REPORT

MONITORING AND EVALUATION OF LEARNING

EVEN SEMESTER OF 2018/2019 ACADEMIC YEAR

FACULTY OF LANGUAGES AND ARTS

QUALITY ASSURANCE GROUP

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FACULTY OF LANGUAGES AND ARTS

STATE UNIVERSITY OF SURABAYA

2019

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FACULTY OF LANGUAGES AND ARTS

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APPROVAL SHEET

This is to certify that the monitoring and evaluation report of online learning which has been thoroughly arranged in the following departments of 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 the Faculty of Languages and Arts.

Surabaya, 10 May 2019

Acknowledged by,
Dean of Faculty of Languages and Arts

Head of Quality Assurance Group
of Languages and Arts Faculty

Dr. Trisakti, M.Si.

Dr. Dianita Indrawati, S.S., M.Hum

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)
		POS x1	POS x2	% Mean Y1	POS x1	POS x2	% Mean Y2	POS x1	% Mean Y3	POS x1	POS x2	% Mean Y4	POS x1	% Mean Y5	POS x1	% Mean Y6	POS x1	POS x2	% Mean Y7	POS x1	POS x2	% Mean Y8	POS x1	POS x2	% Mean Y9	
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%
	2	0%	0%	0%	0%	0%	0%	100%	100%	50%	100%	75%	100%	100%	0%	0%	0%	0%	0%	100%	0%	50%	0%	0%	0%	36%
	3	0%	0%	0%	0%	0%	0%	100%	100%	0%	0%	0%	100%	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	22%
	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%
	5	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%
	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%
	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%
	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%
	9	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%
	10	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%
	11	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%
	12	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%
Learning Implementation	13	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%
	14	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%
	15	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%
	16	0%	0%	0%	0%	0%	0%	0%	0%	50%	0%	25%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	3%
	17	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%
	18	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%
	19	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%
	20	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%
	21	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%

	Row	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
	22	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	%	%	0%	0%	0%	0%	0%	0%	0%
	23	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%
	24	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%
	25	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%
	26	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%
	27	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%
	28	0%	0%	0%	0%	0%	0%	0%	0%	50%	0%	25%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	3%
Learning Evaluation	29	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%
	30	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%
	31	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%
	32	0%	0%	0%	0%	0%	0%	100%	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	11%
	33	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	50%	17%
	34	0%	0%	0%	0%	0%	0%	100%	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	11%
	35	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%
	36	0%	0%	0%	0%	0%	0%	50%	50%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	6%
	37	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%
	38	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	100%	0%	0%	0%	100%	100%	100%	22%
	39	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	50%	25%	8%
	40	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	100%	0%	0%	0%	100%	100%	100%	22%

