REPORT

MONITORING AND EVALUATION OF LEARNING

EVEN SEMESTER OF 2017/2018 ACADEMIC YEAR

FACULTY OF LANGUAGES AND ARTS

QUALITY ASSURANCE GROUP

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FACULTY OF LANGUAGES AND ARTS

STATE UNIVERSITY OF SURABAYA

2018

REPORT

MONITORING AND EVALUATION OF ONLINE LEARNING

EVEN SEMESTER OF 2017/2018 ACADEMIC YEAR

FACULTY OF LANGUAGES AND ARTS

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22. Ors. Muhajir, M.Si.
23. Ora, Siti Mutmainah, M.Pd
24. Asy syam Elya Ahmad, S.Pd., M.Ds.

APPROVAL SHEET

This is to certify that the monitoring and evaluation report of 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, 14 May 2018

Acknowledged by,
Dean of Faculty of Languages and Arts

Head of Quality Assurance Group of Languages and Arts Faculty
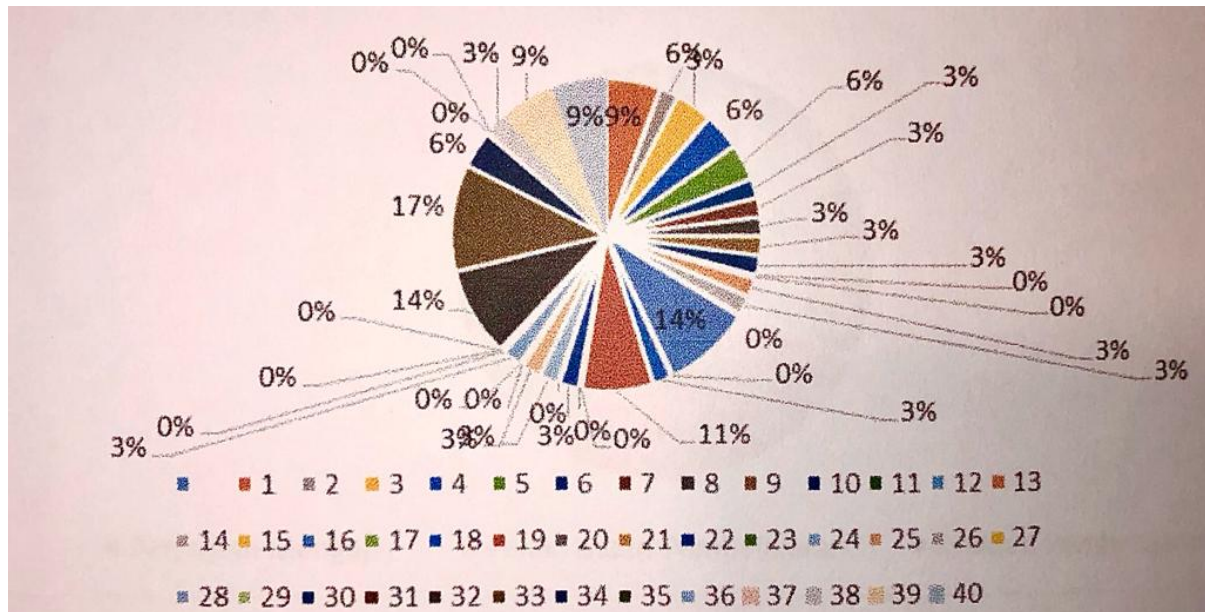
(Prof. Dr. Bambang Yulianto, M.Pd.)

(Dr. Trisakti, M.Pd., M.Si.)

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%	50%	50%	50%	0%	25%	0%	0%	0%	0%	0%	0%	9%
	2	0%	0%	0%	0%	0%	0%	100%	100%	50%	100%	75%	100%	100%	0%	0%	50%	0%	25%	100%	0%	50%	0%	0%	0%	3%
	3	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	0%	50%	0%	0%	0%	0%	0%	0%	6%
	4	50%	0%	25%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	50%	0%	25%	0%	0%	0%	0%	0%	0%	6%
	5	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	50%	0%	25%	0%	0%	0%	0%	50%	25%	6%
	6	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	50%	0%	25%	0%	0%	0%	0%	0%	0%	3%
	7	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	50%	0%	25%	0%	0%	0%	0%	0%	0%	3%
	8	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	50%	0%	25%	0%	0%	0%	0%	0%	0%	3%
	9	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	50%	0%	25%	0%	0%	0%	0%	0%	0%	3%
	10	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	50%	0%	25%	0%	0%	0%	0%	0%	0%	3%
	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%	50%	0%	25%	0%	0%	0%	0%	0%	0%	3%
	14	50%	0%	25%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	3%
	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%	100%	100%	50%	0%	25%	0%	0%	0%	0%	0%	0%	14%
	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%	50%	25%	3%
	19	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%
	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%

