

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



QUALITY ASSURANCE SUB-UNIT
GUIDANCE AND COUNSELING STUDY PROGRAM
FACULTY OF EDUCATION
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REPORT
MONITORING AND EVALUATION OF SEMESTER LEARNING PLAN DOCUMENTS
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Guidance and Counseling Program 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 Guidance and Counseling Study Program, Faculty of Educationun, 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 Guidance and Counseling 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 Education, Universitas PGRI Semarang;
5. The Head of the Guidance and Counseling Study Program;
6. The Quality Assurance Sub-Unit of the Guidance and Counseling Study Program;
7. All course lecturers in the Guidance and Counseling 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 Guidance and Counseling Study Program, FIP, Universitas PGRI Semarang.

Semarang, January 17, 2025

Quality Assurance Sub-Unit

Guidance and Counseling Study Program



Farikha Wahyu Lestari, M.Pd.

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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 Guidance and Counseling Study Program, Faculty of Education, 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 Guidance and Counseling 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 Education and Counseling Study Program, Universitas PGRI Semarang;
- g. Academic guidelines of the Guidance and Counseling Study Program, FIP, 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 Guidance and Counseling Study Program, Faculty of Education, 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 30 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 Guidance and Counseling 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 Guidance and Counseling 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
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 Guidance and Counseling Study Program, FIP, 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 83%, which indicates that this aspect requires particular attention in the improvement of future SLP documents.

The average achievement of all indicators was 89%, 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 Learning Outcomes and Course Learning Outcomes	27 out of 30	90%	Excellent
2	The learning methods used support the achievement of Graduate Learning Outcomes	27 out of 30	90%	Excellent

No.	Indicator of SLP Document Monitoring	Number of SLP Documents Fulfilled	Percentage	Category
3	The assessment is aligned with Course Learning Outcomes	27 out of 30	90%	Excellent
4	Teaching materials are available and support the learning process	27 out of 30	90%	Excellent
5	Assessment rubrics are available as a basis for objective assessment	27 out of 30	90%	Excellent
6	Learning activities apply the principles of Student-Centered Learning	27 out of 30	90%	Excellent
7	Learning activities integrate lecturers' research and community service outcomes	25 out of 30	83%	Good
	Average	187 out of 210	89%	Excellent

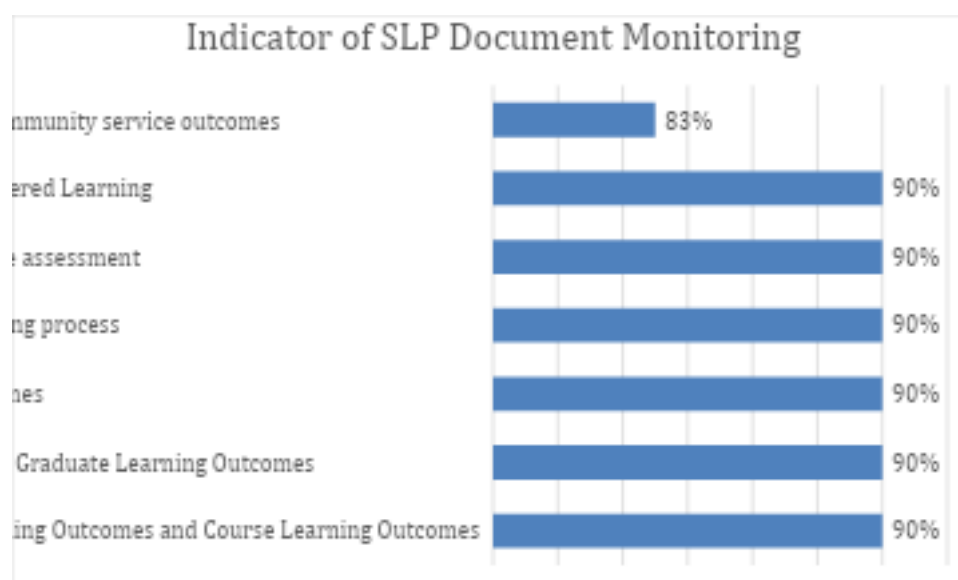


Figure 1 Indicator Achievement in SLP Document Monitoring

Based on Figure 1, the average achievement was found in the 6 of 7 indicator of SLP alignment on excellent categories. This indicates that the SLP documents had been well prepared.

