-semester monitoring and evaluation (monev) activity, the perception of UNJ students regarding the lecturers' teaching performance can be assessed, and in case of any issues, alternative solutions can be sought.

The mid-semester learning monitoring and evaluation (monev) for the 118th semester are conducted online, integrated into the Google Forms platform within UNJ's Quality Assurance Unit. To participate in this monev, students access the SPM Google Form. Afterward, students fill out the provided monev format to provide feedback to the lecturers. The questions in this mid-semester monitoring are related to monitoring the academic calendar and the use of the Distance Learning Platform.

From the mid-semester monitoring and evaluation (monev) activities of the 118th semester, it is expected that we can gain an understanding of how the learning process is progressing effectively. A successful learning process is one of the indicators of the overall success of the education process within the educational institution.

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

The mid-semester monitoring and evaluation (monev) for the 118th semester at the University of Jakarta in 2023 is a university-level monev. This mid-semester monev is conducted during weeks 6 to 10 of the academic semester, as illustrated in Figure 1.1.
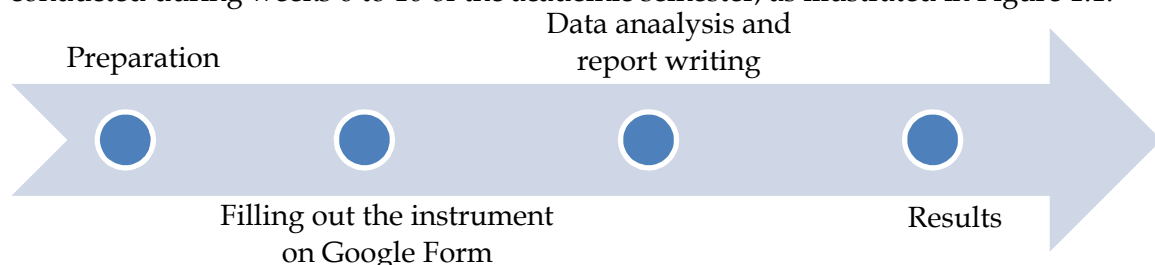

Figure 1.1 Stages of Middle Semester Monitoring and Evaluation (Monev) Implementation at UNJ

The mid-semester monitoring and evaluation (monev) for the 118th semester at the University of Jakarta in 2023 is aimed at assessing the performance of the lecturers. This mid-

semester monev is intended to provide insights into how well the teaching and learning process has been conducted up to that point.

C. Objectives

The implementation of intial 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 intial 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 intial semester 118 education.
4. Report on the results of intial semester 118 monitoring and evaluation of education.

CHAPTER II

DISCUSSION OF MIDDLE SEMESTER 118 MONITORING AND EVALUATION RESULTS

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

Week-	Amount
6	8
7	5
8	3
9	5
10	4

The respondents who fill out the lecture monitoring forms are students responsible for each class in their respective courses. Based on the data obtained, it can be observed that the respondents who filled out the forms from week 11 to week 16 averaged only 27%. This indicates that many class representatives have either not filled out the lecture forms or have forgotten to do so. To address this issue, the TPjM (Teaching and Learning Quality Assurance) unit for the physics program reminds all class representatives to complete the attendance forms after each class session every week using the Google Form distributed by the Quality Assurance Unit. Additionally, to support the monitoring process, each lecturer also provides form 05-06 to be filled out by class representatives after every class session. Form 05-06 is then collected by the program coordinator from 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, it can be observed that the percentage of lectures conducted following the academic calendar for the Master's Program in Physics Education (S2) generally meets the minimum number of sessions according to the academic week. Lectures are typically scheduled for Wednesdays and Saturdays. In cases where there is a need for makeup classes, they are scheduled based on an agreement between students and the course instructor. Generally, classes on Saturdays are not held as per the standard schedule, so alternative class schedules need to be coordinated and agreed upon by both students and course instructors. Additionally, the percentage is also influenced by the limited number of respondents who fill out the questionnaire forms from SPMI UNJ.

