

**MONITORING AND EVALUATION REPORT OF
MID-TERM AND FINAL EXAMINATION IMPLEMENTATION
BASED ON STUDENT SURVEY
ODD SEMESTER 2024/2025**



**QUALITY ASSURANCE SUB-UNIT
GUIDANCE AND COUNSELING STUDY PROGRAM
FACULTY OF EDUCATION
UNIVERSITAS PGRI SEMARANG
2025**

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MID-TERM AND FINAL EXAMINATION IMPLEMENTATION
BASED ON STUDENT SURVEY
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Guidance and Counseling 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 Mid-Term and Final Examination Implementation Based on Student Survey in the Guidance and Counseling Study Program, Faculty of Education, Universitas PGRI Semarang, Odd Semester 2024/2025, 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 activity aimed to obtain information regarding the implementation of assessment from the perspective of students, particularly related to the implementation of the Mid-Term Examination and Final Examination.

The aspects evaluated in this report include the timeliness of assessment, transparency of assessment, remedial implementation, and learning outcome analysis. These aspects were selected because they represent important elements in ensuring that assessment is conducted fairly, clearly, and in accordance with academic quality standards.

The Mid-Term Examination and Final Examination are presented separately in this report. This separation is necessary because the two examinations take place at different points in the semester and have different academic characteristics. The Mid-Term Examination reflects the implementation of assessment in the middle of the semester, while the Final Examination reflects the implementation of assessment at the end of the semester.

The results in this report are not interpreted as a linear continuous improvement from the Mid-Term Examination to the Final Examination. Instead, they are interpreted as two different assessment moments with different academic contexts. For example, remedial implementation may be relatively limited during the Mid-Term Examination period, while learning outcome analysis may be more limited after the Final Examination due to the focus on final grading and score submission.

This report is expected to serve as a basis for reflection, evaluation, and follow-up actions in improving the quality of assessment implementation. The results also serve as supporting evidence for internal quality assurance and accreditation purposes.

Semarang, January 25, 2025
Quality Assurance Sub-Unit
Guidance and Counseling Study Program



Farikha Wahyu Lestari, S.Pd., M.Pd

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A. INTRODUCTION

Assessment is an essential part of the teaching and learning process in higher education. Through assessment, lecturers can identify the extent to which students have achieved the expected learning outcomes. Assessment also provides information for lecturers and study programs to evaluate the effectiveness of the learning process.

In the Guidance and Counseling Study Program, monitoring and evaluation of examination implementation are conducted as part of the Internal Quality Assurance System. This activity is intended to ensure that the implementation of assessment is not only carried out administratively, but also reflects fairness, transparency, accountability, and follow-up actions for student learning development. This report focuses on the implementation of Mid-Term Examination and Final Examination based on student survey responses. Unlike the assessment document review report, this report emphasizes students' perceptions of how examinations and assessment processes were implemented in practice.

The Mid-Term Examination and Final Examination are treated as two separate assessment moments. The Mid-Term Examination represents assessment implementation in the middle of the semester, while the Final Examination represents assessment implementation at the end of the semester. Therefore, the results of both surveys are presented separately and interpreted according to their respective contexts.

The indicators used in this monitoring and evaluation include timeliness of assessment, transparency of assessment, remedial implementation, and learning outcome analysis. These four indicators were used to obtain a comprehensive picture of the quality of assessment implementation from the student perspective.

The monitoring and evaluation activity involved 225 active students of the Guidance and Counseling Study Program, and covered the implementation of assessment in 36 courses offered in the Odd Semester 2024/2025. The results are expected to support quality improvement in the implementation of examinations and assessment practices in the study program.

The legal and institutional bases for this monitoring and evaluation activity include Law Number 20 of 2003 concerning the National Education System, Law Number 12 of 2012 concerning Higher Education, 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, Internal Quality Assurance System documents of Universitas PGRI Semarang, Learning and Assessment Quality Standards of Universitas PGRI Semarang, and academic guidelines of the Guidance and Counseling Study Program,, FIP Universitas PGRI Semarang.

B. OBJECTIVES OF MONITORING AND EVALUATION

The monitoring and evaluation of Mid-Term and Final Examination implementation aimed to obtain student feedback regarding the implementation of assessment during the Odd Semester 2024/2025.

This activity was conducted to identify students' perceptions of the timeliness of assessment, including the suitability of examination implementation with the scheduled time, clarity of examination information, and timeliness of score announcement.

This activity also aimed to evaluate the transparency of assessment. Transparency in this context refers to the clarity of assessment criteria, the extent to which students understand the basis for grading, and the clarity of score interpretation.

Another objective was to evaluate remedial implementation. This indicator assessed whether lecturers provided opportunities for improvement, remedial activities, or follow-up learning when students had not achieved the expected learning outcomes.

In addition, this monitoring and evaluation aimed to identify the implementation of learning outcome analysis. This aspect includes feedback on examination results, explanation of common student difficulties, and the use of examination results to support further learning improvement.

The results of this monitoring and evaluation are expected to provide input for lecturers, the study program, and the Quality Assurance Sub-Unit in strengthening assessment implementation, improving feedback mechanisms, and enhancing student learning support.

C. METHOD OF MONITORING AND EVALUATION

The monitoring and evaluation activity was conducted using a student survey method. The survey was designed to capture students' experiences and perceptions regarding the implementation of Mid-Term Examination and Final Examination.

The survey was administered separately for the Mid-Term Examination and Final Examination. The Mid-Term Examination survey was used to capture the implementation of assessment during the middle of the semester, while the Final Examination survey was used to capture the implementation of assessment at the end of the semester.

The survey instrument consisted of 16 statements grouped into four indicators. Each indicator consisted of four statements. The indicators included timeliness of assessment, transparency of assessment, remedial implementation, and learning outcome analysis. The survey was completed by 225 active students of the Guidance and Counseling Study Program. With four items for each indicator and a four-point Likert scale, the maximum score for each indicator was 3,451. The maximum score for the overall instrument was 13,555.

The scale used in the survey was a four-point Likert scale. Students selected one response that best represented their experience in each course. The response options consisted of Strongly Agree, Agree, Disagree, and Strongly Disagree.

Response	Score
Strongly Agree	4
Agree	3
Disagree	2
Strongly Disagree	1

The achievement percentage was calculated based on the proportion of positive assessment results from the survey responses. The category of achievement was determined using the following criteria.

Percentage Range	Category	Description
85%–100%	Excellent	Examination implementation has been carried out very well and meets the quality standard.
70%–84%	Good	Examination implementation has been carried out well, but some aspects still need improvement.
55%–69%	Fair	Examination implementation is fairly good, but several aspects require follow-up.
40%–54%	Poor	Examination implementation has not been optimal and requires improvement.
< 40%	Very Poor	Examination implementation has not met the quality standard and requires comprehensive improvement.

