

**MONITORING AND EVALUATION REPORT
OF STUDENT EVALUATION OF LECTURER PERFORMANCE (SELP)
GUIDANCE AND COUNSELING STUDY PROGRAM
ODD SEMESTER 2024/2025**



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

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OF STUDENT EVALUATION OF LECTURER PERFORMANCE (SELP)
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ODD SEMESTER 2024/2025**

Report Preparation Team

1. Farikha Wahyu Lestari, S.Pd.,M.Pd
2. Dr. Yunita Dwi Setyoningsih,S.Psi,M.Pd

PREFACE

Praise be to God Almighty for His blessings and grace, so that the Monitoring and Evaluation Report of Student Evaluation of Lecturers, hereinafter referred to as SELP, 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. SELP was designed to obtain student feedback regarding lecturer performance in the learning process. The results of this activity are expected to support the continuous improvement of teaching quality, academic interaction, assessment feedback, learning media use, student workload balance, and overall student learning experience.

The SELP instrument was adjusted to align with previous monitoring and evaluation reports that had already examined Semester Learning Plan documents, learning implementation, assessment documents, and examination implementation. Therefore, this SELP report focuses specifically on lecturer performance from the student perspective, including learning readiness, mastery of course content, teaching strategy, communication, learning support, assessment feedback, workload suitability, professionalism, and student satisfaction.

The survey involved 225 active students of the Guidance and Counseling Study Program and covered 36 courses offered in the Academic Year 2024/2025. The results show that lecturer performance was generally categorized as Excellent, with an average achievement of 91.46%. Although the overall achievement was very good, several aspects still require attention, especially assessment feedback, learning support through media and LMS, student workload balance, and academic interaction.

This report is expected to serve as a basis for reflection, evaluation, and follow-up actions for lecturers, the study program, and the Quality Assurance Sub-Unit in strengthening the quality of learning implementation.

Semarang, January 20, 2025
Quality Assurance Sub-Unit
Guidance and Counseling Study Program



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

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A. INTRODUCTION

Student Evaluation of Lecturers is an important part of quality assurance in higher education. Through student feedback, the study program can obtain information regarding the quality of lecturer performance in conducting learning activities. This evaluation provides a direct picture of students' learning experiences in relation to lecturer readiness, mastery of course content, teaching strategy, communication, learning support, assessment feedback, workload suitability, professionalism, and overall satisfaction.

In the Guidance and Counseling Study Program, SELP is conducted as part of the Internal Quality Assurance System. The results are used as a basis for evaluating lecturer performance and identifying aspects of learning that need to be maintained or improved. SELP also supports the development of a quality culture in which students are involved as important stakeholders in the teaching and learning process.

This SELP report is positioned as a complementary document to previous monitoring and evaluation reports. The previous reports have evaluated Semester Learning Plan documents, learning implementation, assessment documents, and the implementation of Mid-Term and Final Examinations. Therefore, this SELP report does not merely repeat those aspects, but focuses on how students perceive lecturer performance in facilitating learning.

The instrument used in this SELP was designed in a concise form to avoid respondent fatigue. The instrument consisted of 18 statements representing 9 indicators. This structure was chosen so that students could complete the survey more carefully while the instrument still covered important aspects of lecturer performance and student learning experience.

The monitoring and evaluation activity involved 225 active students of the Guidance and Counseling Study Program. The survey covered 36 courses offered in the Academic Year 2024/2025. The results of this activity are expected to provide evidence of lecturer performance and support continuous improvement in learning quality.

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 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 SELP aimed to obtain student feedback regarding lecturer performance in the learning process during the Odd Semester 2024/2025.

This activity was conducted to identify students' perceptions of lecturer readiness and course organization, mastery of course content, teaching strategy, academic communication, use of media and LMS, assessment feedback, workload suitability, professionalism, and overall student satisfaction.

The results of this monitoring and evaluation are expected to support lecturers in improving teaching practices and academic interaction. The results are also expected to provide input for the study program in planning lecturer development programs, learning innovation, assessment improvement, workload monitoring, and academic quality assurance.

In addition, this SELP report is intended to serve as supporting evidence for internal quality assurance and accreditation purposes. The report demonstrates that the study program systematically collects, analyzes, and follows up student feedback on lecturer performance.

C. METHOD OF MONITORING AND EVALUATION

The monitoring and evaluation activity was conducted using a student survey method. The survey was administered to 225 active students of the Guidance and Counseling Study Program. Students provided responses based on their learning experience in the courses they attended during the Odd Semester 2024/2025.

The SELP instrument consisted of 18 statements grouped into 9 indicators. Each indicator consisted of 2 statements. The indicators included learning readiness and course organization, mastery of course content, teaching strategy and student engagement, communication and academic interaction, learning support through media and LMS, assessment feedback and academic support, student workload and learning load suitability, lecturer professionalism and ethics, and student satisfaction with lecturer performance.