The indicators of learning methods supporting Graduate Learning Outcomes and 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 90%. 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 Excellent. 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 90%. This indicates that most SLP documents had reflected active learning designs, such as discussion, problem solving, presentations, group work, projects, and learning reflection.

The integration of lecturers' research and community service outcomes reached 83%. Although this result was categorized as Good, it was the lowest achievement among all indicators. Therefore, the integration of research and community service outcomes into SLP documents should become a priority for improvement in the following semester.

c. Diagram of Indicator Category Composition

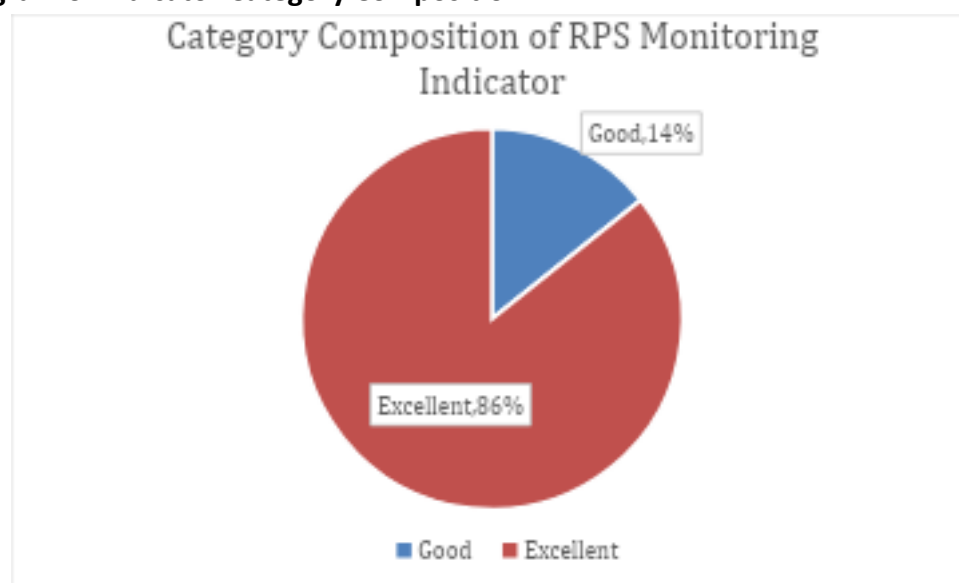


Figure 2 *Category Composition of SLP Monitoring Indicators*

Table 5 *Category Composition of SLP Monitoring Indicators*

Category	Number of Indicators	Percentage
Excellent	6 indicators	86%
Good	1 indicators	14%
Fair	0 indicators	0%
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 availability of assessment rubrics and the integration of lecturers' research and community service outcomes. Therefore, the SLP documents of the Guidance and Counseling 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	I 1	I 2	I 3	I 4	I 5	I 6	I 7	Score	Percentage	Category
1	Indonesian Language	TIM	1	1	1	1	0	1	0	5	71.43%	Good
2	English Language	TIM	1	1	1	1	1	1	0	6	85.71%	Excellent
3	Guidance and Counselling for Children with Special Educational Needs	Dr. Ellya Rakhmawati, S.Pd., S.Psi., M.Pd.	1	1	1	1	1	1	1	7	100.00%	Excellent
4	Developmental Guidance and Counselling	Eka Sari Setianingsih, S.Pd., M.Pd.	1	1	1	1	1	1	1	7	100.00%	Excellent
5	Group Guidance	Dr. Siti Fitriana, S.Pd., M.Pd., Kons.	1	1	1	1	1	1	1	7	100.00%	Excellent
6	Classroom Guidance	Ismah, S.Ag., M.Pd.	1	1	1	1	1	1	0	6	85.71%	Excellent
7	Innovation and Creativity in Guidance and Counselling		1	1	1	1	1	1	1	7	100.00%	Excellent
8	Intrapreneurship	Agus Setiawan, S.Pd., M.Pd.	1	1	1	1	1	1	1	7	100.00%	Excellent
9	Community Service Programme	TIM	1	1	1	0	1	1	1	6	85.71%	Excellent
10	Interpersonal Communication	Dr. Padmi Dhyah Yulianti, S.Psi., M.Psi., Psikolog	1	1	1	1	1	1	1	7	100.00%	Excellent

