

REPORT
MONITORING AND EVALUATION OF ONLINE LEARNING
FACULTY OF LANGUAGES AND ARTS



QUALITY ASSUARANCE GROUP

1. Dr. Eko Wahyuni Rahayu, M.Hum
2. Hespi Septiana, S.Pd., M.Pd.
3. Suvi Akhiriyah, S.Pd., M.Pd.
4. Masilva Raynox Mael, S.Pd., M.Pd.
5. Octo Dendy Andriyanto, S.Pd., M.Pd.
6. Muh Ariffudin Islam, S.Sn., M.Sn.

FACULTY OF LANGUAGES AND ARTS
STATE UNIVERSITY OF SURABAYA
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OBSERVERS

1. Rahmi Rahmayanti, S.Pd., M.Pd
2. Prima Vidya Asteria, S.Pd., M.Pd.
3. Sumarningsih, S.Pd., M.Pd
4. Laily Maulida Septiana Harti, S.S., M.AppLing.
5. Octo Dendy Andriyanto, S.Pd., M.Pd
6. Yunita Ernawati, S.Pd., M.A
7. Dra. Fahmi Wahyuningsih, M.Pd.
8. Dra. Rr. Dyah Woroharsi P., M.Pd.
9. Rusmiyati, S.Pd., M.Pd.
10. Mintarsih, S.S., M.Pd.
11. Galih Wibisono, B.A, M.Ed.
12. Rendy Aditya, B.TCFL, M.Pd.
13. Dra. Siti Mutmainah, M.Pd
14. Ika Anggun Camelia, S.Pd., M.Pd
15. Dhani Kristiandri, S.Pd., M.Pd
16. Vivi Ervina Dewi, S.Pd., M.Pd
17. Nova Kristiana, S.Sn., M.Sn
18. Asidigisianti Surya Patria, S.T., M.Pd.

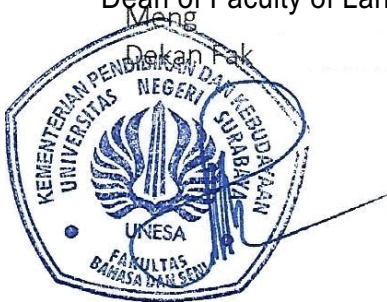
APPROVAL SHEET

This is to certify the online learning monitoring and evaluation report which has been thoroughly arranged in the following departments: Indonesian Language and Literature, English Language and Literature, Javanese Language and Literature, German Language and Literature, Japanese Language and Literature, Chinese Language and Literature, Fine Arts, Design, and Drama, Dance and Music in Faculty of Languages and Arts.

Surabaya, 8 December 2020

Acknowledged by,

Dean of Faculty of Languages and Arts



Dr. Trisakti, M.Si

NIP. 196509281991032001

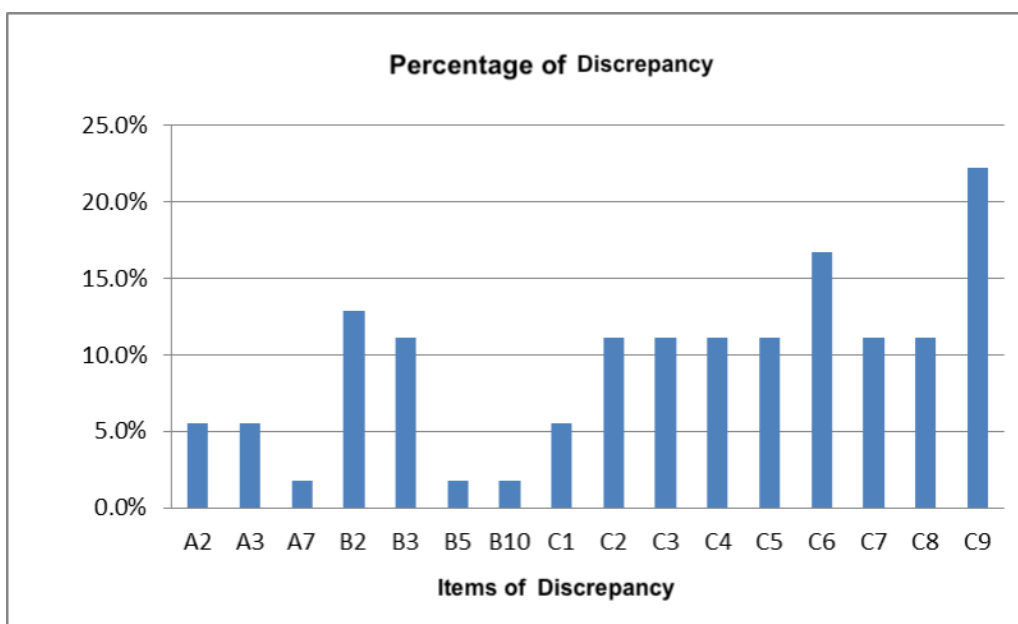
Head of Quality Assurance Group of
Languages and Arts



Dra. Eko Wahyuni Rahayu, M.Sum NIP.