II. Diagram of Learning Monitoring Discrepancy Based on Instrument Items 1 to 40.
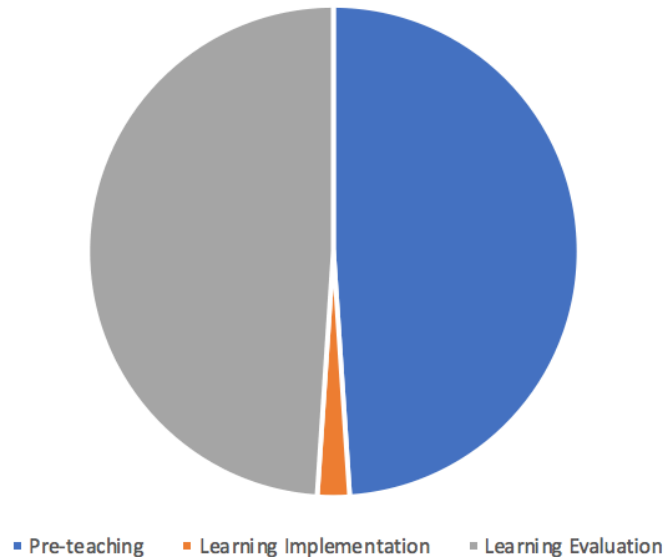
DIAGRAM OF LEARNING DISCREPANCY
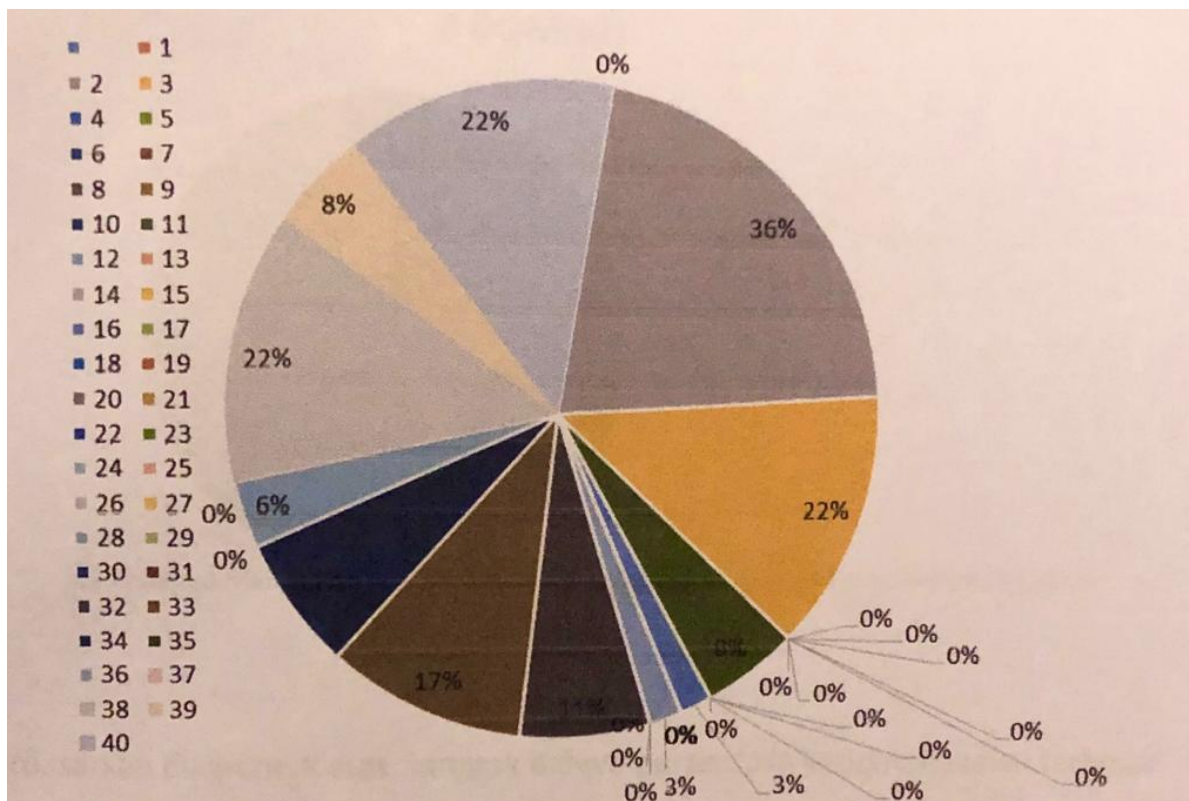
 Based on the diagram above, it appears that the largest discrepancy percentage based on Learning Monitoring Instrument Items is Item 2 which is 36%. The item of the instrument is about the developed RPS that has not been legalized by the QAG/Head of Department. The next discrepancy percentage is item 3, 38 and 40. Item 3 (22%) regarding unvalidated RPS by the Knowledge Cluster team, item 38 (22%) is about exams that has not been commenced according to the schedule due to during learning monitoring evaluation, the exams has not been initiated which is why the schedule has not been made yet. Next is item 40 at 22% regarding results of final exams that have not been given back to the students due to the final exams has not been commenced.

III. Diagram of Discrepancy Based on 3 Domains (Teaching preparation, teaching implementation, and teaching evaluation)

DIAGRAM OF DISCREPANCY BASED ON 3 DOMAINS

■ Pre-teaching ■ Learning Implementation ■ Learning Evaluation

Based on the diagram above, it appears that the biggest discrepancy percentage based on 3 domains of teaching falls on the evaluation domain at (8.10%), teaching preparation domain at (3.75%) and teaching implementation domain at (5.56%)

IV. Follow – Up Plans

Based on the results of learning monitoring discrepancy results on 3 domains, the biggest discrepancy is found on Learning Evaluation. In Learning Evaluation, the discrepancy is item 38 and 40, regarding final exams that has not been commenced with the listed schedule on the RPS, because it is not the time for exams yet, which results in the schedule that has not been made yet. Next is item 33 regarding unvalidated final exams questions because the involved lecturer has not made the questions yet. The last one is item 32 and 34 with the percentage of 11% regarding with unvalidated final exams questions and lecturers that is still designing the grading rubric.

Regarding that, the commenced follow – up plans by the top management in Faculty of Languages and Arts, GPM team, QAG team and lecturers of each subjects to increase the learning quality in faculty of Languages and Arts are:

TABLE OF DISCREPANCY OF THE INSTRUMENT ITEMS OF LEARNING EVALUATION DOMAIN

No.	No. of Instrument Items	Discrepancy	Discrepancy Percentage	Follow – Up Plans
1.	33	Unvalidated final exams questions (measuring higher order thinking)	17%	Head of Department to remind the lecturers to immediately give the questions to field cluster to measure the HOT of the questions, and next is to be given to the QAG team to be validated
2.	32	Final exams that has not been commenced in accordance with the schedule	22%	Head of Department to remind the lecturers that even though the final exams has not been commenced yet, the lecturers can prepare the questions beforehand.
3.	16	Results of the final exams that has not been given back to the students due to finals exams that has not been commenced.	22%	

V. General Description

In correlation with learning evaluation commenced every semester, the academic atmosphere related with KKNI curriculum and the implementation in every department of Faculty of Languages and Arts UNESA has been supported by the whole academic civitas. This can be proved with every lecturer's preparation that is ready for monitoring and evaluation dan the lecturers as the observers with the time given in customization of every department's conditions which can give tranquil. Even so, the tranquilization is given a determined time limit.

VII. Attachment

a. Monitoring Results
b. Monitoring News