11	Individual Counselling	Dr. Dini Rakhmawati, S.Pd., M.Pd.	1	0	1	1	0	1	1	5	71.43%	Good
12	Group Counselling Theory	Dr. Heri Saptadi Ismanto, S.Pd., M.Pd., Kons.	1	1	1	1	1	1	0	6	85.71%	Excellent
13	Crisis Counselling	Dr. Siti Fitriana, S.Pd., M.Pd., Kons.	1	1	1	1	1	1	1	7	100.00%	Excellent
14	Cross-Cultural Counselling	Eka Sari Setianingsih, S.Pd., M.Pd.	1	1	0	1	1	1	1	6	85.71%	Excellent
15	Foundations of Education	Dr. Ellya Rakhmawati, S.Pd., S.Psi., M.Pd.	1	1	1	1	1	1	1	7	100.00%	Excellent
16	Guidance and Counselling Media in Secondary Schools	Agus Setiawan, S.Pd., M.Pd.	1	1	1	1	1	1	1	7	100.00%	Excellent
17	Videography Media in Guidance and Counselling	Agus Setiawan, S.Pd., M.Pd.	1	1	1	0	0	1	1	5	71.43%	Good
18	Organisation and Management of Guidance and Counselling Services	Dr. G. Rohastono Ajie, M.Pd.	1	1	1	1	1	0	1	6	85.71%	Excellent
19	Non-Test Individual Assessment	Farikha Wahyu Lestari, S.Pd., M.Pd.	1	1	1	1	1	1	1	7	100.00%	Excellent
20	Psychological Testing and Individual Assessment	MA. Primaningrum Dian, S.Psi., M.Psi., Psikolog	1	1	1	1	1	0	1	6	85.71%	Excellent
21	Counselling Approaches	Dr. Dini Rakhmawati, S.Pd., M.Pd.	1	1	1	0	1	1	1	6	85.71%	Excellent
22	Citizenship Education	TIM	1	1	1	1	1	1	1	7	100.00%	Excellent

23	Pancasila Education	TIM	1	1	1	1	0	1	1	6	85.71%	Excellent
24	Personal Development for Counsellors	Dr. Suhendri, S.Pd., M.Pd., Kons.	1	1	1	1	1	1	1	7	100.00%	Excellent
25	Educational Internship Programme	TIM	1	1	1	1	1	1	0	6	85.71%	Excellent
26	Personality Psychology	Dr. Padmi Dhyah Yulianti, S.Psi., M.Psi., Psikolog	1	1	1	0	1	1	1	6	85.71%	Excellent
27	Undergraduate Thesis	TIM	1	1	1	1	1	1	1	7	100.00%	Excellent
28	Statistics	Dr. Chr. Argo Widiharto, S.Psi., M.Si.	1	1	1	1	0	1	1	6	85.71%	Excellent
29	Exploratory Study	Dr. Heri Saptadi Ismanto, S.Pd., M.Pd., Kons.	1	1	1	0	0	1	1	5	71.43%	Good
30	Academic Writing and Thesis Proposal Seminar	Dra. Tri Suyati, M.Pd.	1	1	1	0	0	1	1	5	71.43%	Good

e. Analysis of Results by Indicator

For the indicator that the SLP is prepared in accordance with Graduate Learning Outcomes and Course Learning Outcomes, the achievement reached 100%. This shows that all SLP documents had clearly stated the relationship between Graduate Learning Outcomes and Course Learning Outcomes. This achievement is a major strength in the learning planning system of the Guidance and Counseling Study Program.

For the indicator that learning methods support the achievement of Graduate Learning Outcomes, the achievement reached 96,43%. This indicates that most SLP documents had included learning methods that were appropriate to the characteristics of the courses and supportive of the achievement of Graduate Learning Outcomes. However, one SLP document still needs to clarify the alignment between learning methods and Graduate Learning Outcomes.