The survey covered 36 courses in the Guidance and Counseling Study Program. The course list and lecturers are presented in Appendix 1 to support traceability of the monitoring and evaluation process.

D. STUDENT SURVEY INSTRUMENT

The student survey instrument was developed to evaluate the implementation of assessment from the student perspective. The instrument consisted of four main indicators, namely timeliness of assessment, transparency of assessment, remedial implementation, and learning outcome analysis.

The first indicator is timeliness of assessment. This indicator evaluates whether the examination was implemented according to schedule, whether information on examination procedures was clearly communicated, and whether examination scores were announced within a reasonable time.

The second indicator is transparency of assessment. This indicator evaluates whether lecturers explained assessment criteria, whether students understood the basis for grading, and whether examination scores were understandable based on the stated criteria.

The third indicator is remedial implementation. This indicator evaluates whether lecturers provided opportunities for remedial activities, improvement, or follow-up learning when students did not achieve the expected results.

The fourth indicator is learning outcome analysis. This indicator evaluates whether lecturers provided feedback on examination results, explained common difficulties or weaknesses found in student answers, and used examination results to support further learning improvement.

No.	Indicator	Item Numbers	Number of Items
1	Timeliness of assessment	1, 2, 3, 4	4
2	Transparency of assessment	5, 6, 7, 8	4
3	Remedial implementation	9, 10, 11, 12	4
4	Learning outcome analysis	13, 14, 15, 16	4
	Total	1–16	16

E. RESULTS OF MID-TERM EXAMINATION IMPLEMENTATION SURVEY

1. General Recapitulation of Mid-Term Examination Implementation

The student survey results indicate that the implementation of assessment activities was generally categorized as **Good**. The average achievement across the four indicators reached **82.50%**. This result suggests that the assessment process had been implemented effectively; however, several aspects still require further improvement to enhance the overall quality of assessment practices.

The highest achievement was found in the **transparency of assessment**, which reached **100.00%** and was categorized as **Excellent**. This finding indicates that students clearly understood the assessment criteria, grading procedures, and evaluation standards applied by lecturers.

A relatively high achievement was also observed in the **timeliness of assessment (85.00%)** and **remedial implementation (80.00%)**, both of which were categorized as **Good**. These results suggest that assessment feedback was generally provided on time and that remedial opportunities were available for students who needed additional support in achieving the expected learning outcomes.

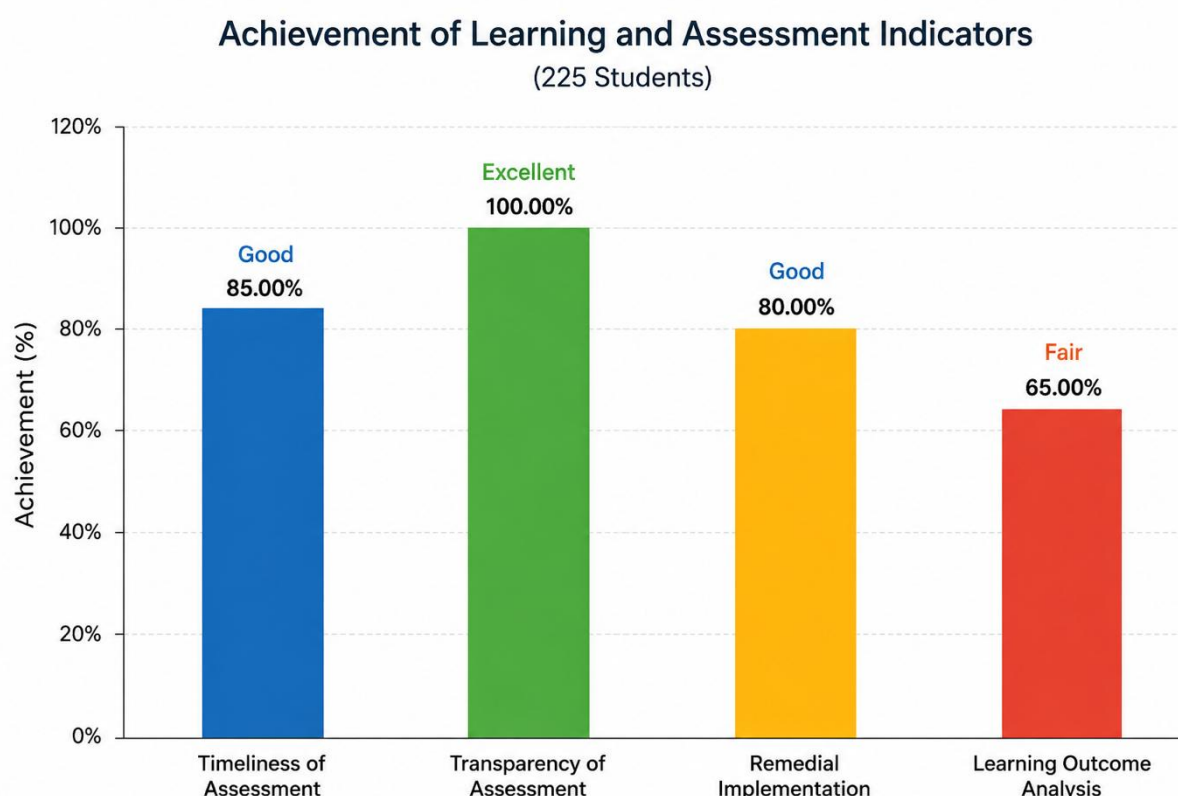
The lowest achievement was found in **learning outcome analysis**, which reached **65.00%** and was categorized as **Fair**. This result indicates that the analysis and utilization of assessment results to evaluate student learning outcomes and support continuous improvement of the learning process require further strengthening. Greater attention should be given to the

systematic use of assessment data to identify students' strengths and weaknesses and to inform future instructional planning.

2. Indicator Achievement of Mid-Term Examination Implementation

No.	Indicator	Actual Score	Maximum Score	Achievement	Category
1	Timeliness of assessment	3,060	3,600	85.00%	Good
2	Transparency of assessment	3,600	3,600	100.00%	Excellent
3	Remedial implementation	2,880	3,600	80.00 %	Good
4	Learning outcome analysis	2,340	3,600	65.00%	Good
	Average	10,778	13,501	82.50%	Good

Figure 1. Achievement of Mid-Term Examination Implementation Indicators



3. Analysis of Mid-Term Examination Implementation

The analysis of the Mid-Term Examination (MTE) implementation reveals varying levels of achievement across the four assessment indicators. The overall achievement score reached **82.50%**, which falls within the **Good** category, indicating that the implementation of the Mid-Term Examination generally met the expected quality standards.