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	
22	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	%	%	0%	0%	0%	0%	50%	25%	3%
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%	50%	25%	3%
25	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	50%	25%	3%
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%	50%	25%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	3%
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%	50%	25%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	14%
33	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	50%	50%	100%	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	17%
34	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	50%	50%	0%	0%	0%	0%	0%	0%	0%	0%	0%	6%
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%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
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%	0%	0%	0%	0%	0%	0%	0%	50%	25%	3%
39	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	50%	50%	0%	0%	0%	0%	0%	0%	0%	0%	0%	50%	25%	9%
40	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	50%	50%	0%	0%	0%	0%	0%	0%	0%	0%	0%	50%	25%	9%

Learning Evaluation

B. Diagram of Learning Monitoring Discrepancy Based on Instrument Items 1 to 40.
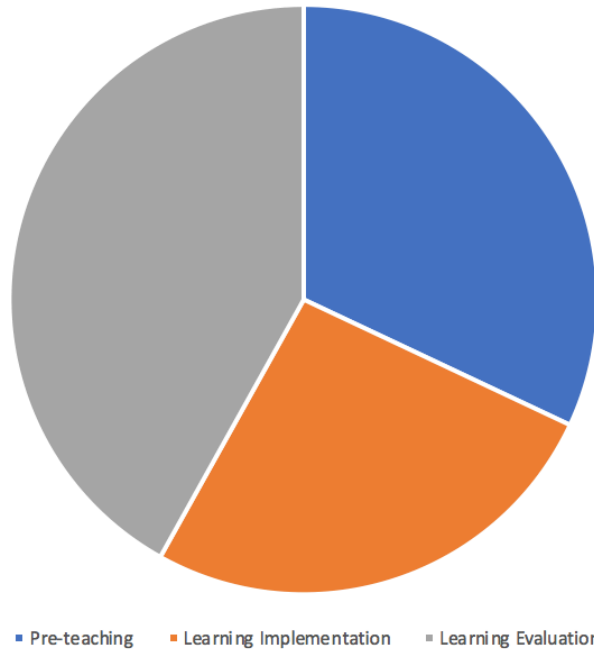
DIAGRAM OF LEARNING DISCREPANCY

Based on the diagram above, it appears that the largest discrepancy percentage based on Learning Monitoring Instrument Items is Item 33 which 17%. The item of the instrument is about questions on School Exams or Final Semester Exams have not been validated, this is because the lecturer has not made the questions for the final exams, which is why it cannot be validated. The next discrepancy percentage is item 16 (14 %), and item 32 which has 14% of discrepancy percentage. Item 16, regarding lecture materials which are incompatible with the ones listed in the RPS. While item 32 is about mid-semester exams questions that has not been validated yet.

When observed, questions components or items in the Instrument of Learning Monitoring, all three items turns out to be the components of questions related to the learning monitoring.

C. 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 (4.91%), teaching preparation domain at (3.75%) and teaching implementation domain at (3.06%)

D. Follow – Up Plans

Based on the results of discrepancy percentage of lecturers' learning monitoring based on 3 domains, the biggest discrepancy can be seen in Learning Evaluation. In this part, there are 3 discrepancies which falls on item 33 regarding unvalidated final exams questions because the questions has not been designed which resulted in unvalidated questions. For item 32 it is almost the same regarding unvalidated mid-semester exams questions, and as for item 16 concerned with the materials of teaching that is incompatible with ones that are listed in RPS.

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	17%	Head of Department to remind the Head of QAG to validate the questions as soon as possible.
2.	32	Unvalidated Mid-semester exam questions	14%	To commence exams, if not then the involved lecturer will not be able to upload the students' grades in Siakad.
3.	16	Teaching materials by lecturers that differs from RPS	14%	Further evaluation is needed to find the cause of the discrepancy of RPS with the materials given in classes.

E. 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.

F. Attachment

a. Monitoring Results
b. Monitoring News