For the indicator that assessment is aligned with Course Learning Outcomes, the achievement reached 96,43%. This shows that most SLP documents had included forms of assessment that were aligned with Course Learning Outcomes. However, one SLP document still needs to

refine the mapping between assessment and Course Learning Outcomes to ensure more focused assessment.

For the indicator of the availability of teaching materials, the achievement reached 85,71%. This result indicates that most SLP documents had listed relevant teaching materials. However, three SLP documents still need to clarify or complete their teaching materials to better support the learning process.

For the indicator of the availability of assessment rubrics as a basis for objective assessment, the achievement reached 82,14%. This indicates that assessment rubrics were available in most SLP documents. Nevertheless, four SLP documents still need to complete or clarify their assessment rubrics, particularly for assignments, presentations, projects, portfolios, and practical work.

For the indicator of the implementation of Student-Centered Learning, the achievement reached 92,86%. This indicates that most SLP documents had designed learning activities centered on students. However, two SLP documents still need to more clearly describe active student learning activities so that the implementation of SCL is more visible in the SLP.

For the indicator of integrating lecturers' research and community service outcomes, the achievement reached 82,14%. This shows that most SLP documents had integrated lecturers' research and community service outcomes into learning through materials, case studies, assignments, projects, or references. However, five SLP documents still need to strengthen this aspect.

f. Findings of SLP Document Monitoring and Evaluation

1. High Alignment between SLP and Learning Outcomes

The monitoring results revealed that most SLP documents were well aligned with the Graduate Learning Outcomes (GLOs) and Course Learning Outcomes (CLOs). A total of 25 out of 28 SLP documents (89%) fulfilled this indicator, indicating that course planning had been systematically developed to support the intended learning outcomes.

2. Learning Methods Support the Achievement of Learning Outcomes

The indicator concerning the alignment of learning methods with Graduate Learning Outcomes achieved **89%**, demonstrating that most lecturers had selected learning strategies appropriate to the characteristics of the courses and supportive of outcome-based education principles. Student-centered approaches such as discussions, projects, presentations, and problem-solving activities were evident in most SLP documents.

3. Assessment Practices are Generally Aligned with Course Learning Outcomes

The assessment alignment indicator also reached **89%**, showing that assessment methods, assignments, projects, and examinations were generally linked to the expected Course Learning Outcomes. This finding indicates that most lecturers had incorporated outcome-based assessment practices in their course planning.

4. Adequate Availability of Teaching Materials

Teaching materials were available in most SLP documents, with an achievement rate of **89%**. The reviewed SLPs included various learning resources such as textbooks, modules,

presentation materials, journal articles, worksheets, and digital learning resources. Nevertheless, several SLP documents still require more comprehensive and clearly specified teaching materials.

5. Assessment Rubrics Require Further Improvement

The availability of assessment rubrics reached **89%**, indicating that objective assessment criteria had been provided in most SLP documents. However, some SLPs still lacked detailed rubrics for assignments, presentations, projects, portfolios, and practical activities. Therefore, rubric development remains an area requiring continuous improvement.

6. Strong Implementation of Student-Centered Learning (SCL)

The implementation of Student-Centered Learning achieved **89%**, reflecting the program's commitment to active learning. Most SLP documents incorporated collaborative learning, case studies, problem-based learning, project-based learning, and reflective learning activities that encourage student engagement and independent learning.

7. Integration of Research and Community Service Outcomes Remains the Lowest Indicator

The integration of lecturers' research and community service outcomes into teaching activities obtained the lowest score, namely **81%**, although it was still categorized as Good. This finding suggests that while many lecturers have incorporated research findings and community service experiences into learning materials, assignments, case studies, and projects, stronger integration is still needed across all courses. This indicator should become a priority area for improvement in the subsequent semester.

8. Most SLP Documents Meet Quality Standards

Of the 28 SLP documents reviewed, the majority were categorized as **Excellent**, with several courses achieving a perfect score of **100%** across all indicators. Only a small number of SLP documents were categorized as Good due to incomplete assessment rubrics, insufficient teaching materials, limited alignment of learning methods, or the absence of research and community service integration.