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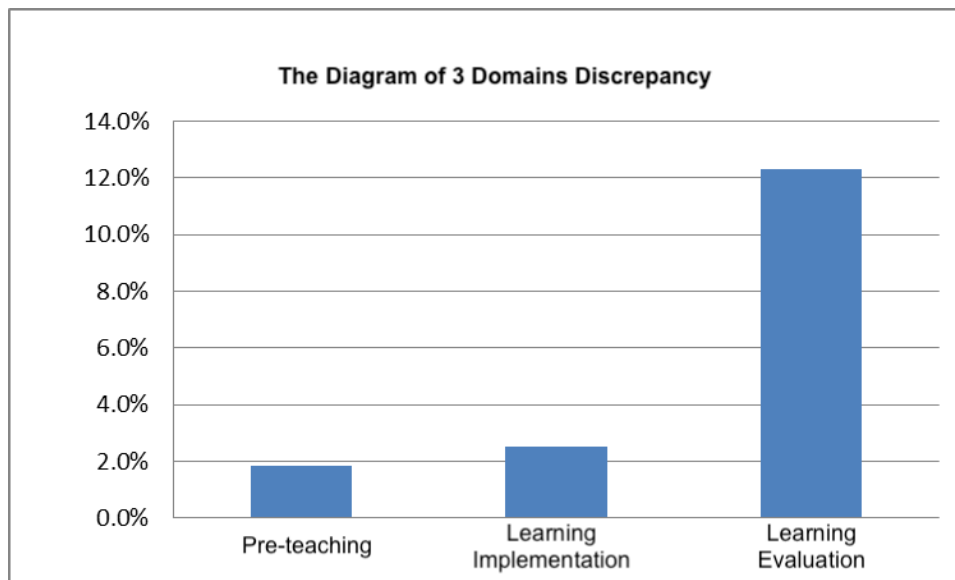
B. Diagram of Discrepancy Monitoring and Evaluation of Online Learning



Based on the diagram above, the highest percentages of discrepancy based on the instrument items of online learning monitoring and evaluation are the items of C9 with 22.2%, items of C6 with 16.7%, and items of B2 with 12.9%. The C9 item is regarding the results of midterm exam for students, C6 item is regarding to the implementation of midterm exam according to the schedule written in the semester lesson plan, while B2 item is regarding to the lecture activities according to the schedule listed in SIAKADU. Other discrepancies are the items of B3, C2, C3, C4, C5, C7, and C8 with similar percentage of 11.1%. The discrepancy in these points relate to the attendance listing on the lecture platform (B3), assessment given to the students' assignments (C2), the return of assignments that have been assessed back to the students (C3), the validation of midterm exam's question sheets (C4), the midterm exam scoring rubric by the lecturers (C5), the online question sheets of midterm exam prepared by the lecturers (C7), and the congruency between the questions of midterm exam and the learning materials (C8). The reflection activity by the lecturers at the end of the lecture (B9) and the punctuality in starting and ending the lectures (B10). The next position is 5.5% discrepancy at the items of A2 (semester lesson plan that has been designed has been validated by UPM/Head of Study Program), A3 (lesson plan that has been validated by the course group team), and C1 (lecturers give assignments to the students which have to be uploaded online). The smallest discrepancy is at the item of A7 (lecturers have teaching materials such as handouts, power point slides, diktats, modules, or textbooks

written by the lecturers in charge), B5 (lecturers uploads the teaching materials and/or supporting media), and B10 (lecturers begin and end the lectures according to the schedule).

C. Diagram of Discrepancy According to Three Domains (Preparation of Teaching, Learning Implementation, and Learning Evaluation)



The average percentage for each of these domains is obtained by taking the means between the total number of percentages in each domain and the number of instrument items in each of the intended domains. The diagram above illustrates that the highest percentage of discrepancies based on the three learning domains is the Learning Evaluation domain with an average percentage of 12.3%. The Learning Implementation domain is in the second place with an average percentage of 2.4%, and the last place is the Teaching Preparation domain with 1.8%.