Figure 2.1 Percentage of Course Implementation for the Master's Degree in Physics Education

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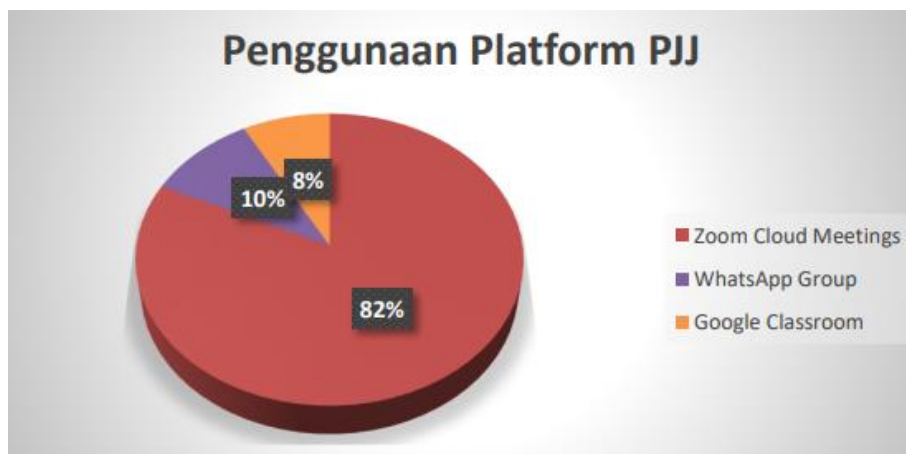

Figure 2.2 Percentage of Distance Learning Platforms (DLP) for S2 Physics Education

Based on Figure 2.2, it can be observed that the percentage of the Distance Learning Platforms (PJJ) used in the Master's Program in Physics Education (S2) is as follows: Google Classroom 8%, WhatsApp Group 10%, and Zoom Cloud Meetings 82%. Typically, each class combines two or more platforms for teaching and learning purposes. This is done to leverage the strengths of each platform and complement one another.

CHAPTER III

CONCLUSION

A. Conclusion

Here are the conclusions that can be drawn from the implementation of the early semester 118 course monitoring and evaluation activities:

1. The respondent data obtained from meetings 6 to 10 did not meet the expected target. Out of all the classes opened in semester 118, only 27% of class representatives filled out the monitoring forms.

2. The number of face-to-face classes did not meet the minimum requirement as per the academic calendar.

3. The commonly used distance learning platform in the Master's Program in Physics Education (S2) is Zoom Meeting, often combined with other platforms.

B. Recommendations

1. Every lecturer should provide the Course Syllabus and explain it to students so that students can have an overview of the course implementation for a semester. This is aimed at giving students a clear understanding of the course flow, enabling them to prepare adequately for their studies.

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

3. The use of distance learning platforms needs to be effective and should foster engagement from both sides, lecturers and students. Furthermore, UNJ's Distance Learning Platform, such as the Learning Management System (LMS), needs to be evaluated for its strengths and weaknesses. Subsequently, proper training should be provided on how to use the platform effectively, ensuring that it becomes a valuable tool for both lecturers and students, particularly within the UNJ community.

End Academic Monitoring

Masters in Physics Education

FOREWORD

With gratitude to the presence of Allah SWT, the analysis report of the end semester monitoring and evaluation for the 118 semester of the Master's Program in Physics Education has been completed. This report is expected to provide an overview of perceptions for the purpose of overall quality improvement in the Master's Program in Physics Education.

The demand for improving performance quality is crucial within the University of Jakarta (UNJ) environment. Therefore, it is necessary to measure the relevant elements within UNJ. By conducting this survey, the parties involved can understand the results of the end-semester monitoring and evaluation for the 118th semester, enabling improvements and quality enhancements for the following 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 suggestions and input so that this satisfaction survey report can make a better contribution to the improvement of the performance of all elements within UNJ.

Know,

Study Program Quality Assurance Team

Dr. Firmanul Catur Wibowo, M.Pd.

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CHAPTER I
INTRODUCTION

A. Background

Monitoring and evaluation activities are routine tasks conducted by the Quality Assurance Unit with the aim of ensuring that the teaching activities carried out by lecturers are performed well in accordance with the plans, objectives, and standards or targets that have been set. Through this end-of-semester monitoring (monev) activity, the perception of UNJ students regarding their lecturers' performance in delivering education can be ascertained, and alternative solutions can be sought if issues arise.

The implementation of this end-of-semester education monitoring for semester 118 is conducted online, integrated into the Google Forms of the Quality Assurance Unit within UNJ. To participate in this monitoring, students access the Quality Assurance Unit's Google Form. Subsequently, students fill out the provided monitoring format to provide feedback on their lecturers. The questions in this end-of-semester education monitoring are related to monitoring lectures in accordance with the academic calendar and the use of Distance Learning Platforms.