The survey used a four-point Likert scale consisting of Strongly Agree, Agree, Disagree, and Strongly Disagree. The score for each response is presented in Table 1.

Table 1. Survey Response Scale

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

Each indicator consisted of 2 items. With 225 students and the highest score of 4, the maximum score for each indicator was calculated as follows.

$$225 \text{ students} \times 2 \text{ items} \times 4 = 1800$$

The overall instrument consisted of 18 items. Therefore, the maximum score for the overall SELP instrument was calculated as follows.

$$225 \text{ students} \times 18 \text{ items} \times 4 = 16,200$$

The achievement percentage for each indicator was calculated using the following formula.

$$\text{Percentage} = \text{Actual Score} / \text{Maximum Score} \times 100\%$$

The category of achievement was determined based on the criteria presented in Table 2.

Table 2. Achievement Category of SELP Results

Percentage Range	Category	Description
85%–100%	Excellent	Lecturer performance in learning is very good and meets the expected academic quality standards.
70%–84%	Good	Lecturer performance in learning is good, but several aspects still need improvement.
55%–69%	Fair	Lecturer performance in learning is fairly good, but several important aspects require improvement.
40%–54%	Poor	Lecturer performance in learning has not been optimal and requires serious follow-up.
< 40%	Very Poor	Lecturer performance in learning does not meet the expected academic quality standards and requires comprehensive improvement.

The survey covered 36 courses in the Guidance and Counseling Study Program. The list of courses and course lecturers is presented in Appendix 1.

D. SELP SURVEY INSTRUMENT

The SELP survey instrument was designed to evaluate lecturer performance from the student perspective. The instrument was adjusted so that it complements previous monitoring and evaluation reports. Several aspects, such as LMS use, assessment, student workload, and interaction, remain included because they are part of lecturer performance and student learning experience. However, the focus of SELP is not on document compliance or technical implementation, but on how students experience lecturer performance in the learning process.

The instrument was simplified into 18 statements to ensure that students could respond more accurately and carefully. This concise structure is intended to reduce the risk of careless responses due to an overly long questionnaire while still covering all important aspects of lecturer performance.

Table 3. SELP Survey Indicators

No.	Indicator	Focus of Evaluation
1	Learning Readiness and Course Organization	Lecturer readiness in organizing learning, explaining course direction, and managing course implementation
2	Mastery of Course Content	Lecturer ability to master, explain, and contextualize course materials
3	Teaching Strategy and Student Engagement	Lecturer ability to apply appropriate methods and encourage active student participation
4	Communication and Academic Interaction	Lecturer ability to communicate clearly, respond to students, and build constructive interaction

No.	Indicator	Focus of Evaluation
5	Learning Support through Media and LMS	Lecturer ability to use learning media, LMS, or digital platforms to support students' learning
6	Assessment Feedback and Academic Support	Lecturer ability to provide fair assessment, feedback, and academic guidance for student improvement
7	Student Workload and Learning Load Suitability	Suitability of learning load, assignments, time allocation, and task difficulty with credits and learning outcomes
8	Lecturer Professionalism and Ethics	Lecturer professionalism, fairness, responsibility, and respect for students
9	Student Satisfaction with Lecturer Performance	Students' overall satisfaction with lecturer performance in the course

Each indicator consisted of two statements, resulting in a total of 18 statements. The complete SELP instrument is presented in Appendix 2.

E. RESULTS OF SELP SURVEY

The results of the Student Evaluation of Lecturer Performance (SELP) survey indicate that lecturer performance in the Guidance and Counseling Study Program was generally categorized as Excellent. The overall achievement of the SELP instrument reached 90.87%, with a total actual score of 14,722 out of a maximum possible score of 16,200. These findings suggest that, based on student perceptions, lecturers demonstrated a high level of effectiveness in facilitating learning during the Odd Semester of the 2024/2025 academic year.

Among the nine evaluated indicators, the highest achievement was recorded in Lecturer Professionalism and Ethics, which obtained a score of 1,750 out of a maximum score of 1,800, resulting in an achievement percentage of 97.22%. This finding indicates that students perceived lecturers as highly professional, fair, respectful, and responsible in carrying out teaching and academic responsibilities. The second-highest achievement was found in Mastery of Course Content, which achieved 95.00% (1,710 out of 1,800), suggesting that lecturers possessed strong knowledge and understanding of the course materials delivered during the learning process.