6. CONCLUSION

The monitoring and evaluation of 28 Semester Learning Plan (SLP) documents in the Guidance and Counseling Study Program, Faculty of Education, Universitas PGRI Semarang, demonstrated that the overall quality of the SLP documents was Excellent, with an average achievement of 88.2%. This finding indicates that the majority of SLP documents have fulfilled the quality standards established by the study program and are appropriate to be implemented as guidelines for teaching and learning activities.

The results showed that six of the seven evaluated indicators achieved the Excellent category, namely the alignment of SLPs with Graduate Learning Outcomes and Course Learning Outcomes, the suitability of learning methods, the alignment of assessment strategies, the availability of teaching materials, the availability of assessment rubrics, and the implementation of Student-Centered Learning. These findings reflect a strong commitment

among lecturers to implementing outcome-based education principles and designing learning experiences that support student achievement.

The indicator with the lowest achievement was the integration of lecturers' research and community service outcomes into learning activities, which obtained 81% and was categorized as Good. Although this result indicates satisfactory performance, it also highlights the need for further efforts to strengthen the incorporation of research findings and community service experiences into teaching materials, case studies, assignments, and learning projects.

Overall, the monitoring results confirm that the SLP documents have been systematically developed and are largely aligned with institutional quality standards. Continuous improvement should focus on enhancing research- and community service-based learning as well as refining assessment rubrics and supporting learning resources to further strengthen the quality of teaching and learning in future semesters.

7. RECOMMENDATIONS

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

1. Strengthen the integration of lecturers' research and community service outcomes into course materials, case studies, assignments, projects, and learning resources to enhance research-based learning.
2. Improve the completeness and quality of assessment rubrics to ensure that assessment criteria are clear, objective, measurable, and aligned with Course Learning Outcomes.
3. Revise and enrich teaching materials in courses that have not fully met the required standards by incorporating updated references, digital resources, and relevant learning materials.
4. Provide mentoring and technical assistance for lecturers whose SLP documents have not yet achieved the Excellent category, focusing on indicators that require improvement.
5. Conduct regular workshops on Outcome-Based Education (OBE), Student-Centered Learning (SCL), and research-based teaching to strengthen lecturers' competencies in learning design.
6. Implement periodic internal reviews of SLP documents before each semester to ensure compliance with quality standards and support continuous quality improvement.
7. Disseminate exemplary SLP documents as best-practice models to promote consistency and quality enhancement across all courses within the study program.

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 Guidance and Counseling Study Program, FIP, 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 Guidance and Counseling 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	Professional Ethics in Guidance and Counseling	1	1	1	1	0	1	0	5	71.43%	Good
2	Fundamentals of Guidance and Counseling	1	1	1	1	1	1	0	6	85.71%	Excellent
3	Philosophy and Logic	1	1	1	1	1	1	1	7	100.00%	Excellent
4	Human Development	1	1	1	1	1	1	1	7	100.00%	Excellent
5	Basic Counseling Skills	1	1	1	1	1	1	1	7	100.00%	Excellent
6	Educational Psychology	1	1	1	1	1	1	0	6	85.71%	Excellent
7	Social Psychology	1	1	1	1	1	1	1	7	100.00%	Excellent
8	General Psychology	1	1	1	1	1	1	1	7	100.00%	Excellent

9	PGRI Studies	1	1	1	0	1	1	1	6	85.71%	Excellent
10	Religious Education	1	1	1	1	1	1	1	7	100.00%	Excellent
11	Non-Test Assessment Applications	1	0	1	1	0	1	1	5	71.43%	Good
12	Mental Health	1	1	1	1	1	1	0	6	85.71%	Excellent
13	Learning Guidance and Counseling	1	1	1	1	1	1	1	7	100.00%	Excellent
14	Career Guidance and Counseling	1	1	0	1	1	1	1	6	85.71%	Excellent
15	Family Guidance and Counseling	1	1	1	1	1	1	1	7	100.00%	Excellent
16	Personal Guidance and Counseling	1	1	1	1	1	1	1	7	100.00%	Excellent
17	Group Dynamics	1	1	1	0	0	1	1	5	71.43%	Good
18	Counseling Techniques	1	1	1	1	1	0	1	6	85.71%	Excellent