Through this end-of-semester monitoring activity for semester 118, it is hoped that an overview of the teaching process can be obtained, with the goal of ensuring that the teaching process runs smoothly. A well-functioning teaching process is one of the indicators of the success of the educational process within the educational institution.

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

The implementation of the end-of-semester monitoring (monev) for semester 118 at the University of Jakarta in 2023 is conducted at the university level. This end-of-semester monitoring takes place during weeks 11 to 16 of the semester, as depicted in Figure 1.1.
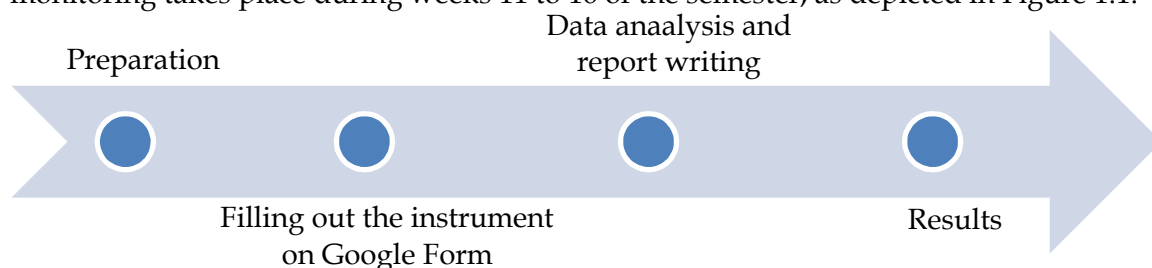

Figure 1.1 Stages of End Semester Monitoring and Evaluation (Monev) Implementation at UNJ

The end-semester monitoring and evaluation (monev) for the 118th semester at the University of Jakarta in 2023 is aimed at assessing the performance of the lecturers. This end-

semester monev is intended to provide insights into how well the teaching and learning process has been conducted up to that point.

C. Objectives

The implementation of intial 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 intial 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 intial semester 118 education.
4. Report on the results of intial semester 118 monitoring and evaluation of education.

CHAPTER II

DISCUSSION OF END SEMESTER 118 MONITORING AND EVALUATION RESULTS

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

Week-	Amount
11	3
12	6
13	4
14	3
15	2
16	4

Respondents who fill out the course monitoring forms are students who are responsible for the class in each course. Based on the data obtained, it is observed that the respondents who filled out the forms from week 11 to week 16, on average, only reached 24%. This indicates that many class representatives have not filled out the course monitoring forms or may have forgotten to do so. Additionally, there are some holidays within one week during the period from week 11 to week 16. Furthermore, there is a possibility that some courses have not been completed, but the forms were not filled out as they were considered replacement classes.

Nevertheless, every lecturer made an effort to conduct up to 16 class meetings before the 118th final exams, which should be appreciated since they are ensuring the quality of education by fulfilling the number of meetings, even if it required additional time beyond what was specified in the academic calendar.

To address these issues, the Quality Assurance Unit (TPjM) of the physics program will remind all class representatives to fill out the attendance forms after each class session every week through Google Forms distributed by the Quality Assurance Unit, even if it extends beyond week 16. Additionally, every lecturer will provide forms 05-06 to be filled out by class representatives after each class session. These forms will be collected by the program coordinator (koorprodi) at the end of each semester.

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

Based on Figure 2.1, it can be observed that the percentage of lectures conducted