The highest achievement was recorded for **Transparency of Assessment**, which attained **100.00%** and was categorized as **Excellent**. This finding suggests that lecturers clearly communicated assessment criteria, grading procedures, and examination requirements, enabling students to understand how their performance would be evaluated.

Timeliness of Assessment achieved **85.00%**, indicating that assessment results were generally provided within an appropriate timeframe. Timely feedback is important because it allows students to reflect on their learning progress and make necessary improvements before the completion of the semester.

The **Remedial Implementation** indicator achieved **80.00%**, which was categorized as **Good**. This result demonstrates that remedial opportunities were generally available for students who required additional support to achieve the expected learning outcomes. The availability of remedial activities reflects the institution's commitment to supporting student academic success.

The lowest achievement was found in **Learning Outcome Analysis**, which obtained **65.00%** and was categorized as **Fair**. This result indicates that the systematic analysis and utilization of examination results for evaluating student achievement and improving instructional practices require further enhancement. Strengthening learning outcome analysis would enable lecturers to make more informed decisions regarding curriculum implementation, instructional strategies, and student support services.

Overall, the Mid-Term Examination implementation was conducted effectively. However, continuous improvement efforts should focus on strengthening learning outcome analysis while maintaining the high standards already achieved in assessment transparency, timeliness, and remedial implementation.

4. Findings of Mid-Term Examination Implementation

The implementation of the Mid-Term Examination was generally conducted effectively and met the expected quality standards. Assessment transparency emerged as the strongest aspect, indicating that students clearly understood the assessment procedures and grading criteria applied by lecturers. The timeliness of assessment and remedial implementation were also perceived positively, suggesting that assessment results were communicated appropriately and that support was provided for students who required additional learning opportunities.

However, learning outcome analysis remains an area for improvement. Greater emphasis should be placed on utilizing assessment results to evaluate student achievement and inform continuous enhancement of the teaching and learning process. Overall, the findings reflect a satisfactory implementation of the Mid-Term Examination while highlighting the need to strengthen evidence-based academic improvement practices.

F. RESULTS OF FINAL EXAMINATION IMPLEMENTATION SURVEY

1. General Recapitulation of Final Examination Implementation

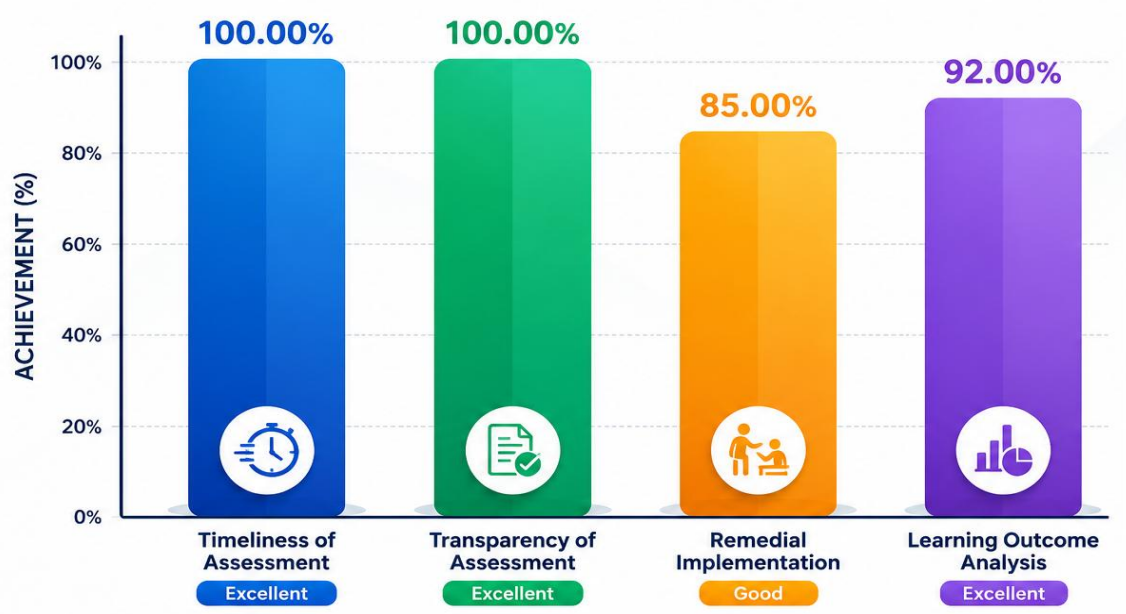
The student survey results indicate that the implementation of the Final Examination was generally categorized as **Excellent**. The average achievement across the four indicators reached **94.25%**, demonstrating that the Final Examination was conducted effectively and met the expected quality standards based on students' perceptions. The highest achievements were found in **Timeliness of Assessment** and **Transparency of Assessment**, both of which achieved perfect scores. These findings indicate that the Final Examination was conducted according to the established schedule and that assessment procedures and grading criteria were clearly communicated to students.

In addition, **Learning Outcome Analysis** also demonstrated a very high level of achievement, indicating that examination results were generally utilized to evaluate student performance and support the improvement of learning quality. The lowest achievement was found in **Remedial Implementation**, although it remained within the **Good** category. This finding suggests that opportunities for remedial activities and follow-up learning support were available; however, their implementation could be further strengthened and applied more consistently across courses. Overall, the results reflect a strong commitment to maintaining the quality, fairness, and effectiveness of the Final Examination process.

2. Indicator Achievement of Final Examination Implementation

No.	Indicator	Actual Score	Maximum Score	Achievement	Category
1	Timeliness of assessment	3,600	3,600	100.00%	Excellent
2	Transparency of assessment	3,600	3,600	100.00%	Excellent
3	Remedial implementation	3,060	3,600	85.00%	Good
4	Learning outcome analysis	3,312	3,600	92.00%	Excellent
	Average	13,572	14,400	94,25%	Excellent

Figure 2. Achievement of Final Examination Implementation Indicators



3. Analysis of Final Examination Implementation

The **Timeliness of Assessment** indicator achieved **100.00%** and was categorized as **Excellent**. This result indicates that the Final Examination was conducted according to the established academic schedule and that assessment activities were implemented in a timely manner. The structured nature of end-of-semester examinations contributes to the effective management of assessment processes and reporting activities. The **Transparency of Assessment** indicator also achieved **100.00%** and was categorized as **Excellent**. This finding demonstrates that students clearly understood the assessment procedures, grading criteria, and evaluation standards applied in the Final Examination. The result reflects a strong commitment to fairness, accountability, and transparency in assessment practices across courses.

The **Learning Outcome Analysis** indicator achieved **92.00%** and was categorized as **Excellent**. This result suggests that lecturers generally utilized examination results to evaluate student achievement and to support continuous improvement of the learning process. The high achievement of this indicator reflects the importance placed on evidence-based evaluation in enhancing educational quality.

