

REPORT
MONITORING AND EVALUATION OF SEMESTER LEARNING PLAN
DOCUMENTS
EVEN SEMESTER 2024/2025

QUALITY ASSURANCE SUB-UNIT
BIOLOGY EDUCATION STUDY PROGRAM
FACULTY OF MATHEMATICS EDUCATION, NATURAL SCIENCES, AND INFORMATION
TECHNOLOGY
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REPORT
MONITORING AND EVALUATION OF SEMESTER LEARNING PLAN DOCUMENTS
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Mathematics Education QA Sub Unit Team

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PREFACE

Praise be to God Almighty for His blessings and grace, so that the Monitoring and Evaluation Report of SLP Documents for the Even Semester of the 2024/2025 Academic Year in the Mathematics Education Study Program, Faculty of Mathematics Education, Natural Sciences, and Information Technology, Universitas PGRI Semarang, can be properly completed.

This monitoring and evaluation activity was conducted as part of the implementation of the Internal Quality Assurance System within the Biology Education Study Program. The purpose of this activity was to ensure that the SLP documents, hereinafter referred to as SLP, prepared by course lecturers comply with the established academic quality standards and are suitable to be used as guidelines for teaching and learning activities.

The focus of this monitoring and evaluation included the alignment of the SLP with Graduate Learning Outcomes and Course Learning Outcomes, the alignment of learning methods with Graduate Learning Outcomes, the alignment of assessment with Course Learning Outcomes, the availability of teaching materials, the availability of assessment rubrics, the implementation of Student-Centered Learning principles, and the integration of lecturers' research and community service outcomes into the learning plan.

We would like to express our sincere gratitude to:

1. The Chairperson of YPLP PT Universitas PGRI Semarang;
2. The Rector of Universitas PGRI Semarang;
3. The Chairperson of the Quality Assurance Institute of Universitas PGRI Semarang;
4. The Dean of the Faculty of Mathematics Education, Natural Sciences, and Information Technology, Universitas PGRI Semarang;
5. The Head of the Biology Education Study Program;
6. The Quality Assurance Sub-Unit of the Biology Education Study Program;
7. All course lecturers in the Biology Education Study Program.

The results of this monitoring and evaluation are expected to serve as a basis for the improvement and refinement of Semester Learning Plan documents. Therefore, the Semester Learning Plan documents used in the teaching and learning process are expected to be aligned with learning outcomes, support active learning implementation, ensure objective assessment, and strengthen the culture of academic quality in the Biology Education Study Program, FPMIPATI, Universitas PGRI Semarang.

Semarang, September 17, 2025

Quality Assurance Sub-Unit

Biology Education Study Program

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1. INTRODUCTION

The SLP, or Rencana Pembelajaran Semester (SLP), is an essential academic document used by lecturers as a guideline in implementing the teaching and learning process. An SLP systematically describes the learning design, including learning outcomes, learning materials, teaching methods, student learning experiences, assessment methods, learning resources, and assessment rubrics. Therefore, the quality of SLP documents significantly determines the direction and quality of classroom learning.

Monitoring and evaluation of SLP documents are necessary to ensure that the SLP prepared by course lecturers complies with the established learning quality standards. The SLP does not merely function as an administrative document, but also serves as an academic reference that connects Graduate Learning Outcomes, Course Learning Outcomes, learning methods, assessment, learning resources, and student learning activities.

In the Biology Education Study Program, Faculty of Mathematics Education, Natural Sciences, and Information Technology, Universitas PGRI Semarang, the monitoring and evaluation of SLP documents for the Even Semester of the 2024/2025 Academic Year was conducted by the Quality Assurance Sub-Unit of the Biology Education Study Program. This activity was aimed at assessing the readiness and quality of SLP documents to be used by lecturers in the teaching and learning process.

The indicators used in the monitoring and evaluation of SLP documents included the following:

- a. The SLP is prepared in accordance with Graduate Learning Outcomes and Course Learning Outcomes;
- b. The learning methods used support the achievement of Graduate Learning Outcomes;
- c. The assessment is aligned with Course Learning Outcomes;
- d. Teaching materials are available and support the learning process;
- e. Assessment rubrics are available as a basis for objective assessment;
- f. Learning activities apply the principles of Student-Centered Learning;
- g. Learning activities integrate the research and community service outcomes of course lecturers.

The legal and institutional bases for conducting this monitoring and evaluation of SLP documents are as follows:

- a. Law Number 20 of 2003 concerning the National Education System;
- b. Law Number 12 of 2012 concerning Higher Education;
- c. Regulation of the Minister of Higher Education, Science, and Technology of the Republic of Indonesia Number 39 of 2025 concerning Quality Assurance in Higher Education;
- d. Internal Quality Assurance System documents of Universitas PGRI Semarang;
- e. Learning Quality Standards of Universitas PGRI Semarang;
- f. Academic policies of the Faculty of Mathematics Education, Natural Sciences, and Information Technology, Universitas PGRI Semarang;
- g. Academic guidelines of the Mathematics Education Study Program, FPMIPATI, Universitas PGRI Semarang.

2. QUALITY STANDARDS FOR MONITORING AND EVALUATION OF SLP DOCUMENTS

The quality standards for monitoring and evaluation of SLP documents were developed to ensure that every SLP used by lecturers in teaching has fulfilled the principles of good learning planning. An SLP must clearly demonstrate the relationship among learning outcomes, learning materials, learning strategies, student learning experiences, assessment, teaching materials, and assessment rubrics.

In an Outcome-Based Education approach, an SLP document must show a clear alignment among Graduate Learning Outcomes, Course Learning Outcomes, Sub-Course Learning Outcomes, learning methods, and assessment. Accordingly, the learning process implemented by lecturers can be directed toward achieving the competencies established by the study program.