D. Follow-up Plan

Based on the data in table B, there are several items of the instrument that are the findings of discrepancy from the monitoring and evaluation of online learning. Regarding the matter, these are the follow-up plans that will be carried out by the managements within the Faculty and Departments, the Quality Assurance Group or Gugus Penjamin Mutu (GPM), the Quality Assurance Unit or Unit Penjamin Mutu (UPM), and the lecturers of the courses to improve the quality of leaning at the Languages and Arts Faculty:

**Table of Discrepancy of Teaching Preparation Instrument
Items**

No	Instrument Item Number	Discrepancy	Discrepancy Percentage	Follow-up Plan
1	A.2	The semester lesson plan that have been designed, have not been validated by the UPM or the Head of Study Program	5.5%	<ul style="list-style-type: none"> - There are several discrepancies in understanding the validation of lesson plan. The intended validation could be in the form of the uploaded semester lesson plan on SIAKADU which automatically approved by UPM, or in the form of there is a signature by the Study Program Leader on the lesson plan file. There needs to be an agreement with PPM. - If the lesson plan validation must be in the form of a signature by the head of the study program, then all the new lesson plan arranged by the new curriculum must be updated.
2	A.3	The semester lesson plans have not been validated by the course group team	5.5%	<ul style="list-style-type: none"> - SOP is required in regards to the validation process by the course group team following documentation of it. - The establishment of curriculum team in the study program that has not have one that is validated by the faculty through ST.
3	A.7	Lecturers do not have teaching materials in forms of handouts, power points slide, diktat, modules, or textbooks written by the lecturers in charge	1.8%	Other than recommended book references, the lectures should prepare handouts/materials according to the discussion of each meeting. The curriculum team can arrange this so that there is a uniformity in delivering the materials.

Table of Discrepancy of Learning Implementation Instrument Items

No	Instrument Item Number	Discrepancy	Discrepancy Percentage	Follow-up Plan
1	B.2	Lecturers do not carry out the lectures according to the schedule marked by the content of the Siakadu online journal	12.9%	<ul style="list-style-type: none"> - Lecturers are always suggested to carry out the lectures according to the schedule. - Lecturers are suggested to always fill the Siakadu online journal regularly.
2	B.3	Lecturers do not do the attendance listing on the platform that is used	11.1%	<ul style="list-style-type: none"> - Lecturers are always suggested to do the attendance listing during lectures. - Lecturers fill the attendance list through the lecture journal.
4	B.5	Lecturers do not use the teaching materials and/or the supporting media	1.8%	<ul style="list-style-type: none"> - The lecturers are suggested to upload the teaching or learning materials on the platform so that it is easier for the students who have visual style learning to comprehend the materials that are taught. - This matter is casuistic, because it relates to the course where the assignments have been discussed in the previous meeting. The lecture is only in the form of discussion about the task continuity.
5	B.10	Lecturers begin and end the lectures according to the schedule	1.8%	The monitoring and evaluation lecturers have given inputs or suggestions directly to the lecturers in charge to teach according to the predetermined schedule.

Table of Discrepancy of Learning Evaluation Instrument Items

No	Instrument Item Number	Discrepancy	Discrepancy Percentage	Follow-up Plan
1	C.1	Lecturers give assignments to the students that require them to upload it	5.5%	<ul style="list-style-type: none"> - Lecturers give the assignments at the previous meeting or just about to give the assignment on the next meeting. - This can be communicated between the monitoring and evaluation observers and money lecturers regarding the assignments that are written on the money instruments.
2	C.2	Lecturers are not yet giving the assessment or score for the tasks assigned to the students.	11.1%	<ul style="list-style-type: none"> - Monitoring and evaluation lecturers give inputs or suggestions directly to the lecturers in charge to pay attention to the matter. - In the near future, the lecturers will give the assessments for the tasks on the online lectures.
3	C.3	Lecturers return the assessed assignments to the students.	11.1%	<ul style="list-style-type: none"> - Lectures are suggested to give assessments and feedback on students' tasks immediately and return the results at the end of each lecture subject that is delivered.
4	C.4	The question sheets of midterm exam have not been validated	11.1%	<ul style="list-style-type: none"> - The course group team coordinates with the UPM regarding the questions' submission and validation.
5	C.5	Lecturers design the scoring rubric for midterm exam assessment	11.1%	<ul style="list-style-type: none"> - There needs to be an enhancement for the semester lesson plan by the course group team, given that scoring rubric is an inseparable part of the lesson plan.