19	Adult and Older Adult Development	1	1	1	1	1	1	1	7	100.00%	Excellent
20	Quantitative Research Methodology	1	1	1	1	1	0	1	6	85.71%	Excellent
21	Qualitative Research Methodology	1	1	1	0	1	1	1	6	85.71%	Excellent
22	Entrepreneurship	1	1	1	1	1	1	1	7	100.00%	Excellent
23	Community Counseling	1	1	1	1	0	1	1	6	85.71%	Excellent
24	Counseling in Business and Industrial Settings	1	1	1	1	1	1	1	7	100.00%	Excellent
25	Outbound Training	1	1	1	1	1	1	0	6	85.71%	Excellent

26	Leadership	1	1	1	0	1	1	1	6	85.71%	Excellent
27	Training Management	1	1	1	1	1	1	1	7	100.00%	Excellent
28	Information Technology in Guidance and Counseling	1	1	1	1	0	1	1	6	85.71%	Excellent

Table A3 Recapitulation of Indicator Fulfillment

Indicator	Number Fulfilled	Total SLP Documents	Percentage
I1	28	28	100.00%
I2	27	28	96.43%
I3	27	28	96.43%
I4	24	28	85.71%
I5	23	28	82.14%
I6	26	28	92.86%
I7	23	28	82.14%
Total	159	196	90.82%

Appendix 3. List of Monitored SLP Documents

Table A4

List of Monitored SLP Documents

No.	Course	Course Lecturers	SLP Document Status	Notes
1	Professional Ethics in Guidance and Counseling	Heri Saptadi Ismanto	Available	Rubric and research/community service integration need strengthening
2	Fundamentals of Guidance and Counseling	Siti Fitriana	Available	Research/community service integration needs strengthening
3	Philosophy and Logic	Venty	Available	Complete
4	Human Development	Desi Maulia	Available	Complete
5	Basic Counseling Skills	Suhendri	Available	Complete
6	Educational Psychology	Desi Maulia	Available	Research/community service integration needs strengthening
7	Social Psychology	Chr Argo Widiharto	Available	Complete
8	General Psychology	MA Primaningrum	Available	Complete
9	PGRI Studies	Tim Teaching Univ	Available	Teaching materials need completion
10	Religious Education	Tim Teaching	Available	Complete
11	Non-Test Assessment Applications	Farikha Wahyu Lestari	Available	Learning method and assessment rubric need strengthening
12	Mental Health	Padmi Dhyah Yulianti	Available	Research/community service integration needs strengthening
13	Learning Guidance and Counseling	Ellya Rakhmawati	Available	Complete
14	Career Guidance and Counseling	Heri Saptadi Ismanto	Available	Assessment alignment with CLOs needs strengthening
15	Family Guidance and Counseling	Arri Handayani	Available	Complete
16	Personal Guidance and Counseling	Yunita Dwi Setyoningsih	Available	Complete
17	Group Dynamics	Venty	Available	Teaching materials and assessment rubric need completion
18	Counseling Techniques	Dini Rakhmawati	Available	SCL design needs strengthening

19	Adult and Older Adult Development	Arri Handayani	Available	Complete
20	Quantitative Research Methodology	Farikha Wahyu Lestari	Available	SCL design needs strengthening
21	Qualitative Research Methodology	Chr. Argo Widiharto	Available	Teaching materials need completion
22	Entrepreneurship	Ismah	Available	Complete
23	Community Counseling	Venty	Available	Assessment rubric needs completion
24	Counseling in Business and Industrial Settings	Heri Saptadi Ismanto	Available	Complete
25	Outbound Training	Chr Argo Widiharto	Available	Research/community service integration needs strengthening
26	Leadership	MA. Primaningrum Dian	Available	SCL design needs strengthening
27	Training Management	Ellya Rakhmawati	Available	Teaching materials need completion
28	Information Technology in Guidance and Counseling	Chr Argo Widiharto	Available	Complete