The **Remedial Implementation** indicator achieved **85.00%** and was categorized as **Good**. Although this result indicates that remedial opportunities and follow-up support were generally available to students, there remains room for improvement in ensuring their consistent implementation across all courses. Strengthening remedial mechanisms may further support students in achieving the expected learning outcomes.

Overall, the analysis indicates that the implementation of the Final Examination was highly effective and met the expected quality standards. The excellent performance in

assessment timeliness, transparency, and learning outcome analysis demonstrates a strong quality assurance culture, while continued improvement in remedial implementation may further enhance the effectiveness of the assessment process

4. Findings of Final Examination Implementation

The implementation of the Final Examination demonstrated strong performance across all assessment indicators. Students perceived that the examination was conducted according to the established schedule and that assessment criteria and grading procedures were communicated clearly and transparently. Assessment transparency and timeliness emerged as the strongest aspects of the Final Examination implementation, reflecting effective assessment management and adherence to academic standards. Students also reported positive perceptions regarding the utilization of examination results to evaluate learning achievement and support continuous improvement of the learning process.

Although the **Remedial Implementation** indicator achieved a lower level of performance compared to the other indicators, it remained within the **Good** category. This finding suggests that remedial opportunities and follow-up support were generally available to students; however, greater consistency in their implementation across courses may further enhance student learning outcomes. Overall, the findings indicate that the Final Examination was implemented effectively and in accordance with quality assurance standards. The results reflect a strong commitment to fairness, transparency, and continuous quality improvement in the assessment process.

G. CONTEXTUAL ANALYSIS OF MID-TERM AND FINAL EXAMINATION IMPLEMENTATION

The results of the Mid-Term Examination (MTE) and Final Examination (FE) surveys should not be interpreted merely as a progression from one assessment period to another. Rather, they reflect two distinct stages of the learning process, each characterized by different academic objectives, instructional conditions, and assessment contexts.

The Mid-Term Examination is administered during the middle of the semester, when the learning process is still ongoing and course materials have not yet been fully completed. This context may explain why the **Learning Outcome Analysis** indicator achieved **65.00% (Fair)**, the lowest among the four indicators. At this stage, lecturers may have limited opportunities to conduct comprehensive analyses of student achievement because learning activities are still in progress. Nevertheless, assessment implementation during the Mid-Term Examination was generally positive, as reflected in the achievement of **85.00% (Good)** for Timeliness of Assessment, **100.00% (Excellent)** for Transparency of Assessment, and **80.00% (Good)** for Remedial Implementation. Overall, the Mid-Term Examination achieved an average score of **82.50% (Good)**.

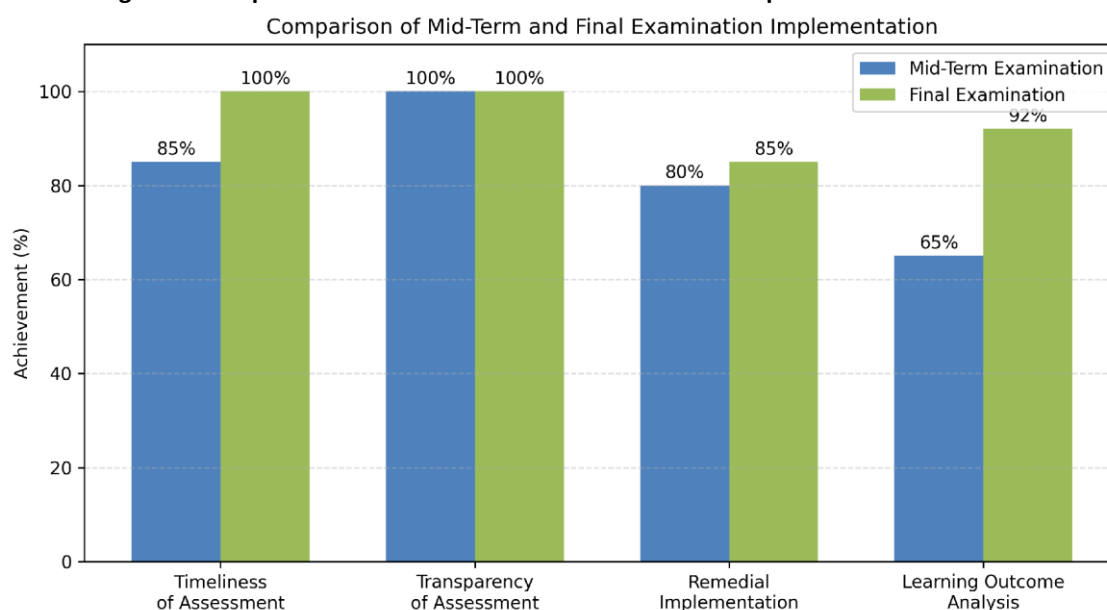
In contrast, the Final Examination is conducted at the end of the semester, when all planned learning activities have been completed and students have had sufficient opportunities to achieve the intended learning outcomes. Under these conditions, assessment implementation tends to be more structured, particularly in terms of scheduling, grading procedures, and academic administration. This is reflected in the achievement of **100.00% (Excellent)** for both Timeliness of Assessment and Transparency of Assessment. Furthermore, the **Learning Outcome Analysis** indicator increased substantially to **92.00% (Excellent)**, indicating that examination results were utilized more effectively to evaluate student achievement and support quality improvement efforts. Although **Remedial Implementation**

recorded the lowest score in the Final Examination survey, it still achieved **85.00% (Good)**, suggesting that remedial and follow-up mechanisms were generally available to students.

Overall, the findings demonstrate that both the Mid-Term and Final Examinations were implemented effectively within their respective academic contexts. The average achievement increased from **82.50% (Good)** in the Mid-Term Examination to **94.25% (Excellent)** in the Final Examination. These differences should be understood as reflections of the distinct purposes and characteristics of each assessment stage rather than as direct measures of performance improvement alone.

No.	Indicator	Mid-Term Examination	Final Examination	Interpretation
1	Timeliness of assessment	85.00%	100.00%	The Final Examination was implemented in a more structured manner, particularly in terms of scheduling, assessment management, and score administration.
2	Transparency of assessment	100.00%	100.00%	Assessment criteria and grading basis were consistently communicated clearly.
3	Remedial implementation	80.00%	85.00%	Remedial and follow-up activities were generally available in both examination periods, with slightly stronger implementation observed during the Final Examination
4	Learning outcome analysis	65.00%	92.00%	Learning outcome analysis after Final Examination was more limited due to final grading and score submission.
	Average	82.51%	92.24%	Learning outcome analysis was significantly stronger in the Final Examination, indicating more effective utilization of assessment results to evaluate student achievement and support quality improvement.