In contrast, the lowest achievement was observed in Assessment Feedback and Academic Support, which achieved 85.00% (1,530 out of 1,800). Although this indicator remained within the Excellent category, the result suggests that students expect more structured feedback, clearer academic guidance, and more consistent follow-up regarding their learning progress and academic performance. The second-lowest achievement was Learning Support through Media and LMS, which achieved 87.50% (1,575 out of 1,800), indicating that the utilization of learning media and the Learning Management System (LMS) could still be further optimized to enhance the quality of learning support.

The indicator of Student Workload and Learning Load Suitability achieved 89.17% (1,605 out of 1,800) and was categorized as Excellent. This finding indicates that students generally perceived the workload as appropriate to the course credits and intended learning outcomes. Nevertheless, continuous monitoring remains important to ensure that learning demands remain balanced and manageable across different courses.

Overall, all nine indicators achieved scores within the Excellent category, with achievement percentages ranging from 85.00% to 97.22%. These results reflect positive student perceptions of lecturer performance in the Guidance and Counseling Study Program. At the same time, the findings provide valuable information for continuous quality improvement, particularly in strengthening assessment feedback practices, enhancing academic support services, and optimizing the use of learning media and LMS platforms

Table 4. Recapitulation of SELP Survey Results

No.	Indicator	Actual Score	Maximum Score	Achievement	Category
1	Learning Readiness and Course Organization	1,632	1,8	90.67%	Excellent
2	Mastery of Course Content	1,71	1,8	95.00%	Excellent
3	Teaching Strategy and Student Engagement	1,65	1,8	91.67%	Excellent
4	Communication and Academic Interaction	1,62	1,8	90.00%	Excellent
5	Learning Support through Media and LMS	1,575	1,8	87.50%	Excellent
6	Assessment Feedback and Academic Support	1,53	1,8	85.00%	Excellent
7	Student Workload and Learning Load Suitability	1,605	1,8	89.17%	Excellent
8	Lecturer Professionalism and Ethics	1,75	1,8	97.22%	Excellent
9	Student Satisfaction with Lecturer Performance	1,65	1,8	91.67%	Excellent
	Total / Average	14,722	16,2	90.87%	Excellent

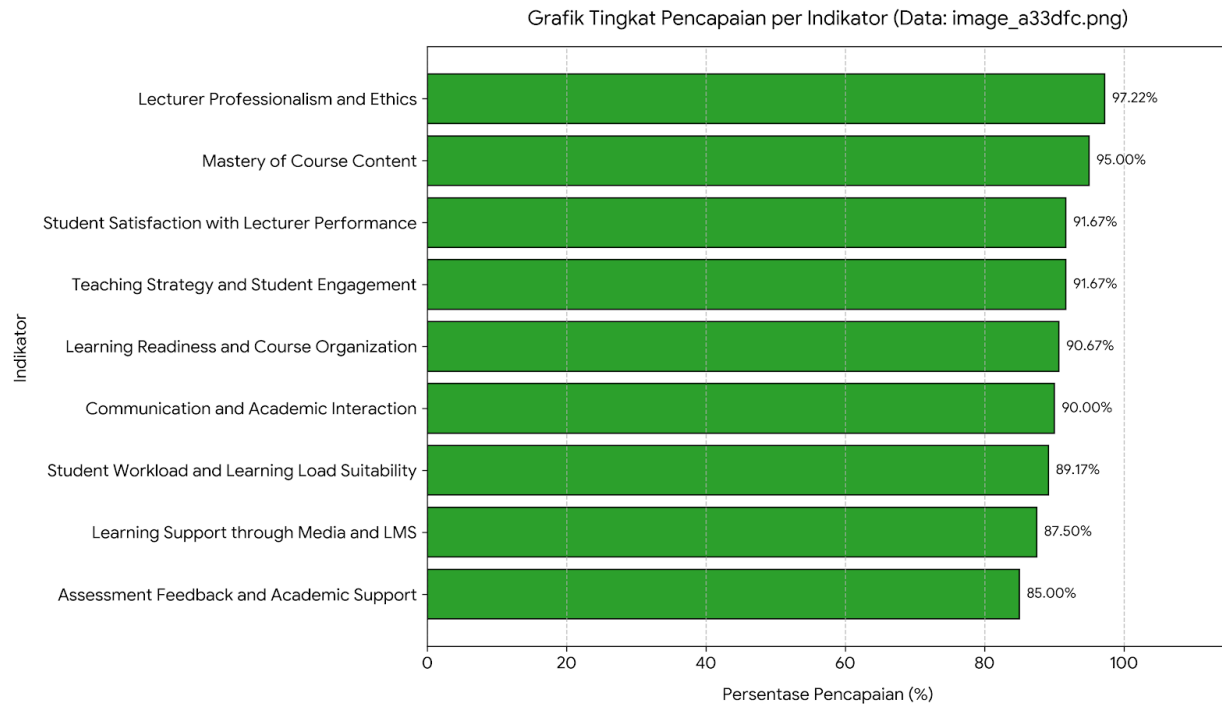


Figure 1. Achievement of SELP Indicators

F. ANALYSIS OF SELP RESULTS

Based on the latest Student Evaluation of Lecturer Performance (SELP) survey, the Guidance and Counseling Study Program achieved an overall achievement score of 90.87%, placing lecturer performance within the Excellent category. This result indicates that students generally perceived the quality of teaching and learning processes to be highly satisfactory throughout the Odd Semester of the 2024/2025 academic year.