The quality standards of SLP documents used in this monitoring and evaluation activity include the following:

- a. The SLP demonstrates alignment between Graduate Learning Outcomes and Course Learning Outcomes;
- b. The learning methods stated in the SLP support the achievement of Graduate Learning Outcomes;
- c. The assessment stated in the SLP is aligned with Course Learning Outcomes;
- d. Teaching materials are listed and support the achievement of learning outcomes;
- e. Assessment rubrics are available as a basis for objective and transparent assessment;
- f. The SLP reflects the implementation of Student-Centered Learning principles;
- g. The SLP includes the integration of lecturers' research and community service outcomes.

3. IMPLEMENTATION OF MONITORING AND EVALUATION OF SLP DOCUMENTS

The monitoring and evaluation of SLP documents was conducted by the Quality Assurance Sub-Unit of the Biology Education Study Program, Faculty of Mathematics Education, Natural Sciences, and Information Technology, Universitas PGRI Semarang. This activity was conducted on the SLP documents of courses offered in the Even Semester of the 2024/2025 Academic Year.

A total of 20 course SLP documents were monitored. Each SLP document was reviewed based on the predetermined indicators. The review was conducted to ensure that each SLP fulfilled the components of learning planning in accordance with the quality standards of the Biology Education Study Program.

The stages of the monitoring and evaluation of SLP documents were as follows:

1. The Quality Assurance Sub-Unit of the Study Program prepared the monitoring instrument for SLP documents;
2. Course lecturers submitted or uploaded their SLP documents;
3. The monitoring team reviewed each SLP document based on the established indicators;
4. The monitoring team assigned scores to each indicator;

5. The results were recapitulated in the form of achievement percentages;
6. The monitoring team analyzed the results of the SLP document review;
7. The monitoring team formulated conclusions and follow-up recommendations;
8. The monitoring team prepared the monitoring and evaluation report of SLP documents.

4. INSTRUMENTS AND RUBRICS FOR MONITORING SLP DOCUMENTS

a. Instrument for Monitoring SLP Documents

The instrument for monitoring SLP documents was prepared in the form of questions based on SLP quality indicators. These questions were used to assess the completeness and alignment of the SLP content.

Table 1 Instrument for Monitoring SLP Documents

No.	Indicator	Monitoring Question for SLP Document	Evidence Reviewed
1	Alignment of SLP with Graduate Learning Outcomes and Course Learning Outcomes	Has the SLP been prepared in accordance with the Graduate Learning Outcomes and Course Learning Outcomes of the Biology Education Study Program?	Formulation of Graduate Learning Outcomes, Course Learning Outcomes, Sub-Course Learning Outcomes, and their alignment in the SLP
2	Alignment of learning methods with Graduate Learning Outcomes	Do the learning methods stated in the SLP support the achievement of Graduate Learning Outcomes?	Learning methods, forms of learning, and student learning experiences
3	Alignment of assessment with Course Learning Outcomes	Is the assessment stated in the SLP aligned with the predetermined Course Learning Outcomes?	Assignments, tests, projects, portfolios, and assessment indicators
4	Availability of teaching materials	Are teaching materials available and supportive of the learning process?	Textbooks, modules, presentation materials, articles, worksheets, and digital learning resources
5	Availability of assessment rubrics	Are assessment rubrics available as a basis for objective assessment?	Rubrics for assignments, presentations, projects, practical work, and portfolios
6	Implementation of Student-Centered Learning	Does the learning design in the SLP apply the principles of Student-Centered Learning?	Discussion, case studies, problem-based learning, project-based learning, and collaborative learning
7	Integration of lecturers' research and community service outcomes	Does the SLP integrate lecturers' research and community service outcomes into materials, case examples, assignments, projects, or teaching materials?	Lecturer research references, community service outcomes, case examples, project topics, and research-based teaching materials

b. Scoring Rubric

The assessment used binary scoring, namely 1 and 0.

Table 2 Scoring Criteria

Score	Criteria
1	The indicator is fulfilled in the SLP document

Score	Criteria
0	The indicator is not fulfilled or is not clearly visible in the SLP document

The achievement category was determined based on the following percentage ranges.

Table 3 Achievement Category

Percentage Range	Category	Description
85%-100%	Excellent	The SLP document fulfills almost all quality indicators and is appropriate to be used as a learning guideline.
70%-84%	Good	The SLP document fulfills most quality indicators, but some aspects still require improvement.
55%-69%	Fair	The SLP document fulfills some indicators, but significant improvement is needed.
40%-54%	Poor	The SLP document does not fulfill most quality indicators.
< 40%	Very Poor	The SLP document does not meet the quality standards and requires comprehensive revision.

5. RESULTS OF MONITORING AND EVALUATION OF SLP DOCUMENTS

a. General Recapitulation of Monitoring Results

The results of the monitoring and evaluation of SLP documents in the Biology Education Study Program, FPMIPATI, Universitas PGRI Semarang, indicate that the overall quality of SLP documents was categorized as Excellent. Of the seven indicators assessed, five indicators were categorized as Excellent, while two indicators were categorized as Good.

The highest achievement was found in the indicator of SLP alignment with Graduate Learning Outcomes and Course Learning Outcomes, reaching 100%. This indicates that all reviewed SLP documents had demonstrated alignment between Graduate Learning Outcomes and Course Learning Outcomes. Meanwhile, the indicator of integration of lecturers' research and community service outcomes reached 85%, which indicates that this aspect requires particular attention in the improvement of future SLP documents.

