QUALITY ASSURANCE GROUP   2020

REPORT

Monitoring & Evaluation of Online Learning
Faculty: Languages and Arts
State University of Surabaya

UNESA

QUALITY ASSURANCE GROUP
FACULTY OF LANGUAGES AND ARTS

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2020

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, 30 April 2020

Mengetahui,
Dekan Fakultas Bahasa dan Seni

Head of Quality Assurance Group of Language and Arts Faculty

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A. Table of Recapitulation to the Discrepancy of Monitoring and Evaluation of Lecturers Learning at the Languages and Arts Faculty

No		Dept. of Indonesian Language and Literature (Y1)			Dept. of English Language and Literature (Y2)			Dept. of Javanese Language and Literature (Y3)		Dept. of German Language and Literature (Y4)			Dept. of Japanese Language and Literature (Y5)		Dept. of Mandarin Language and Literature (Y6)		Dept. of Fine Arts (Y7)			Dept. of Drama, Dance, and Music (Y8)			Dept. of Design (Y9)			Mean of Dept. (Y1 to Y9)
		POSx1	POSx2	%Mean Y1	POSx1	POSx2	%Mean Y2	POSx1	%Mean Y3	POSx1	Prodix2	POSx1	POSx2	%Mean Y1	POSx1	POSx2	%Mean Y2	POSx1	%Mean Y3	POSx1	Prodix2	POSx1	POSx2	%Mean Y1	POSx1	
Pre-Teaching	1	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0,0%
	2	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0,0%
	3	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	11,1%
	4	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0,0%
	5	0%	0%	0%	0%	66.6%	33.3%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	3,7%
	6	0%	0%	0%	0%	0%	0,0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0,0%
	7	0%	0%	0%	0%	33.3%	16.7%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	1,9%
Learning Implementation	1a	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	66.6%	33.3%	0%	0%	0%	0%	0%	0%	3,7%
	1b	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0,0%
	2	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	66.6%	83.3%	0%	0%	0%	0%	0%	0%	9,3%
	3	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0,0%
	4	0%	0%	0%	66.6%	0%	33.3%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	3,7%
	5	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	33.3%	16.7%	0%	0%	0%	0%	0%	0%	1,9%
	6	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0,0%
	7	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0,0%
	8	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0,0%

	#	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	Total
	9	33.3%	66.6%	50%	33.3%	66.6%	50%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	66.6%	33.3%	0%	0%	0%	0%	0%	0%	14.8%
	10	33.3%	0,0%	16.7%	66.6%	0%	33.3%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	66.6%	83.3%	0%	0%	0%	0%	0%	0%	14.8%
Learning Evaluation	1	0%	0%	0,0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0,0%
	2	66.6%	66.6%	66.6%	0%	33.3%	16.7%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	50%	25%	12,0%
	3	66.6%	66.6%	66.6%	0%	33.3%	16.7%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	100%	0%	0%	0%	0%	50%	25%	23.0%
	4	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	100%	0%	0%	0%	0%	0%	0%	11.1%
	5	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	11.1%
	6	0%	33.3%	16.7%	33.3%	0%	16.7%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	3.7%
	7	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	50%	25%	2.8%
	8	0%	0%	0%	0%	33.3%	16.7%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	1.9%
	9	0%	0%	0%	66.6%	33.3%	50%	0%	0%	0%	0%	0%	0%	0%	100%	100%	0%	0%	0%	0%	0%	0%	0%	50%	25%	19.4%