Figure 3. Comparison of Mid-Term and Final Examination Implementation Indicators



The comparison indicates that each assessment period possesses distinct strengths and areas for improvement. During the Mid-Term Examination, assessment transparency was maintained at an excellent level, demonstrating that assessment criteria and grading procedures were clearly communicated to students. However, learning outcome analysis required further attention, suggesting that the utilization of assessment results for evaluating student achievement and informing instructional improvement was not yet fully optimized during the middle of the semester.

In contrast, the Final Examination demonstrated excellent performance in timeliness of assessment, transparency of assessment, and learning outcome analysis. These findings indicate

that assessment activities were conducted in a well-structured manner and that examination results were utilized more effectively to evaluate student achievement at the end of the semester. Although remedial implementation achieved a good level of performance, opportunities remain to strengthen its consistency across courses.

Therefore, the interpretation of these findings should be contextual. The purpose of monitoring and evaluating Mid-Term and Final Examination implementation is not merely to identify improvement between assessment periods, but rather to understand the specific quality issues, strengths, and challenges associated with each stage of the assessment process. Such understanding provides valuable evidence for continuous quality improvement in teaching, learning, and assessment practices.

H. CONCLUSION

Based on the monitoring and evaluation results, the implementation of the Mid-Term Examination and Final Examination in the GUIDANCE AND COUNSELING Study Program during the Odd Semester of the 2025/2026 Academic Year was generally conducted effectively and in accordance with quality assurance standards.

The Mid-Term Examination achieved an average score of **82.50% (Good)**. The highest achievement was recorded in **Transparency of Assessment (100.00%)**, while the lowest was **Learning Outcome Analysis (65.00%)**, indicating the need to strengthen the use of assessment results for learning improvement. The Final Examination achieved an average score of **94.25% (Excellent)**. The highest achievements were found in **Timeliness of Assessment** and **Transparency of Assessment (100.00%)**, while **Remedial Implementation (85.00%)** recorded the lowest score, although it remained in the **Good** category.

Overall, the findings indicate that assessment practices have been implemented effectively, transparently, and in accordance with quality assurance principles. Continuous improvement efforts should focus on strengthening learning outcome analysis and enhancing the consistency of remedial implementation across courses.

I. RECOMMENDATIONS

The study program should strengthen the utilization of Mid-Term Examination results for learning outcome analysis. Lecturers are encouraged to identify common learning difficulties, discuss assessment results with students, and use the findings to improve teaching strategies during the remainder of the semester. For the Final Examination, greater attention should be given to the consistency of remedial implementation across courses. Remedial activities may include structured feedback, additional assignments, consultations, or other follow-up learning support to help students achieve the expected learning outcomes.

The transparency of assessment should be maintained, as both the Mid-Term and Final Examinations achieved excellent performance in this indicator. Lecturers should continue to clearly communicate assessment criteria, grading components, and scoring procedures to students. The Quality Assurance Unit should continue conducting separate monitoring and evaluation of Mid-Term and Final Examination implementation, as each assessment period has distinct academic characteristics and requires different quality improvement strategies.

J. CLOSING

This Monitoring and Evaluation Report on the Implementation of Mid-Term and Final Examinations Based on Student Surveys was prepared as part of the Internal Quality Assurance System of the Guidance and Counseling Study Program, Faculty of Education, Universitas PGRI

Semarang. The findings indicate that assessment implementation has generally been carried out effectively and in accordance with quality assurance standards. The Mid-Term Examination demonstrated strong performance in assessment transparency but requires further improvement in learning outcome analysis. Meanwhile, the Final Examination showed excellent performance in assessment timeliness, transparency, and learning outcome analysis, while remedial implementation remains an area for continuous enhancement. This report is expected to serve as a basis for reflection, evaluation, and continuous quality improvement for the Guidance and Counseling Study Program, course lecturers, and the Quality Assurance Unit in strengthening the effectiveness and quality of assessment practices.

Semarang, January 25, 2025
Quality Assurance Sub-Unit
Guidance and Counseling Study Program

Farikha Wahyu Lestari,S.Pd.,M.Pd

K. APPENDICES

1. Appendix 1. List of Courses and Course Lecturers

This appendix presents the list of courses included in the student survey on Mid-Term Examination and Final Examination implementation. The survey covered 36 courses Guidance and Counseling Study Program during the Academic Year 2024/2025.

No.	Course	Course Lecturers
1	Application of Non-Test Individual Assessment	Farikha Wahyu Lestari, S.Pd., M.Pd.
2	Application of Psychological Testing and Individual Assessment	Desi Maulia, S.Psi., M.Psi., Psikolog
3	Learning Guidance and Counselling	Dra. Wiwik Kusdaryani, M.Pd.
4	Career Guidance and Counselling	Drs. Mujiono, M.Si.
5	Family Guidance and Counselling	Dr. Arri Handayani, S.Psi., M.Si.
6	Personal and Social Guidance and Counselling	Eka Sari Setianingish, S.Pd., M.Pd.
7	Foundations of Guidance and Counselling	Dr. Siti Fitriana, S.Pd., M.Pd., Kons.
8	Group Dynamics	MA. Primaningrum Dian, S.Psi., M.Psi., Psikolog
9	Entrepreneurship	Dr. Chr. Argo Widiharto, S.Psi., M.Si.
10	Professional Ethics in Guidance and Counselling	Dr. Heri Saptadi Ismanto, S.Pd., M.Pd., Kons.
11	Evaluation and Supervision in Guidance and Counselling	Dr. Yovitha Julienjantintingsih, M.Pd.
12	Philosophy of Science and Logic	Dr. Chr. Argo Widiharto, S.Psi., M.Si.
13	Implementation of Group Guidance	Dr. Siti Fitriana, S.Pd., M.Pd., Kons.
14	Implementation of Classroom Guidance	Dr. G. Rohastono Ajie, M.Pd.
15	Implementation of Group Counselling	Dr. Suhendri, S.Pd., M.Pd., Kons.
16	Leadership	MA. Primaningrum Dian, S.Psi., M.Psi., Psikolog
17	PGRI Studies	TIM
18	Mental Health	Dr. Padmi Dhyah Yulianti, S.Psi., M.Psi., Psikolog
19	Fundamental Counselling Skills	Dr. Dini Rakhmawati, S.Pd., M.Pd.
20	Digital Counselling Communication	Dr. Venty, S.Ag. , M.Pd.
21	Child and Adolescent Counselling	Dr. Dini Rakhmawati, S.Pd., M.Pd.
22	Counselling in Business and Industrial Settings	MA. Primaningrum Dian, S.Psi., M.Psi., Psikolog
23	Community Counselling	Dr. Heri Saptadi Ismanto, S.Pd., M.Pd., Kons.
24	Training Management	Dr. Ellya Rakhmawati, S.Pd., S.Psi., M.Pd.
25	Qualitative Research Methodology	Dr. Chr. Argo Widiharto, S.Psi., M.Si.
26	Quantitative Research Methodology	Farikha Wahyu Lestari, S.Pd., M.Pd.
27	Micro Guidance and Counselling	Dr. Venty, S.Ag. , M.Pd.
28	Outbound Training	Dr. Venty, S.Ag. , M.Pd.
29	Religious Education	TIM
30	Adult and Older Adult Development	Dra. Tri Suyati, M.Pd.
31	Learner Development	Dr. Ellya Rakhmawati, S.Pd., S.Psi., M.Pd.
32	Educational Psychology	Desi Maulia, S.Psi., M.Psi., Psikolog
33	Social Psychology	Dr. Chr. Argo Widiharto, S.Psi., M.Si.
34	General Psychology	MA. Primaningrum Dian, S.Psi., M.Psi., Psikolog
35	Counselling Techniques	Dr. Yovitha Julienjantintingsih, M.Pd.
36	Information Technology in Guidance and Counselling	Dr. Suhendri, S.Pd., M.Pd., Kons.