The average achievement of all indicators was 90.00%, categorized as Excellent.

b. Recapitulation Table of SLP Document Indicator Achievement

Table 4 Recapitulation of SLP Document Indicator Achievement

No.	Indicator of SLP Document Monitoring	Number of SLP Documents Fulfilled	Percentage	Category
1	The SLP is prepared in accordance with Graduate	20 out of 20	100%	Excellent

No.	Indicator of SLP Document Monitoring	Number of SLP Documents Fulfilled	Percentage	Category
	Learning Outcomes and Course Learning Outcomes			
2	The learning methods used support the achievement of Graduate Learning Outcomes	19 out of 20	95%	Excellent
3	The assessment is aligned with Course Learning Outcomes	18 out of 20	90%	Excellent
4	Teaching materials are available and support the learning process	17 out of 20	85%	Excellent
5	Assessment rubrics are available as a basis for objective assessment	18 out of 20	90%	Excellent
6	Learning activities apply the principles of Student-Centered Learning	17 out of 20	85%	Excellent
7	Learning activities integrate lecturers' research and community service outcomes	16 out of 20	80%	Good
	Average	126 out of 140	89.00%	Excellent

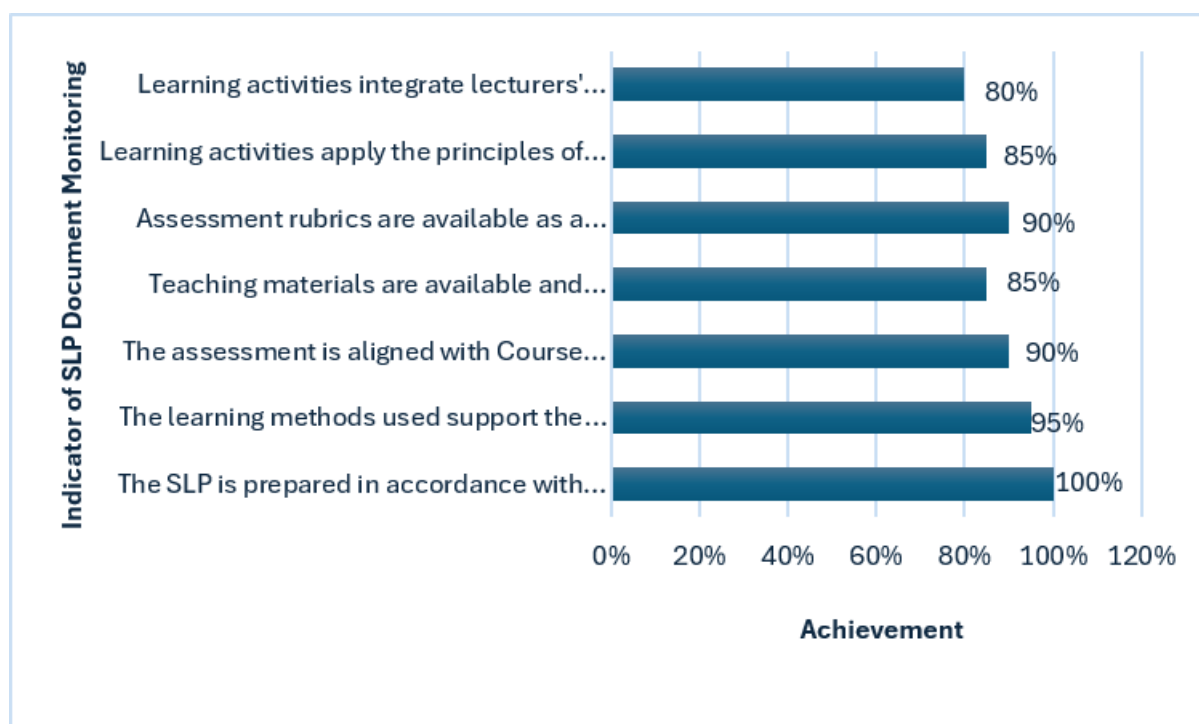


Figure 1 Indicator Achievement in SLP Document Monitoring

Based on Figure 1, the highest achievement was found in the indicator of SLP alignment with Graduate Learning Outcomes and Course Learning Outcomes, reaching 100%. This indicates

that the SLP documents had been prepared by considering both study program learning outcomes and course learning outcomes.

The indicators of learning methods supporting Graduate Learning Outcomes 95%; assessment aligned with Course Learning Outcomes each reached 90%. These results indicate that most SLP documents had included learning methods and assessment strategies aligned with the intended learning outcomes.

The availability of teaching materials reached 85%. This shows that most SLP documents had listed teaching materials that support the learning process. However, three SLP documents still need clearer and more complete teaching materials.

The availability of assessment rubrics reached 90% and was categorized as Good. This indicates that assessment rubrics were available in most SLP documents, but four SLP documents still require clearer or more complete rubrics.

The implementation of Student-Centered Learning reached 85%. This indicates that most SLP documents had reflected active learning designs, such as discussion, problem solving, presentations, group work, projects, and learning reflection.