following the academic calendar for the Master's Program in Physics Education (S2) generally meets the minimum number of sessions according to the academic week. Lectures are typically scheduled for Wednesdays and Saturdays. In cases where there is a need for makeup classes, they are scheduled based on an agreement between students and the course instructor. Generally, classes on Saturdays are not held as per the standard schedule, so alternative class schedules need to be coordinated and agreed upon by both students and course instructors. Additionally, the percentage is also influenced by the limited number of respondents who fill out the questionnaire forms from SPMI UNJ.
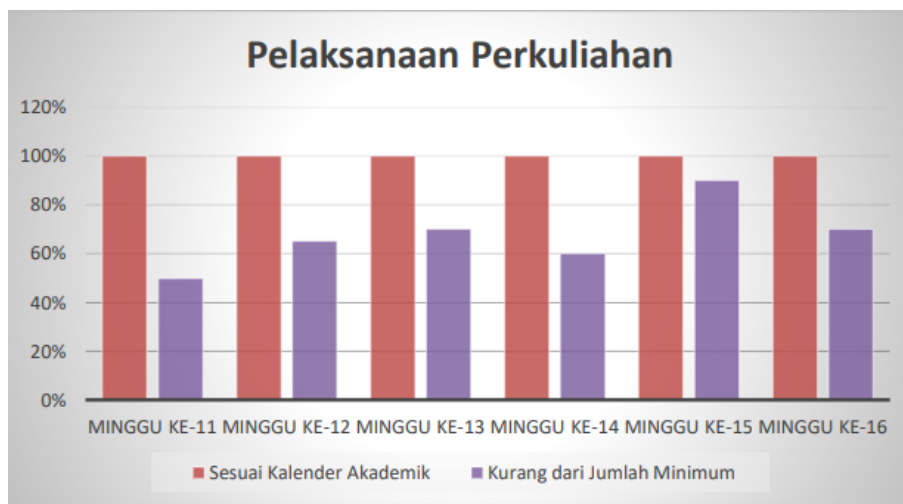

Figure 2.1 Percentage of Course Implementation for the Master's Degree in Physics Education

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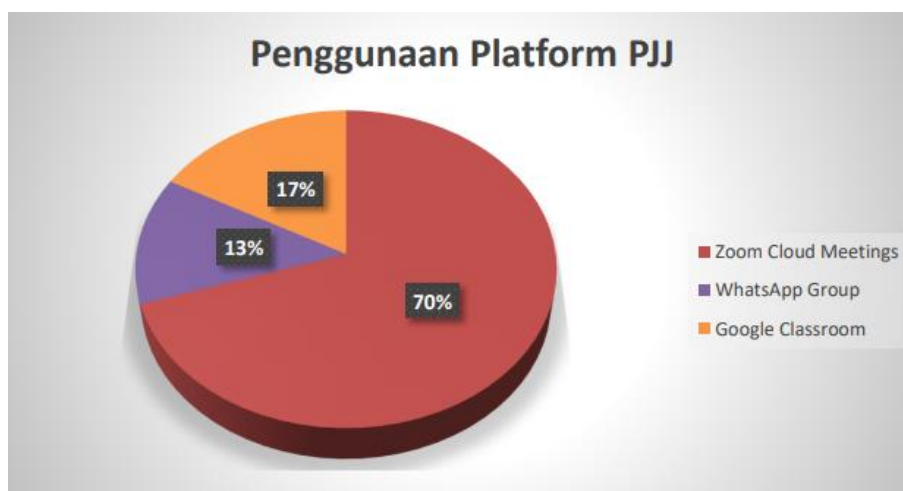

Figure 2.2 Percentage of Distance Learning Platforms (DLP) for S2 Physics Education

Based on Figure 2.2, it can be observed that the percentage related to online learning

platforms used for the S2 Physics Education program includes Google Classroom at 17%, WhatsApp Group at 13%, and Zoom Meeting Cloud at 70%. Generally, most classes combine the use of two or more platforms. This approach aims to leverage the strengths of each platform to complement one another.

CHAPTER III

CONCLUSION

A. Conclusion

Here are the conclusions that can be drawn from the implementation of the early semester 118 course monitoring and evaluation activities:

1. The data collected from respondents during meetings 11 to 16 did not meet the intended target. On average, only 24% of class coordinators (PJ kelas) filled out the end-of-semester monitoring forms out of the total number of classes opened in semester 118.

2. The number of face-to-face sessions has not yet reached the minimum required according to the academic calendar.

3. The commonly used online learning platform in the S2 Physics Education program is Zoom Meeting, often used in combination with other platforms.

B. Recommendations

1. Every lecturer should provide the Course Syllabus and explain it to students so that students can have an overview of the course implementation for a semester. This is aimed at giving students a clear understanding of the course flow, enabling them to prepare adequately for their studies.

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

3. The use of distance learning platforms needs to be effective and should foster engagement from both sides, lecturers and students. Furthermore, UNJ's Distance Learning Platform, such as the Learning Management System (LMS), needs to be evaluated for its strengths and weaknesses. Subsequently, proper training should be provided on how to use the platform effectively, ensuring that it becomes a valuable tool for both lecturers and students, particularly within the UNJ community.