2. Appendix 2. Student Survey Instrument for Examination Implementation

This appendix presents the student survey instrument used to evaluate the implementation of Mid-Term Examination and Final Examination. The instrument consists of 16 statements grouped into four indicators. Each indicator consists of four statements.

The survey was completed by 225 active students of the Guidance and Counseling Study Program. The same instrument was used separately for the Mid-Term Examination and the Final Examination so that both assessment moments could be analyzed according to their respective academic contexts.

a. Survey Response Scale

Response	Score
Strongly Agree	4
Agree	3
Disagree	2
Strongly Disagree	1

The maximum score for each indicator was calculated as follows: 225 students $\times$ 4 items $\times$ 4 =3,600. The maximum score for the overall instrument was calculated as follows: 225 students $\times$ 16 items $\times$ 4 =14,400.

b. Survey Instrument

No.	Indicator	Statement
1	Timeliness of assessment	The examination was conducted according to the schedule determined by the study program or course lecturer.
2	Timeliness of assessment	The lecturer provided clear information about the schedule, technical procedures, and examination requirements before the examination was conducted.
3	Timeliness of assessment	Examination results or scores were announced to students within a reasonable time after the examination.
4	Timeliness of assessment	The lecturer provided assessment-related information in a timely manner, including changes in schedule, technical procedures, or score confirmation.
5	Transparency of assessment	The lecturer explained the components or criteria of examination assessment to students.
6	Transparency of assessment	Students understood the basis used by the lecturer in assessing examination answers.
7	Transparency of assessment	The examination score given by the lecturer could be understood based on the assessment criteria explained previously.
8	Transparency of assessment	Students had access to clear information regarding the weighting, scoring criteria, or grading components used in the examination.
9	Remedial implementation	The lecturer provided opportunities for improvement, remedial activities, or learning follow-up when students had not achieved the expected results.
10	Remedial implementation	The mechanism for remedial activities or score improvement was clearly communicated to students.
11	Remedial implementation	Remedial activities or learning follow-up were carried out fairly and in accordance with applicable rules.
12	Remedial implementation	The lecturer provided appropriate follow-up activities, such as feedback, consultation, additional assignments, or learning reinforcement after the examination.
13	Learning outcome analysis	The lecturer provided feedback on students' examination results, either directly or through learning media.
14	Learning outcome analysis	The lecturer explained common mistakes or learning materials that were not yet mastered by students based on examination results.
15	Learning outcome analysis	Examination results were used as evaluation material to improve students' understanding of subsequent learning materials.
16	Learning outcome analysis	The lecturer used examination results to identify students' learning difficulties and provide recommendations for improvement.

c. Blueprint of the Instrument

No.	Indicator	Item Numbers	Number of Items
1	Timeliness of assessment	1, 2, 3, 4	4
2	Transparency of assessment	5, 6, 7, 8	4
3	Remedial implementation	9, 10, 11, 12	4

4	Learning outcome analysis	13, 14, 15, 16	4
	Total	1–16	16

3. Appendix 3. Recapitulation of Mid-Term Examination Survey Results

This appendix presents the recapitulation of student survey results on Mid-Term Examination implementation. The survey was completed by 225 students. Each indicator consisted of four items, and the maximum score for each indicator was 3,600

No.	Indicator	Actual Score	Maximum Score	Achievement	Category
1	Timeliness of assessment	3,060	3,600	85.00%	Good
2	Transparency of assessment	3,600	3,600	100.00%	Excellent
3	Remedial implementation	2,880	3,600	80.00 %	Good
4	Learning outcome analysis	2,340	3,600	65.00%	Good
	Average	10,778	13,501	82.50%	Good

The results indicate that the implementation of the Mid-Term Examination was generally categorized as **Good**, with an average achievement of **82.50%**. The highest achievement was found in **Transparency of Assessment**, reflecting that assessment criteria, procedures, and grading standards were clearly communicated to students. In contrast, the lowest achievement was found in **Learning Outcome Analysis**, indicating that the utilization of assessment results to evaluate student achievement and inform instructional improvement had not yet been fully optimized. This finding reflects the academic context of the Mid-Term Examination, which is conducted during the ongoing learning process when course materials have not yet been fully completed, limiting opportunities for comprehensive analysis of student learning outcomes.

4. Appendix 4. Recapitulation of Final Examination Survey Results

This appendix presents the recapitulation of student survey results on Final Examination implementation. The survey was completed by 225 students. Each indicator consisted of four items, and the maximum score for each indicator was 3,600

No.	Indicator	Actual Score	Maximum Score	Achievement	Category
1	Timeliness of assessment	3,600	3,600	100.00%	Excellent
2	Transparency of assessment	3,600	3,600	100.00%	Excellent
3	Remedial implementation	3,060	3,600	85.00%	Good
4	Learning outcome analysis	3,312	3,600	92.00%	Excellent
	Average	13,572	14,400	94,25%	Excellent

The results indicate that the implementation of the Final Examination was generally categorized as **Excellent**, with an average achievement of **94.25%**. The highest achievements were found in **Timeliness of Assessment** and **Transparency of Assessment**, both demonstrating excellent performance. **Learning Outcome Analysis** also achieved an excellent level, indicating that examination results were effectively utilized to evaluate student achievement and support continuous improvement efforts. The lowest achievement was found in **Remedial Implementation**, although it remained within the **Good** category. This finding suggests that remedial and follow-up activities were generally available to students, but their implementation could be further strengthened and applied more consistently across courses.