c. Diagram of Indicator Category Composition

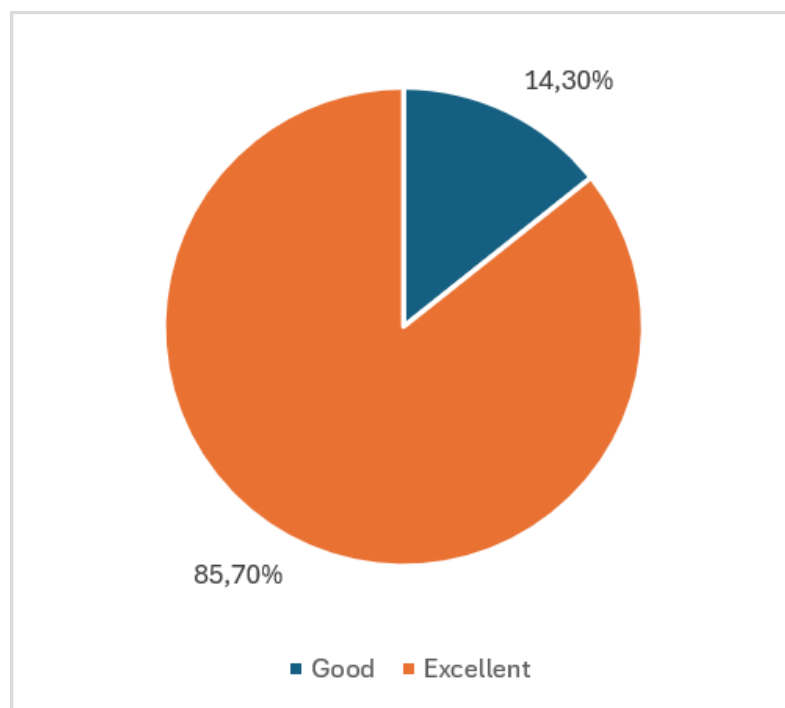


Figure 2 *Category Composition of SLP Monitoring Indicators*

Table 5 *Category Composition of SLP Monitoring Indicators*

Category	Number of Indicators	Percentage
Excellent	5 indicators	85.70%
Good	2 indicators	14,30%
Fair	0 indicators	0%

Category	Number of Indicators	Percentage
Poor	0 indicators	0%
Very Poor	0 indicators	0%

The diagram shows that most indicators of SLP documents were categorized as Excellent. One indicators were categorized as Good, namely the integration of lecturers' research and community service outcomes. Therefore, the SLP documents of the Biology Education Study Program are generally appropriate to be used as guidelines for teaching and learning, but improvement is still required in the areas of assessment rubrics and the integration of lecturers' tridharma activities.

d. Recapitulation of Monitoring Results by SLP Document

The indicator codes used in the following table are I1 for SLP aligned with Graduate Learning Outcomes and Course Learning Outcomes, I2 for learning methods supporting Graduate Learning Outcomes, I3 for assessment aligned with Course Learning Outcomes, I4 for teaching materials availability, I5 for assessment rubric availability, I6 for Student-Centered Learning implementation, and I7 for integration of lecturers' research and community service outcomes.

Table 6 Recapitulation of Monitoring Results by SLP Document

No.	Course	Course Lecturers	I1	I2	I3	I4	I5	I6	I7	Score	Percent age	Categ ory
1	Genetics	Dr. Dra. Mei Sulistyonin gsih, M.Si.; Praptining Rahayu, S.Si., M.Pd	1	1	1	1	0	0	1	5/7	71.43%	Good
2	Ethics and Teaching Profession	Eko Retno Mulyaningrum, M.Pd; Reni Rakhmawati, S.Pd., M.Pd.	1	1	1	1	1	1	0	6/7	85.71%	Excellent
3	Information and Communication Technology	Wijayanto ST., M.Kom.	1	1	0	1	1	1	1	6/7	85.71%	Excellent
4	Animal Developmental Structure	Dr. Dra. Mei Sulistyonin gsih, M.Si.; Reni Rakhmawati, S.Pd., M.Pd.	1	1	1	0	1	0	1	5/7	71.43%	Good
5	Fundamentals of Biology Learning	Dr. Sumarno, M.Pd.; Dr.	1	1	1	1	1	0	1	6/7	85.71%	Excellent

No.	Course	Course Lecturers	I1	I2	I3	I4	I5	I6	I7	Score	Percent age	Categ ory
		Azizul Ghofar W, M.Pd										
6	Biology Seminar	Praptining Rahayu, S.Si., M.Pd.;	1	1	1	1	1	1	0	6/7	85.71%	Excellent
7	Biotechnology	Prof. Dr. Endah Rita S.D., M.Si.; Atip Nurwahyunani, S.Si., S.Pd., M.Pd.	1	0	1	1	1	1	1	6/7	85.71%	Excellent
8	Environmental Science (A)	Dr. Ary Susatyo Nugroho, M.Si. : Dr. Ling. Maria Ulfah, S.Si.,; Fibria Kaswinarni, S.Si., M.Si.	1	1	1	1	1	1	0	6/7	85.71%	Excellent
9	Environmental Science (B)	Fibria Kaswinarni, M.Si.	1	1	1	0	1	1	1	6/7	85.71%	Excellent
10	Educational Research Methodology	Eko Retno Mulyaningrum, M.Pd; Dr. Azizul Ghofar C.W., M.Pd	1	1	1	1	0	1	1	6/7	85.71%	Excellent
11	Plant Physiology	Dr. Eny Hartadiyati W.H., M.Si.Med.; Lussana Rosita D, S.Si.,M.Pd	1	1	1	1	1	1	1	7/7	100%	Excellent
12	Plant Developmental Structure	Dr. Prasetyo, S.Pd., M.Pd.; Rivanna Citraning R, M.Pd	1	1	1	1	1	1	0	6/7	85.71%	Excellent
13	Animal Diversity	Fibria Kaswinarni, M.Si	1	1	1	1	1	1	1	7/7	100.00 %	Excellent
14	Plant Diversity	M. Anas Dzakiy,	1	1	0	1	1	1	1	6/7	85.71%	Excellent