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	Professional Ethics in Guidance and Counseling	Available	Textbooks, presentation materials	Fulfilled
2	Fundamentals of Guidance and Counseling	Available	Modules, presentation materials, exercises	Fulfilled
3	Philosophy and Logic	Available	Textbooks, digital teaching materials	Fulfilled
4	Human Development	Available	Textbooks, exercises	Fulfilled
5	Basic Counseling Skills	Available	Modules, presentation materials	Fulfilled
6	Educational Psychology	Available	Textbooks, exercises	Fulfilled
7	Social Psychology	Available	Textbooks, supporting articles	Fulfilled
8	General Psychology	Available	Textbooks, presentation materials, student worksheets	Fulfilled
9	PGRI Studies	Not yet clear	Teaching materials have not been specified	Needs completion
10	Religious Education	Available	Modules, sample lesson plans/SLP, presentation materials	Fulfilled
11	Non-Test Assessment Applications	Available	Modules, computational practice materials	Fulfilled

No.	Course	Teaching Material Status	Types of Teaching Materials Listed	Notes
12	Mental Health	Available	Textbooks, exercises	Fulfilled
13	Learning Guidance and Counseling	Available	Application modules, practical materials, tutorials	Fulfilled
14	Career Guidance and Counseling	Available	Modules, case studies, presentation materials	Fulfilled
15	Family Guidance and Counseling	Available	Modules, student worksheets, presentation materials	Fulfilled
16	Personal Guidance and Counseling	Available	Textbooks, exercises	Fulfilled
17	Group Dynamics	Not yet clear	Teaching materials have not been specified	Needs completion
18	Counseling Techniques	Available	Textbooks, exercises	Fulfilled
19	Adult and Older Adult Development	Available	Textbooks, digital teaching materials	Fulfilled
20	Quantitative Research Methodology	Available	Practical modules, computational materials	Fulfilled
21	Qualitative Research Methodology	Not yet clear	Teaching materials have not been specified	Needs completion
22	Entrepreneurship	Available	Modules, journal articles, presentation materials	Fulfilled
23	Community Counseling	Available	Practical modules, coding materials, tutorials	Fulfilled
24	Counseling in Business and Industrial Settings	Available	Textbooks, articles, sample learning tools	Fulfilled
25	Outbound Training	Available	Modules, sample instruments, rubrics	Fulfilled
26	Leadership	Available	Practical modules, coding materials, tutorials	Fulfilled
27	Training Management	Available	Textbooks, articles, sample learning tools	Fulfilled
28	Information Technology in Guidance and Counseling	Available	Modules, sample instruments, rubrics	Fulfilled

Table A6 Recapitulation of Teaching Material Availability

Status	Number of SLP Documents	Percentage
Teaching materials are available and supportive	25	89%
Teaching materials are not yet clear/need completion	3	11%
Total	28	100%

Appendix 5. Recapitulation of Assessment Rubric Availability in SLP Documents

Table A7 *Assessment Rubric Availability in SLP Documents*

No.	Course	Assessment Rubric Status	Types of Rubrics Listed	Notes
1	Professional Ethics in Guidance and Counseling	Available	Assignment and exercise rubrics	Fulfilled
2	Fundamentals of Guidance and Counseling	Available	Assignment and exercise rubrics	Fulfilled
3	Philosophy and Logic	Available	Assignment and test rubrics	Fulfilled
4	Human Development	Available	Assignment and test rubrics	Fulfilled
5	Basic Counseling Skills	Available	Assignment and test rubrics	Fulfilled
6	Educational Psychology	Available	Assignment and test rubrics	Fulfilled
7	Social Psychology	Available	Assignment and participation rubrics	Fulfilled
8	General Psychology	Available	Learning tool development rubrics	Fulfilled
9	PGRI Studies	Not yet clear	Not specified	Needs completion
10	Religious Education	Not yet clear	Not specified	Needs completion
11	Non-Test Assessment Applications	Available	Assignment and test rubrics	Fulfilled
12	Mental Health	Available	Assignment and test rubrics	Fulfilled
13	Learning Guidance and Counseling	Available	Learning media project rubrics	Fulfilled
14	Career Guidance and Counseling	Available	Business project rubrics	Fulfilled
15	Family Guidance and Counseling	Available	Exploration and presentation rubrics	Fulfilled
16	Personal Guidance and Counseling	Available	Assignment and test rubrics	Fulfilled
17	Group Dynamics	Not yet clear	Rubric has not been specified	Needs completion
18	Counseling Techniques	Available	Assignment and test rubrics	Fulfilled
19	Adult and Older Adult Development	Available	Assignment and test rubrics	Fulfilled
20	Quantitative Research Methodology	Available	Computational practice rubrics	Fulfilled
21	Qualitative Research Methodology	Available	Assignment and test rubrics	Fulfilled
22	Entrepreneurship	Available	Proposal and presentation rubrics	Fulfilled
23	Community Counseling	Available	Learning tool and presentation rubrics	Fulfilled
24	Counseling in Business and Industrial Settings	Available	Learning tool and presentation rubrics	Fulfilled
25	Outbound Training	Available	Evaluation instrument rubrics	Fulfilled
26	Leadership	Available	Learning tool and presentation rubrics	Fulfilled
27	Training Management	Available	Learning tool and presentation rubrics	Fulfilled
28	Information Technology in Guidance and Counseling	Available	Learning tool and presentation rubrics	Fulfilled