5. Appendix 5. Distribution of Student Responses for Mid-Term Examination Survey

This appendix presents the distribution of student responses for each indicator in the Mid-Term Examination survey. Each indicator consisted of four items and was completed by 225 students. Therefore, the total number of responses for each indicator was 900 responses.

a. Response Distribution by Indicator

No.	Indicator	Strongly Agree	Agree	Disagree	Strongly Disagree	Total Responses	Actual Score	Achievement
1	Timeliness of assessment	315	450	135	0	900	3,060	85.00%
2	Transparency of assessment	900	0	0	0	900	3,600	100.00%
3	Remedial implementation	270	360	180	90	900	2,880	80.00%
4	Learning outcome analysis	180	315	270	135	844	2,340	65.00%

b. Interpretation of Mid-Term Examination Response Distribution

The response distribution indicates that students gave the strongest responses to **Transparency of Assessment**. Nearly all responses for this indicator were concentrated in the positive categories, indicating that students clearly understood the assessment criteria, grading procedures, and evaluation standards applied during the Mid-Term Examination.

The least favorable response pattern was found in **Learning Outcome Analysis**. Compared to the other indicators, this aspect received a higher proportion of Disagree and Strongly Disagree responses. This finding suggests that the utilization of assessment results to provide feedback, identify learning difficulties, and support instructional improvement had not yet been fully optimized during the Mid-Term Examination period.

Meanwhile, Remedial Implementation received generally positive responses, although some students still reported limitations in remedial activities and follow-up learning support. Overall, the response pattern indicates that assessment procedures were implemented transparently, while greater attention is needed to strengthen the analysis and utilization of learning outcomes for continuous improvement of the learning process.

6. Appendix 6. Distribution of Student Responses for Final Examination Survey

This appendix presents the distribution of student responses for each indicator in the Final Examination survey. Each indicator consisted of four items and was completed by 225 students. Therefore, the total number of responses for each indicator was 900 responses.

a. Response Distribution by Indicator

No.	Indicator	Strongly Agree	Agree	Disagree	Strongly Disagree	Total Responses	Actual Score	Achievement
1	Timeliness of assessment	900	0	0	0	900	3,600	100.00%
2	Transparency of assessment	900	0	0	0	900	3,600	100.00%
3	Remedial implementation	450	270	180	0	900	3,600	85.00%
4	Learning outcome analysis	684	108	144	0	900	3,312	92.00 %

b. Interpretation of Final Examination Response Distribution

b. Interpretation of Final Examination Response Distribution

The response distribution indicates that students gave the strongest responses to **Timeliness of Assessment** and **Transparency of Assessment**. Both indicators achieved **100.00%**, demonstrating that the Final Examination was conducted according to the established schedule and that assessment procedures, grading criteria, and evaluation standards were communicated clearly to students. **Learning Outcome Analysis** also received highly positive responses, achieving **92.00%**. This finding suggests that examination results were generally utilized to evaluate student achievement and support continuous improvement of the learning process.

The lowest response pattern was found in **Remedial Implementation**, although the indicator still achieved **85.00%** and remained within the **Good** category. Compared with the other indicators, a greater proportion of students selected Agree and Disagree responses, indicating that remedial activities and follow-up learning support were available but not yet implemented consistently across all courses. Strengthening remedial mechanisms may further enhance students' opportunities to achieve the expected learning outcomes.

Overall, the response distribution reflects positive student perceptions of the Final Examination implementation, particularly in terms of assessment management, transparency, and the utilization of learning outcomes for quality improvement.

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7. Appendix 7. Sample of Anonymized Student Survey Responses from the System

This appendix presents selected examples of student survey responses exported from the institutional survey system. To ensure confidentiality and protect student privacy, all personal information, including student names and identification numbers, has been anonymized and removed from the dataset. The survey was completed by **225 students** and consisted of **16 items** grouped into four assessment indicators, resulting in a total of **3,600 responses**. Items 1–4 measured **Timeliness of Assessment**, items 5–8 measured **Transparency of Assessment**, items 9–12 measured **Remedial Implementation**, and items 13–16 measured **Learning Outcome Analysis**. The complete dataset is maintained by the Quality Assurance Unit of the Guidance and Counseling Study Program and may be accessed by authorized personnel for internal quality assurance, monitoring and evaluation activities, and accreditation purposes.

a. Sample of Mid-Term Examination Student Responses

Respondent ID	Course	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Average
R001	Application of Non-Test Individual Assessment	3	3	3	3	4	4	4	4	2	2	2	2	3	3	3	3	3.20
R002	Application of Psychological Testing and Individual Assessment	4	3	3	4	4	4	4	4	2	3	2	2	3	3	3	3	3.17
R003	Learning Guidance and Counselling	4	4	3	3	4	4	4	4	3	2	2	3	4	3	3	3	3.21
R004	Career Guidance and Counselling	3	3	3	3	4	4	4	4	2	2	2	1	3	3	3	3	2.95
R005	Family Guidance and Counselling	4	4	3	3	4	4	4	4	2	2	3	2	3	3	3	4	3.00
R006	Personal and Social Guidance and Counselling	3	3	3	4	4	4	4	4	1	2	2	2	3	3	3	3	3.25
R007	Foundations of Guidance and Counselling	4	3	3	3	4	4	4	4	2	2	2	2	3	4	3	3	3.15
R008	Group Dynamics	4	4	3	3	4	4	4	4	3	2	2	2	3	3	3	3	3.20
R009	Entrepreneurship	3	3	3	3	4	4	4	4	1	2	2	2	3	3	3	3	2.92
R010	Professional Ethics in Guidance and Counselling	4	3	4	3	4	4	4	4	2	2	2	2	4	3	3	3	3.22
R011	Evaluation and Supervision in Guidance and Counselling	3	3	3	3	4	4	4	4	2	2	1	2	3	3	3	3	2.93
R012	Philosophy of Science and Logic	4	3	3	4	4	4	4	4	2	3	2	2	3	3	3	3	3.20
R013	Implementation of Group Guidance	4	4	4	4	4	4	4	4	3	3	2	3	4	3	4	3	3.45
R014	Implementation of Classroom Guidance	3	3	3	4	4	4	4	4	2	2	2	2	3	3	3	3	3.08
R015	Implementation of Group Counselling	4	3	3	3	4	4	4	4	2	2	2	3	3	3	3	3	3.10

The sample of Mid-Term Examination responses indicates that students generally provided highly positive ratings for Transparency of Assessment (Q5–Q8), reflecting clear communication of assessment criteria, grading procedures, and evaluation standards. Most respondents selected positive response categories for these items, which is consistent with the overall survey finding that transparency of assessment achieved the highest level of achievement.