No.	Course	Course Lecturers	I1	I2	I3	I4	I5	I6	I7	Score	Percentage	Category
		S.Si., M.Sc; Rivanna Citraning R., M.Pd.										
15	Basic Human Anatomy and Physiology	Fibria Kaswinarni, M.Si dan Dr. Fenny Roshayanti, M.Pd	1	1	1	1	1	1	1	7/7	100.00 %	Excellent
16	Development of Biology Learning Curriculum	Dr. Prasetyo, S.Pd., M.Pd.	1	1	1	1	1	1	1	7/7	100.00 %	Excellent
17	Development of Biology Learning Resources and Materials	Dr. M. Syaipul Hayat, M.Pd; Ipah Budi Minarti, S.Pd., M.Pd	1	1	1	0	1	1	1	6/7	85.71%	Excellent
18	Biological Research Methodology	M. Anas Dzakiy, S.Si., M.Sc.	1	1	1	1	1	0	1	6/7	85.71%	Excellent
19	Digital Learning Media Innovation	Dr. M. Syaipul Hayat, M.Pd.; Dr. Ling. Maria Ulfah, S.Si., M.Pd.	1	1	1	1	1	1	1	7/7	100.00 %	Excellent
20	Classroom Management	Dr. Eny Hartadiyati WH, M.Si.Med; Dr. Azizul Ghofar W, M.Pd	1	1	1	1	1	1	1	7/7	100%	Excellent

e. Analysis of Results by Indicator

Based on the results of SLP document monitoring, the overall achievement of the indicators shows a strong level of compliance with the expected standards of learning planning. The indicator stating that the SLP is prepared in accordance with Graduate Learning Outcomes and Course Learning Outcomes achieved the highest percentage, namely 100%. This indicates that all SLP documents have clearly reflected the alignment between Graduate Learning Outcomes and Course Learning Outcomes. This result becomes a major strength because the formulation of learning plans has been developed based on the expected competencies of graduates and the specific outcomes of each course.

The indicator related to the use of learning methods that support the achievement of Graduate Learning Outcomes reached 95%. This shows that most SLP documents have applied learning methods that are relevant to the characteristics of the courses and supportive of graduate competency achievement. However, the result also indicates that a small portion of the documents still needs improvement, particularly in clarifying the connection between selected learning methods and the intended Graduate Learning Outcomes.

The assessment indicator aligned with Course Learning Outcomes achieved 90%. This result indicates that assessment components in most SLP documents have been designed to measure the achievement of Course Learning Outcomes. Nevertheless, further refinement is still needed to ensure that each assessment method, task, or evaluation instrument is directly mapped to the expected learning outcomes. A clearer alignment will help ensure that the assessment process is more objective, measurable, and focused.

The availability of teaching materials that support the learning process reached 85%. This shows that most SLP documents have included teaching materials that are relevant to course content and learning objectives. However, this indicator still requires attention because teaching materials play an important role in supporting students' understanding and independent learning. Some SLP documents may need to complete, update, or specify teaching materials such as textbooks, journal articles, modules, digital resources, or other supporting references.

The indicator concerning the availability of assessment rubrics as a basis for objective assessment reached 90%. This result shows that most SLP documents have provided assessment rubrics to support transparent and objective evaluation. Rubrics are important because they help lecturers assess student performance based on clear criteria. However, improvement is still needed to ensure that the rubrics are detailed, consistent, and applicable to various forms of assessment, such as assignments, presentations, projects, portfolios, and practical work.

The implementation of Student-Centered Learning in learning activities reached 85%. This indicates that most SLP documents have included learning activities that encourage student participation, interaction, discussion, problem-solving, and active learning. However, this indicator still needs to be strengthened so that the principles of Student-Centered Learning are more explicitly reflected in the learning design. Learning activities should clearly describe the role of students as active learners and the role of lecturers as facilitators.

The lowest achievement was found in the indicator related to the integration of lecturers' research and community service outcomes, which reached 80%. Although this percentage still indicates a good level of achievement, it shows that this aspect requires the most improvement compared to other indicators. The integration of research and community service outcomes is important to enrich learning with contextual, updated, and practice-based knowledge. Therefore, SLP documents need to strengthen the use of lecturers' research findings, community service outputs, case studies, project-based assignments, and relevant references in learning activities.

Overall, the monitoring results indicate that the SLP documents have generally met the expected standards, especially in terms of alignment with Graduate Learning Outcomes and Course Learning Outcomes. However, several aspects still need improvement, particularly the availability of teaching materials, the implementation of Student-Centered Learning, and the integration of lecturers' research and community service outcomes. Continuous improvement in these areas will strengthen the quality of learning planning and support the achievement of graduate competencies in a more systematic and measurable way.

f. Findings of SLP Document Monitoring and Evaluation

Based on the monitoring and evaluation of SLP documents, the following findings were identified:

1. All SLP documents demonstrated alignment with Graduate Learning Outcomes and Course Learning Outcomes.
2. Most SLP documents had included learning methods that support the achievement of Graduate Learning Outcomes.
3. Most assessments stated in the SLP documents were aligned with Course Learning Outcomes.
4. Teaching materials were available in most SLP documents, but three SLP documents still need improvement in this aspect.
5. Assessment rubrics were available in most SLP documents, but four SLP documents still need to clarify or complete the rubrics.
6. Student-Centered Learning principles were reflected in most learning designs stated in the SLP documents.
7. The integration of lecturers' research and community service outcomes still needs to be strengthened, as five SLP documents did not yet show this integration clearly.

8. In general, the SLP documents of the Biology Education Study Program were categorized as Excellent and were appropriate to be used as learning guidelines.

6. CONCLUSION

Based on the results of the monitoring and evaluation of SLP documents for the Even Semester of the 2024/2025 Academic Year in the Biology Education Study Program, FPMIPATI, Universitas PGRI Semarang, it can be concluded that the overall quality of the SLP documents was categorized as Excellent.

The average achievement of SLP document monitoring indicators was 90.00%. The highest achievement was found in the indicator of SLP alignment with Graduate Learning Outcomes and Course Learning Outcomes, reaching 100%. This indicates that the SLP documents had been prepared in accordance with the learning outcome orientation of both the study program and the courses.