Table A8 *Recapitulation of Assessment Rubric Availability*

Status	Number of SLP Documents	Percentage
Assessment rubrics are available	25	89%
Rubrics are not yet clear/need completion	3	11%
Total	28	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	Professional Ethics in Guidance and Counseling	Not yet clear	Lecturer research/community service outcomes have not been explicitly stated	Needs strengthening
2	Fundamentals of Guidance and Counseling	Not yet clear	Examples of lecturers' research outcomes have not been explicitly stated	Needs strengthening
3	Philosophy and Logic	Integrated	Examples and references related to guidance and counseling development	Fulfilled
4	Human Development	Integrated	Examples and references related to guidance and counseling development	Fulfilled
5	Basic Counseling Skills	Integrated	Examples and references related to guidance and counseling development	Fulfilled
6	Educational Psychology	Not yet clear	Research/community service integration is not yet clearly visible	Needs strengthening
7	Social Psychology	Integrated	Examples and references related to guidance and counseling development	Fulfilled
8	General Psychology	Integrated	Examples and references related to guidance and counseling development	Fulfilled
9	PGRI Studies	Integrated	Examples and references related to guidance and counseling development	Fulfilled
10	Religious Education	Integrated	Examples and references related to guidance and counseling development	Fulfilled
11	Non-Test Assessment Applications	Integrated	Examples and references related to guidance and counseling development	Fulfilled
12	Mental Health	Not yet clear	Research/community service integration has not been explicitly stated	Needs strengthening
13	Learning Guidance and Counseling	Integrated	Examples and references related to guidance and counseling development	Fulfilled
14	Career Guidance and Counseling	Integrated	Examples and references related to guidance and counseling development	Fulfilled
15	Family Guidance and Counseling	Integrated	Examples and references related to guidance and counseling development	Fulfilled
16	Personal Guidance and Counseling	Integrated	Examples and references related to guidance and counseling development	Fulfilled
17	Group Dynamics	Integrated	Examples and references related to guidance and counseling development	Fulfilled
18	Counseling Techniques	Integrated	Examples and references related to guidance and counseling development	Fulfilled
19	Adult and Older Adult Development	Integrated	Examples and references related to guidance and counseling development	Fulfilled
20	Quantitative Research Methodology	Integrated	Research-based data analysis practice	Fulfilled
21	Qualitative Research Methodology	Integrated	Examples and references related to guidance and counseling development	Fulfilled
22	Entrepreneurship	Integrated	Examples and references related to guidance and counseling development	Fulfilled

No.	Course	Research/Community Service Integration Status	Form of Integration in the SLP	Notes
23	Community Counseling	Integrated	Examples and references related to guidance and counseling development	Fulfilled
24	Counseling in Business and Industrial Settings	Integrated	Examples and references related to guidance and counseling development	Fulfilled
25	Outbound Training	Not yet clear	Research/community service integration has not been explicitly stated	Needs strengthening
26	Leadership	Integrated	Examples and references related to guidance and counseling development	Fulfilled
27	Training Management	Integrated	Examples and references related to guidance and counseling development	Fulfilled
28	Information Technology in Guidance and Counseling	Integrated	Examples and references related to guidance and counseling development	Fulfilled

Table A10 *Recapitulation of Research and Community Service Integration*

Status	Number of SLP Documents	Percentage
Research/community service integration is clearly visible	23	81%
Integration is not yet clear/needs strengthening	5	19%
Total	28	100%