In contrast, lower ratings were more frequently observed in the Learning Outcome Analysis items (Q13–Q16). These responses suggest that feedback, analysis of student performance, and the use of assessment results to support learning improvement were not yet fully optimized during the Mid-Term Examination period. This pattern is consistent with the overall survey results, where Learning Outcome Analysis recorded the lowest achievement among the four indicators.

Meanwhile, responses related to Remedial Implementation (Q9–Q12) were generally positive, although some variation remained across respondents. Overall, the response pattern reflects strong assessment transparency while highlighting the need to strengthen the analysis and utilization of learning outcomes to support continuous improvement in student learning.

b. Sample of Final Examination Student Responses

Respondent ID	Course	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Average
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R001	Application of Non-Test Individual Assessment	4	4	4	4	4	4	4	4	4	4	3	4	3	3	2	3	2	3.56
R002	Application of Psychological Testing and Individual Assessment	4	4	4	4	4	4	4	4	4	4	4	3	4	3	3	3	2	3.62
R003	Learning Guidance and Counselling	4	4	4	4	4	4	4	4	4	4	4	4	4	3	3	3	3	3.88
R004	Career Guidance and Counselling	4	4	4	4	4	4	4	4	4	3	4	3	4	2	3	3	2	3.50
R005	Family Guidance and Counselling	4	4	4	4	4	4	4	4	4	4	3	4	3	3	2	3	3	3.56
R006	Personal and Social Guidance and Counselling	4	4	4	4	4	4	4	4	4	4	4	3	4	2	3	3	2	3.45
R007	Foundations of Guidance and Counselling	4	4	4	4	4	4	4	4	4	4	4	4	3	3	3	3	2	3.60
R008	Group Dynamics	4	4	4	4	4	4	4	4	4	4	3	4	4	3	3	2	3	3.65
R009	Entrepreneurship	4	4	4	4	4	4	4	4	4	3	4	3	4	2	2	3	2	3.44
R010	Professional Ethics in Guidance and Counselling	4	4	4	4	4	4	4	4	4	4	4	4	4	3	3	3	3	3.65
R011	Evaluation and Supervision in Guidance and Counselling	4	4	4	4	4	4	4	4	4	3	4	3	4	2	3	2	2	3.44
R012	Philosophy of Science and Logic	4	4	4	4	4	4	4	4	4	4	3	4	3	3	2	3	2	3.55
R013	Implementation of Group Guidance	4	4	4	4	4	4	4	4	4	4	4	4	4	3	3	3	3	3.75
R014	Implementation of Classroom Guidance	4	4	4	4	4	4	4	4	4	3	4	3	4	2	3	3	2	3.55
R015	Implementation of Group Counselling	4	4	4	4	4	4	4	4	4	4	4	3	4	3	2	3	2	3.52

The sample of Final Examination responses indicates that students generally provided highly positive ratings for Timeliness of Assessment (Q1–Q4) and Transparency of Assessment (Q5–Q8). Most respondents selected the highest response categories for these items, reflecting that the Final Examination was conducted according to schedule and that assessment criteria, grading procedures, and evaluation standards were clearly communicated.

Positive responses were also observed in Learning Outcome Analysis (Q13–Q16), indicating that students generally perceived the use of assessment results and feedback processes favorably. This finding is consistent with the overall survey results, where Learning Outcome Analysis achieved an Excellent level of achievement.

Compared with the other indicators, slightly greater variation in responses was found in Remedial Implementation (Q9–Q12). Although students generally responded positively, some respondents selected lower response categories, suggesting that remedial activities and follow-up learning support were not yet implemented consistently across all courses. This pattern is consistent with the overall Final Examination survey results, where Remedial Implementation recorded the lowest achievement among the four indicators, while still remaining within the Good category.

Overall, the response pattern reflects very positive student perceptions of the Final Examination implementation, particularly in terms of assessment management, transparency, and the utilization of learning outcomes to support continuous quality improvement.

c. Notes on Data Confidentiality

The response samples presented in this appendix are provided solely to illustrate the format of student survey data exported from the survey system. To ensure confidentiality and protect student privacy, personal information such as student names and identification numbers has been removed from the dataset. The survey was completed by **225 students**, generating a total of **3,600 responses** across 16 questionnaire items. The complete dataset is not included in this report to maintain respondent confidentiality. All survey data are securely stored by the Quality Assurance Unit of the **Guidance and Counseling Study Program** and may be accessed by authorized personnel for internal quality assurance, monitoring and evaluation, and accreditation purposes when required.

8. Appendix 8. Follow-Up Plan for Examination Implementation

This appendix presents the follow-up plan based on the results of the Mid-Term Examination and Final Examination implementation surveys. The plan is intended to support continuous quality improvement and strengthen assessment practices in the Guidance and Counseling Study Program.

No.	Indicator	Finding	Follow-Up Plan	Person in Charge
1	Timeliness of assessment	Timeliness of assessment was categorized as Good in the Mid-Term Examination and Excellent in the Final Examination.	Maintain timely assessment implementation and encourage lecturers to provide examination results and feedback within the recommended timeframe.	Course Lecturers and Study Program
2	Transparency of assessment	Transparency achieved Excellent results in both Mid-Term and Final Examinations.	Continue communicating assessment criteria, grading components, scoring procedures, and examination requirements clearly to students.	Course Lecturers
3	Remedial implementation	Remedial implementation achieved Good results but remained the lowest indicator in the Final Examination survey.	Strengthen the consistency of remedial activities, consultations, additional assignments, and follow-up learning support across courses.	Course Lecturers
4	Learning outcome analysis	Learning outcome analysis recorded the lowest achievement in the Mid-Term Examination survey.	Improve the utilization of assessment results to identify learning difficulties, provide feedback, and support instructional improvement during the semester.	Course Lecturers and Quality Assurance Sub-Unit
5	Survey implementation	Mid-Term and Final Examinations represent different assessment contexts.	Continue conducting separate student surveys for Mid-Term and Final Examination implementation to obtain more accurate quality improvement data.	Quality Assurance Sub-Unit
6	Data documentation	Survey data serve as evidence for monitoring, evaluation, and quality assurance activities.	Maintain anonymized survey records and complete datasets as supporting evidence for internal quality assurance and accreditation purposes.	Quality Assurance Sub-Unit and Study Program

The follow-up plan emphasizes that the Mid-Term Examination and Final Examination should be evaluated according to their respective academic contexts. The Mid-Term Examination requires stronger learning outcome analysis and utilization of assessment results, while the Final Examination requires greater consistency in remedial implementation and follow-up learning support. Continuous improvement in these areas is expected to enhance the effectiveness, fairness, and quality of assessment practices within the Guidance and Counseling Study Program.