The indicators of learning methods supporting Graduate Learning Outcomes and assessment aligned with Course Learning Outcomes each reached 90%. The indicator of teaching materials availability reached 88%, the availability of assessment rubrics reached 85%, and the implementation of Student-Centered Learning reached 85%.

Meanwhile, the indicator of integrating lecturers' research and community service outcomes reached 80% and was categorized as Good. Therefore, this aspect should become a major concern in the follow-up improvement of SLP documents in the following semester.

7. RECOMMENDATIONS

Based on the results of the monitoring and evaluation of SLP documents, the following recommendations are proposed:

- a. The Biology Education Study Program should maintain the quality of SLP preparation, particularly the alignment between Graduate Learning Outcomes and Course Learning Outcomes.
- b. Course lecturers should continuously ensure that the learning methods stated in the SLP support the achievement of Graduate Learning Outcomes.
- c. Assessments stated in the SLP should be continuously aligned with Course Learning Outcomes so that student achievement can be measured accurately.
- d. Teaching materials in the SLP should be updated and completed regularly to ensure relevance to scientific development, technological advancement, and learning needs.
- e. Assessment rubrics should be attached or described in more detail in the SLP, particularly for assignments, projects, presentations, practical work, portfolios, and examinations.
- f. The SLP should more explicitly demonstrate Student-Centered Learning activities, such as discussions, problem solving, projects, case studies, collaboration, and learning reflection.

- g. Course lecturers should improve the integration of research and community service outcomes into the SLP, whether in the form of teaching materials, case studies, references, assignments, or student projects.
- h. The Quality Assurance Sub-Unit of the Biology Education Study Program should provide assistance in SLP preparation so that all quality indicators can be fulfilled more evenly.
- i. Monitoring of SLP documents should be conducted regularly every semester before the documents are used in the teaching and learning process.

8. CLOSING

This Monitoring and Evaluation Report of SLP Documents was prepared as part of the implementation of the Internal Quality Assurance System in the Biology Education Study Program, FPMIPATI, Universitas PGRI Semarang.

The monitoring and evaluation results indicate that the SLP documents used by lecturers in teaching were generally categorized as Excellent. Nevertheless, continuous improvement remains necessary, particularly in the completeness of teaching materials, the availability of assessment rubrics, the strengthening of Student-Centered Learning, and the integration of lecturers' research and community service outcomes.

This report is expected to serve as a basis for reflection and follow-up actions for the study program, course lecturers, and the Quality Assurance Sub-Unit of the Biology Education Study Program in improving the quality of SLP documents and maintaining sustainable academic quality.

10. APPENDICES

Appendix 1. Instrument for Monitoring SLP Documents

Table A1 *Instrument for Monitoring SLP Documents*

No.	Indicator	Monitoring Question	Score 1	Score 0
1	The SLP is prepared in accordance with Graduate Learning Outcomes and Course Learning Outcomes	Does the SLP clearly state Graduate Learning Outcomes, Course Learning Outcomes, and the relationship between them?	Available and appropriate	Not available/not clear
2	Learning methods support the achievement of Graduate Learning Outcomes	Do the learning methods in the SLP support the achievement of Graduate Learning Outcomes?	Available and appropriate	Not available/not appropriate
3	Assessment is aligned with Course Learning Outcomes	Is the assessment in the SLP aligned with Course Learning Outcomes?	Available and appropriate	Not available/not appropriate
4	Teaching materials are available and support the learning process	Does the SLP list relevant teaching materials that can be used by students?	Available and supportive	Not available/not clear
5	Assessment rubrics are available as a basis for objective assessment	Are assessment rubrics available in the SLP or as attachments to the SLP?	Available and clear	Not available/not clear
6	Learning applies Student-Centered Learning principles	Do the learning activities in the SLP show active student involvement in the learning process?	Available and clear	Not available/not clear
7	Integration of lecturers' research and community service outcomes	Does the SLP include the integration of lecturers' research and/or community service outcomes?	Available and clear	Not available/not clear

Appendix 2. Recapitulation of SLP Document Monitoring Results by Course

Note: 1 means that the indicator was fulfilled, while 0 means that the indicator was not fulfilled or was not clearly visible.

Table A2 Recapitulation of SLP Document Monitoring Results by Course

No.	Course	I1	I2	I3	I4	I5	I6	I7	Score	Percentage	Category
1	Genetics	1	1	1	1	0	0	1	5/7	71.43%	Good
2	Ethics and Teaching Profession	1	1	1	1	1	1	0	6/7	85.71%	Excellent
3	Information and Communication Technology	1	1	0	1	1	1	1	6/7	85.71%	Excellent
4	Animal Developmental Structure	1	1	1	0	1	0	1	5/7	71.43%	Good
5	Fundamentals of Biology Learning	1	1	1	1	1	0	1	6/7	85.71%	Excellent
6	Biology Seminar	1	1	1	1	1	1	0	6/7	85.71%	Excellent
7	Biotechnology	1	0	1	1	1	1	1	6/7	85.71%	Excellent
8	Environmental Science (A)	1	1	1	1	1	1	0	6/7	85.71%	Excellent
9	Environmental Science (B)	1	1	1	0	1	1	1	6/7	85.71%	Excellent
10	Educational Research Methodology	1	1	1	1	0	1	1	6/7	85.71%	Excellent
11	Plant Physiology	1	1	1	1	1	1	1	7/7	100%	Excellent
12	Plant Developmental Structure	1	1	1	1	1	1	0	6/7	85.71%	Excellent
13	Animal Diversity	1	1	1	1	1	1	1	7/7	100.00%	Excellent
14	Plant Diversity	1	1	0	1	1	1	1	6/7	85.71%	Excellent
15	Basic Human Anatomy and Physiology	1	1	1	1	1	1	1	7/7	100.00%	Excellent
16	Development of Biology Learning Curriculum	1	1	1	1	1	1	1	7/7	100.00%	Excellent
17	Development of Biology Learning Resources and Materials	1	1	1	0	1	1	1	6/7	85.71%	Excellent
18	Biological Research Methodology	1	1	1	1	1	0	1	6/7	85.71%	Excellent
19	Digital Learning Media Innovation	1	1	1	1	1	1	1	7/7	100.00%	Excellent
20	Classroom Management	1	1	1	1	1	1	1	7/7	100%	Excellent