6	C.6	The midterm exam is not carried out according to the schedule in the semester lesson plan	16.7%	<ul style="list-style-type: none"> - It is necessary to pay attention to the time management in arranging the lectures/learning process so that the midterm test can be carried out according to the schedule in lesson plan.
7	C.7	Lecturers do not prepare online question sheets of midterm exam	11.1%	<ul style="list-style-type: none"> - The course group team should prepare adjustments for midterm exam's question sheets according to online learning.
8	C.8	The question sheets of midterm exam are not in line with the learning materials	11.1%	<ul style="list-style-type: none"> - The question outline of midterm test must be stated properly and correctly in the lesson plan. - The course group team is required to design the questions outline according to the materials and learning objectives in the lesson plan.
9	C.9	The results of midterm exam have not been announced to the students	22.2%	<ul style="list-style-type: none"> - Lecturers are required to immediately finish the assessment for midterm exam and announce the results to the students

E. Generic Description

The Faculty of Languages and Arts consists of 9 departments with 15 study programs in total. The study programs include languages education, literatures, arts, designs, and others. The majority of these study programs implement and develop the curriculum of *Merdeka Belajar Kampus Merdeka (MBKM-trans. Independent Campus, Freedom to Learn)* for 2019 cohort and 2020 cohort. As for the other cohorts, the study programs use the *Kerangka Kualifikasi Nasional Indonesia (KKNI)* curriculum or Outcome Based Education (OBE) curriculum. In relation to the learning monitoring and evaluation activities that carried out every semester, this activity always gets support from the head of departments and lecturers who will be monitored.

Regarding the COVID-19 pandemic, where lectures are still conducted online, monitoring and evaluation of learning will also continue to be carried out online similar to the last semester. With special provisions that have been regulated by Quality Assurance Center (PPM) based on the number of lecturers in the study program, the number of lecturers monitored in each study program is different. From 15 study programs at the Faculty of Languages and Arts, a total of 28 lecturers are monitored. The decision of these monitored lecturers is based on an agreement made at the study program level or becomes part of the head of the study program's decisions by considering the equal distribution of the study program lecturers.

Monitoring and Evaluation of Online Learning is conducted in even semester of 2020/2021 Academic Year at the Faculty of Languages and Arts and is scheduled for November 16th - 27th, 2020, which is on the week 10 to week 11 of the lectures. The socialization of monev activities begins with the issuance of a notification letter on its implementation from the Vice Dean of Academic Affairs. Similar to the previous semester, the implementation of online monitoring and evaluation is carried out with special provisions that only applied during online learning in the COVID-19 pandemic situation. The monev observer is the Quality Assurance Unit or *Unit Penjamin Mutu (UPM)* from each department that will be monitored. In other words, lecturers will be monitored by UPM of each department. This stipulation is made to facilitate the monitoring and evaluation process and communication between the monev observers and the lecturers being observed,

because later the observers are required to enter the platform used by the lecturers in their teaching-learning process.

Following the moneyv socialization, UPM coordinates with the department manager to determine the lectures that will be monitored. The selection considers: 1) lecturers who have never been monitored before (new lecturers), and 2) lecturers who have been monitored but within one or two years prior. After the lecturers are notified, the lecturers decide the course schedule to be monitored, and UPM reports the schedule to Quality Assurance Group (GPM) via the google sheet link that has been prepared by GPM. On the agreed schedule, UPM joins the online platform. By the end of the moneyv week, a discussion is held among the moneyv observers, the head of Quality Assurance Group of Languages and Arts Faculty, and the moneyv division in WhatsApp Group to discuss the obstacles encountered in implementing the moneyv, fulfilling the instrument, and reporting the results of moneyv. With the cooperation of all parties, monitoring and evaluation runs smoothly and produces evaluation materials that will be used for improvement in the quality of learning.

In general, the implementation of online learning monitoring and evaluation activities in this semester run well and smoothly even though there are several moneyv that are carried out not according to the schedule from UPM Team, however it does not affect the overall process of the activities. Some schedules are postponed to the next week because the lecturers have other urgent task to do. In addition, moneyv observers also experience obstacles such as the lateness of some lecturers in collecting files as the evidence of moneyv instrument.

Regarding several problems in the implementation of online lectures, generally, the observers have coordinated with the lecturers to discuss the issues that are noted/found during the process of learning monitoring and evaluation. Besides, the observers have given inputs/suggestions/solutions to these problems so that they be used as an evaluation material to prepare for a better upcoming learning

F. Conclusion

Online learning monitoring and evaluation activities run smoothly and are well-conditioned in respective majors. Coordination with Quality Assurance Group (GPM) team and PPM teams can also be attained so that there are some inputs as an evaluation material that can later improve the quality of learning. There are several findings in the 3 domains of learning, but the Learning Evaluation is the domain with the most discrepancies. In other words, the learning evaluation activities have not been carried out optimally by the lecturers. It is expected that the results of this monitoring and evaluation can be utilized as material in arranging the follow-up plans to improve the quality of learning.