B. Diagram of Discrepancy Monitoring and Evaluation of Online Learning

Percentage of Discrepancy

items of Discrepancy
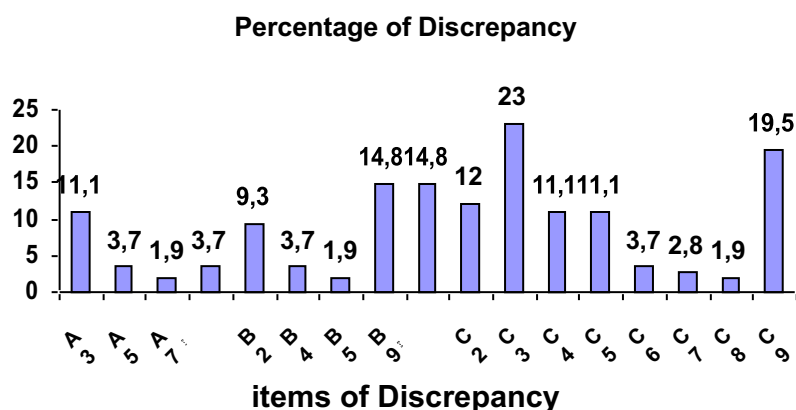
According to the diagram above, the highest percentages of discrepancy based on the instrument items of online learning monitoring and evaluation are the items of C3 with 23% and C9 with 19.5%. The C3 item related to the return of assignments to students by the lecturers in changed while the C9 item related to the return of midterm exam results to the students. Another percentage of discrepancy are the items of B9 and B10 which have the same percentage of 14.8%. The discrepancies in these points related to the reflection by the lecturers at the end of the lecture (B9) and the punctuality in starting and ending the lectures (B10). The next position is C2 with 12 % of discrepancy, regarding the assessment of student's assignments. Other discrepancies are 11.1% in C3 item (validation of the semester lesson plan by course group team), C4 item (lecturers to arrange scoring rubric on the midterm exam questions), and C5 item (midterm exam to be carried out according to the schedule at semester lesson plan).

C. Diagram of Discrepancy According to Three Domains (Preparation of Teaching, Learning Implementation, and Learning Evaluation)
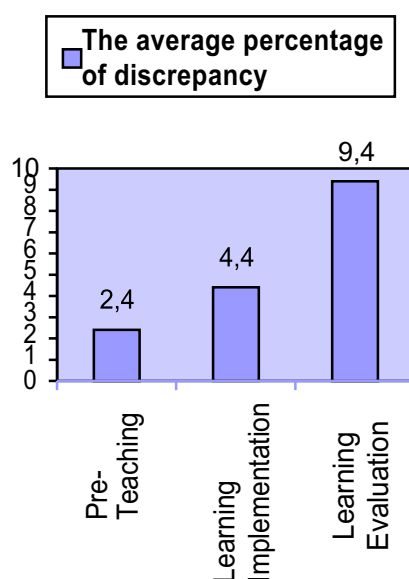
The average percentages for each of these domains is obtained by taking the means between the total number of percentages in each domain and the number of instrument items in each of the intended domains. Diagram above shows that the highest percentage of discrepancy based on the three domains of learning is the Learning Evaluation domain with an average percentage of 9.4%. The domain of Learning Implementation is in the second place with the average percentage of 4.4% and the last place is the Teaching Preparation domain with 2.4%.

D. Follow-up Plan

Based on the data in the table point II, there are several instrument items as the findings of discrepancy from the monitoring and evaluation of online learning. In that regard, the follow-up plan 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 in charge of the courses to improve the quality of leaning at the Languages and Arts Faculty is as follows:

Table of Discrepancy of Teaching Preparation Instrument Items

No	Instrument Item Number	Discrepancy	Discrepancy Percentage	Follow-up Plan
1	A.3	The semester lesson plan has not been validated by the course group team.	11,1%	- 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.
2	A.5	The semester lesson plans have not been uploaded in SIAKADU	3,7%	The semester lesson plan in SIAKADU is still the old one, there needs to be an adjustment by updating the lesson plan and completing all of its components. The curriculum team is expected to monitor this matter.
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	1,9%	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.1a	Lecturers do not carry out online lecture via one of the platforms that have been planned	3,7%	- Lecturers are suggested to plan online lecture with the right platform that is suitable with the characteristics of the course. Google Classroom becomes one of the options that are recommended by the monitoring and evaluation lecturers for the effectiveness of the discussion. - Lectures are also advised to only use 1 platform in 1 meeting, so that it is more effective and not confusing for the students.
2	B.2	Lecturers do not carry out the lectures according to the schedule marked by the content of the SIAKADU online journal.	9,3%	- Lecturers are always suggested to carry out the lectures according to the schedule. - Lecturers are suggested to always fill the SIAKADU online journal regularly.
3	B.4	Lecturers do not do learning apperception online.	3,7%	- There needs to be a discussion with the instrument designer related to the apperception at university level. This matter related to the necessity of the students to be autonomous learners so that there will be less apperception needed at the beginning of each lecture.
4	B.5	Lecturers do not upload teaching materials and/or supporting medias.	1,9%	- This matter is casuistic, because it relates to the course where the assignments should have been discussed in the previous meeting. The lecture is only in the form of discussion about the task continuity.

5	B.9	Lecturers do not do reflections at the end of the lecture/meeting.	14,8%	- In online lectures where the process is slower and more time consuming than the regular offline lectures, lecturers are suggested to pay more attention the learning process arrangement, so that there is time at the end of the lecture for reflection. - The monitoring and evaluation lecturers have given inputs/suggestions directly to the lecturers in changed to pay attention to this matter.
6	B.10	Lecturers begin and end the lectures according to the schedule.	14,8%	- In online lectures where the process is slower and more time consuming than the regular offline lectures, lecturers are suggested to pay more attention to the time management, so that the lectures can start and end according to the schedule. - The monitoring and evaluation lecturers have given inputs/suggestions directly to the lecturers in charge to pay attention to this matter.

Table of Discrepancy of Learning Evaluation Instrument Items

No	Instrument Item Number	Discrepancy	Discrepancy Percentage	Follow-up Plan
1	C.2	Lecturers are not yet giving the assessment for the tasks assigned to the students.	12%	- Monitoring and evaluation lecturers give inputs/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.
2	C.3	Lecturers return the assessed assignments to the students.	23%	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.
3	C.4	Midterm exam question sheets have not been validated	11,1%	The course group team coordinates with the UPM regarding the questions' submission and validation.
4	C.5	Lecturers do not design the scoring rubric for midterm exam	11,1%	It is necessary for the course group team to enhance the semester lesson plan given that scoring rubric is an inseparable part of the lesson plan.
5	C.6	Midterm exam is not carried out according to the schedule in the lesson plan	3,7%	It is necessary to pay attention to the time management in arranging the lectures/learning process so that the midterm exam can be carried out according to the schedule in the lesson plan.
6	C.7	Lecturers do not prepare online question sheets of midterm exam	2.8%	The course group team should prepare adjustments for midterm exam questions according to online learning
7	C.8	The question sheets of midterm exam are not in line with the learning materials	1.9%	- The question outline of midterm exam must be stated properly and correctly in the semester lesson plan. - The course group team is required to design the questions outline according to the materials and learning objectives in the semester lesson plan.
8	C.9	The results of the midterm exams have not been announced to the students	19.4%	Lecturers are required to immediately finish the midterm exam assessment 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. These study programs are languages education, literatures, arts, designs, and others. The majority of these study programs implement and develop the curriculum of *Kerangka Kualifikasi Nasional Indonesia* (KKNI), and there are 2 study programs that develop the curriculum of Outcome Based Education (OBE). In addition to the monitoring and evaluation of learning activities that carried out every semester, this activity always gets support from department leaders as well as lecturers who will be monitored.