Table A3 Recapitulation of Indicator Fulfillment

Indicator	Number Fulfilled	Total SLP Documents	Percentage
I1	20	20	100%
I2	19	20	95%
I3	18	20	90%
I4	17	20	85%
I5	18	20	90%
I6	17	20	85%
I7	16	20	80%
Total	140	140	90.86%

Appendix 3. List of Monitored SLP Documents**Table A4***List of Monitored SLP Documents*

No.	Course	Course Lecturers	SLP Document Status	Notes
1	Genetics	Dr. Dra. Mei Sulistyoningih, M.Si.; Praptining Rahayu, S.Si., M.Pd	Available	Rubric and research/community service integration need strengthening
2	Ethics and Teaching Profession	Eko Retno Mulyaningrum, M.Pd; Reni Rakhmawati, S.Pd., M.Pd.	Available	Research/community service integration needs strengthening
3	Information and Communication Technology	Wijayanto ST., M.Kom.	Available	Complete
4	Animal Developmental Structure	Dr. Dra. Mei Sulistyoningih, M.Si.; Reni Rakhmawati, S.Pd., M.Pd.	Available	Complete
5	Fundamentals of Biology Learning	Dr. Sumarno, M.Pd.; Dr. Azizul Ghofar W, M.Pd	Available	Complete
6	Biology Seminar	Praptining Rahayu, S.Si., M.Pd.;	Available	Research/community service integration needs strengthening
7	Biotechnology	Prof. Dr. Endah Rita S.D., M.Si.; Atip Nurwahyunani, S.Si., S.Pd., M.Pd.	Available	Complete
8	Environmental Science (A)	Dr. Ary Susatyo Nugroho, M.Si. : Dr. Ling. Maria Ulfah, S.Si.; Fibria Kaswinarni, S.Si., M.Si.	Available	Complete
9	Environmental Science (B)	Fibria Kaswinarni, M.Si.	Available	Teaching materials need completion

No.	Course	Course Lecturers	SLP Document Status	Notes
10	Educational Research Methodology	Eko Retno Mulyaningrum, M.Pd; Dr. Azizul Ghofar C.W., M.Pd	Available	Complete
11	Plant Physiology	Dr. Eny Hartadiyati W.H., M.Si.Med.; Lussana Rosita D, S.Si.,M.Pd	Available	Learning method and assessment rubric need strengthening
12	Plant Developmental Structure	Dr. Prasetyo, S.Pd., M.Pd.; Rivanna Citraning R, M.Pd	Available	Research/community service integration needs strengthening
13	Animal Diversity	Fibria Kaswinarni, M.Si	Available	Complete
14	Plant Diversity	M. Anas Dzakiy, S.Si., M.Sc; Rivanna Citraning R., M.Pd.	Available	Assessment alignment with CLOs needs strengthening
15	Basic Human Anatomy and Physiology	Fibria Kaswinarni, M.Si dan Dr. Fenny Roshayanti, M.Pd	Available	Complete
16	Development of Biology Learning Curriculum	Dr. Prasetyo, S.Pd., M.Pd.	Available	Complete
17	Development of Biology Learning Resources and Materials	Dr. M. Syaipul Hayat, M.Pd; Ipah Budi Minarti, S.Pd., M.Pd	Available	Teaching materials and assessment rubric need completion
18	Biological Research Methodology	M. Anas Dzakiy, S.Si., M.Sc.	Available	SCL design needs strengthening
19	Digital Learning Media Innovation	Dr. M. Syaipul Hayat, M.Pd.; Dr. Ling. Maria Ulfah, S.Si., M.Pd.	Available	Complete
20	Classroom Management	Dr. Eny Hartadiyati WH, M.Si.Med; Dr. Azizul Ghofar W, M.Pd	Available	SCL design needs strengthening

Appendix 4. Recapitulation of Teaching Material Availability in SLP Documents

Table A5 *Teaching Material Availability in SLP Documents*

No.	Course	Teaching Material Status	Types of Teaching Materials Listed	Notes
1	Genetics	Available	Textbooks, presentation materials	Fulfilled
2	Ethics and Teaching Profession	Available	Modules, presentation materials, exercises	Fulfilled
3	Information and Communication Technology	Available	Textbooks, digital teaching materials	Fulfilled
4	Animal Developmental Structure	Available	Textbooks, exercises	Fulfilled
5	Fundamentals of Biology Learning	Available	Modules, presentation materials	Fulfilled
6	Biology Seminar	Available	Textbooks, exercises	Fulfilled
7	Biotechnology	Available	Textbooks, supporting articles	Fulfilled