Especially for this semester, which starting from week 7 lectures are using online methods due to the Covid-19 pandemic, monitoring and evaluation of learning are also performed online. With special requirements that have been regulated by PPM based on the number of lecturers in the study program, the number of lecturers that are monitored is different. With 15 study programs in the Faculty of Languages and Arts, a total of 32 lecturers of the study program are monitored and evaluated. The regarded lecturers are a result of the 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 scheduled in even semester of 2019/2020 Academic Year at the Faculty of Languages and Arts on April 3rd-17th, 2020 that is on the week 9 to week 11 of the lectures. The socialization of this monev activities begins with the issuance of a notification letter for implementing the monitoring and evaluation from the Vice Dean of Academic Affairs. Implementation of this first online monev also has special provisions that only applied when online learning in this Covid-19 pandemic. The monev observer is the Quality Assurance Unit or *Unit Penjamin Mutu (UPM)* from each department. In other words, lecturers will be monitored and evaluate by the UPM of each department. This decision is made to facilitate the monev process and communication between the observers and the lecturers, as the observers have to be admitted to the platform used by the lecturers in their teaching-learning process.

After the monev socialization, UPM coordinated with the department manager to determine the names of the lecturers to be monitored. The selection of the lecturers to be monitored takes into account: 1) the lecturers who have never been monitored such as new lecturers, and 2) the lecturers who have been monitored for monev, but

within a year or two before. After the lecturers are contacted, they determine the schedule of the course that will be monitored, and UPM reports that schedule to Quality Assurance Group (GPM). On the agreed schedule, UPM will be joining the online platform. By the end of monev term, there will be a discussion held between the monev observers, the head of Quality Assurance Group of Languages and Arts Faculty, monev division, and 2 Quality Assurance Center (PPM) representatives in the WhatsApp Group to discuss the obstacles encountered in the implementation of the monev. With cooperation of all parties, monev runs smoothly and produces evaluation materials that can later improve the quality of learning.

The implementation of online learning monev activities in this semester generally goes well and smoothly, although there are some monev that are not carried out according to the schedule that has been arranged by the UPM Team, but this do not affect the overall process. The implementation of lecture monitoring and evaluation has several parts that must be improved, but these are constructive and can be used for evaluation and improvements to the execution of lectures in order to enhance their quality even more. One of the inputs is regarding instrument items related to apperception, which according to certain lecturers is not mandatory for every lecture, because students are expected to become autonomous learners.

In the process of monev, it seems that sufficient platform also determines the effectiveness of the learning process. Platform chosen by several lecturers are mostly WhatsApp Group. The use of this platform is sometimes less adequate for some class characteristics, especially practical classes. The observers have suggested the use of platforms such as Google Classroom and Zoom, or utilizing YouTube so that the materials are delivered well and can be comprehended by the students.

Several other problems in the implementation of online lectures are:

- Poorly managed time management, such as the ineffective attendance list for it almost takes up the lecture time. Some lectures also exceed lecture hours due to the ineffectiveness of material delivery/ the lectures which via certain platforms. But it has been determined along with the students. Sometimes the lecturers are also open for an additional consultation exceeding the usual credits.

- Student's lack of discipline during the lectures, which are influenced by several factors, such as poor internet signal during the lectures. Sometimes the students do not immediately join the chosen platform, so the class cannot start right away.

- Lecture evaluation activities that have not been carried out optimally. The main problem is the feedback of assignments that have not been given to the students by the lecturer.

Regarding some of the problems above, in general the monev observers have coordinated with the lecturers in charge to discuss the problems that are noted /found during the process of learning monitoring and evaluation. In addition, the observers have also given inputs/suggestions/solutions for the problems so that they can be used as an evaluation material to prepare for a better learning the next time.

F. Conclusion

Online learning monitoring and evaluation activities are running smoothly and well-conditioned in respective majors. Coordination with Quality Assurance Group (GMP) team and Quality Assurance Center (PPM) can also be realized so that there are some inputs as an evaluation material that can later improve the quality of learning. There are some findings in the three learning domains, but the Learning Evaluation domain is the one with the most discrepancies encountered. In other words, 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 used as material to determine the follow-up plans to improve the quality of learning.