No.	Course	Teaching Material Status	Types of Teaching Materials Listed	Notes
8	Environmental Science (A)	Available	Textbooks, presentation materials, student worksheets	Fulfilled
9	Environmental Science (B)	Not yet clear	Teaching materials have not been specified	Needs completion
10	Educational Research Methodology	Available	Modules, sample lesson plans/SLP, presentation materials	Fulfilled
11	Plant Physiology	Available	Modules, computational practice materials	Fulfilled
12	Plant Developmental Structure	Available	Textbooks, exercises	Fulfilled
13	Animal Diversity	Available	Application modules, practical materials, tutorials	Fulfilled
14	Plant Diversity	Available	Modules, case studies, presentation materials	Fulfilled
15	Basic Human Anatomy and Physiology	Available	Modules, student worksheets, presentation materials	Fulfilled
16	Development of Biology Learning Curriculum	Available	Textbooks, exercises	Fulfilled
17	Development of Biology Learning Resources and Materials	Not yet clear	Teaching materials have not been specified	Needs completion
18	Biological Research Methodology	Available	Textbooks, exercises	Fulfilled
19	Digital Learning Media Innovation	Available	Textbooks, digital teaching materials	Fulfilled
20	Classroom Management	Available	Practical modules, computational materials	Fulfilled

Table A6 Recapitulation of Teaching Material Availability

Status	Number of SLP Documents	Percentage
Teaching materials are available and supportive	18	90%
Teaching materials are not yet clear/need completion	2	10%
Total	20	100%

Appendix 5. Recapitulation of Assessment Rubric Availability in SLP Documents

Table A7 Assessment Rubric Availability in SLP Documents

No.	Course	Assessment of Rubric Status	Types of Rubrics Listed	Notes
1	Genetics	Not yet clear	Not specified	Needs completion
2	Ethics and Teaching Profession	Available	Assignment and exercise rubrics	Fulfilled
3	Information and Communication Technology	Available	Assignment and test rubrics	Fulfilled
4	Animal Developmental Structure	Available	Assignment and test rubrics	Fulfilled
5	Fundamentals of Biology Learning	Available	Assignment and test rubrics	Fulfilled
6	Biology Seminar	Available	Assignment and test rubrics	Fulfilled
7	Biotechnology	Available	Assignment and participation rubrics	Fulfilled
8	Environmental Science (A)	Available	Learning tool development rubrics	Fulfilled
9	Environmental Science (B)	Available	Practice and product rubrics	Fulfilled
10	Educational Research Methodology	Available	Learning tool development rubrics	Fulfilled
11	Plant Physiology	Not yet clear	Rubric has not been specified	Needs completion
12	Plant Developmental Structure	Available	Assignment and test rubrics	Fulfilled
13	Animal Diversity	Available	Learning media project rubrics	Fulfilled
14	Plant Diversity	Available	Business project rubrics	Fulfilled
15	Basic Human Anatomy and Physiology	Available	Exploration and presentation rubrics	Fulfilled
16	Development of Biology Learning Curriculum	Available	Assignment and test rubrics	Fulfilled
17	Development of Biology Learning Resources and Materials	Not yet clear	Rubric has not been specified	Needs completion
18	Biological Research Methodology	Available	Assignment and test rubrics	Fulfilled
19	Digital Learning Media Innovation	Available	Assignment and test rubrics	Fulfilled
20	Classroom Management	Available	Computational practice rubrics	Fulfilled

Table A8 Recapitulation of Assessment Rubric Availability

Status	Number of SLP Documents	Percentage
Assessment rubrics are available	18	90%
Rubrics are not yet clear/need completion	2	10%
Total	20	100%

Appendix 6. Recapitulation of Research and Community Service Integration in SLP Documents

Table A9 Research and Community Service Integration in SLP Documents

No.	Course	Research/Community Service Integration Status	Form of Integration in the SLP	Notes
1	Genetics	Not yet clear	Lecturer research/community service outcomes have not been explicitly stated	Needs strengthening
2	Ethics and Teaching Profession	Not yet clear	Examples of lecturers' research outcomes have not been explicitly stated	Needs strengthening
3	Information and Communication Technology	Integrated	Examples and references related to mathematics learning development	Fulfilled
4	Animal Developmental Structure	Integrated	Statistical and probability case examples in learning	Fulfilled
5	Fundamentals of Biology Learning	Integrated	Integration of applied algebraic studies in learning	Fulfilled
6	Biology Seminar	Not yet clear	Research/community service integration is not yet clearly visible	Needs strengthening
7	Biotechnology	Integrated	Professional ethics cases and educational community service	Fulfilled
8	Environmental Science (A)	Integrated	Integration of learning tools and school-based community service outcomes	Fulfilled
9	Environmental Science (B)	Integrated	Learning products and practice activities based on school needs	Fulfilled
10	Educational Research Methodology	Integrated	Learning tools based on studies and community service outcomes	Fulfilled
11	Plant Physiology	Integrated	Computational examples based on real-world problems	Fulfilled
12	Plant Developmental Structure	Not yet clear	Research/community service integration has not been explicitly stated	Needs strengthening
13	Animal Diversity	Integrated	Development of research-based learning media	Fulfilled
14	Plant Diversity	Integrated	Entrepreneurship case studies and community service activities	Fulfilled
15	Basic Human Anatomy and Physiology	Integrated	Learning exploration based on lecturers' academic studies	Fulfilled
16	Development of Biology Learning Curriculum	Integrated	Examples of mathematical modeling applications	Fulfilled
17	Development of Biology Learning Resources and Materials	Integrated	Problem-based learning activities related to school contexts	Fulfilled
18	Biological Research Methodology	Integrated	Examples of statistical applications in research	Fulfilled
19	Digital Learning Media Innovation	Integrated	Integration of conceptual reinforcement and theoretical studies	Fulfilled
20	Classroom Management	Integrated	Research-based data analysis practice	Fulfilled

Table A10 *Recapitulation of Research and Community Service Integration*

Status	Number of SLP Documents	Percentage
Research/community service integration is clearly visible	17	85%
Integration is not yet clear/needs strengthening	3	15%
Total	20	100%