The strongest contributor to this positive outcome was Lecturer Professionalism and Ethics, which achieved the highest score of 97.22%. This finding demonstrates that students highly valued lecturers' professionalism, fairness, responsibility, and commitment to maintaining a respectful and supportive academic environment. The second-highest achievement was Mastery of Course Content, which reached 95.00%, indicating that lecturers possessed strong subject knowledge and were able to deliver course materials effectively. In addition, Learning Readiness and Course Organization achieved 90.67%, suggesting that lecturers were well-prepared and provided clear learning objectives, course plans, and instructional guidance. These strengths contributed positively to Teaching Strategy and Student Engagement as well as Student Satisfaction with Lecturer Performance, both of which achieved 91.67%.

Communication and Academic Interaction achieved 90.00%, indicating that lecturers generally maintained effective, respectful, and constructive communication with students. Although this indicator was categorized as Excellent, further enhancement could be achieved

through more interactive learning activities, collaborative discussions, and increased opportunities for student participation during the learning process.

The indicator of Student Workload and Learning Load Suitability achieved 89.17%, indicating that students generally perceived assignments, learning activities, and assessment requirements as appropriate to the course credits and intended learning outcomes. Nevertheless, regular monitoring remains important to ensure that workload distribution remains balanced across different courses and semesters.

The findings also identified several areas that require continuous improvement. Learning Support through Media and LMS achieved 87.50%, suggesting that although digital learning platforms were utilized effectively, further optimization is needed to maximize their potential for interactive learning, online discussions, formative assessments, and student engagement. The lowest achievement was found in Assessment Feedback and Academic Support, which achieved 85.00%. While still categorized as Excellent, this result indicates that students expect more timely, detailed, and constructive feedback on their academic performance. Strengthening feedback mechanisms and providing more systematic academic support may help students better understand their learning progress and identify areas for further development.

Overall, the findings demonstrate that all nine SELP indicators achieved Excellent performance levels, with achievement percentages ranging from 85.00% to 97.22%. These results reflect positive student perceptions of lecturer performance while also providing valuable insights for continuous quality improvement, particularly in the areas of assessment feedback, academic support, and the optimization of digital learning resources.

G. FINDINGS

The findings of the Student Evaluation of Lecturer Performance (SELP) survey indicate that lecturer performance in the Guidance and Counseling Study Program was generally categorized as Excellent, with an overall achievement score of 90.87%. This result reflects positive student perceptions of the quality of teaching and learning processes implemented during the Odd Semester of the 2024/2025 academic year.

The strongest aspects of lecturer performance were Lecturer Professionalism and Ethics (97.22%) and Mastery of Course Content (95.00%). These findings indicate that students perceived lecturers as professional, fair, respectful, and responsible in carrying out their academic duties. In addition, lecturers were considered to possess strong knowledge and understanding of the subject matter, enabling them to explain concepts clearly, systematically, and effectively. High achievement was also observed in Teaching Strategy and Student Engagement (91.67%) and Student Satisfaction with Lecturer Performance (91.67%), suggesting that learning activities were generally effective in promoting student participation and satisfaction.

Learning Readiness and Course Organization achieved 90.67%, indicating that lecturers were well-prepared and provided clear guidance regarding course objectives, learning activities, and assessment expectations. Similarly, Communication and Academic Interaction achieved 90.00%, demonstrating that lecturers maintained positive and effective communication with students throughout the learning process. Although these indicators were categorized as Excellent, opportunities remain to further strengthen student engagement through more interactive and collaborative learning activities.

Several areas were identified as priorities for continuous improvement. Assessment Feedback and Academic Support recorded the lowest achievement score (85.00%), indicating that students expect more timely, detailed, and constructive feedback regarding their academic performance. Strengthening feedback practices may help students better understand their learning progress and identify areas for improvement. Likewise, Learning Support through Media and LMS achieved 87.50%, suggesting that digital learning resources and LMS utilization could be further optimized to support interactive learning, online discussions, formative assessment, and student engagement.

The indicator of Student Workload and Learning Load Suitability achieved 89.17%, indicating that students generally perceived the workload as appropriate to the course credits and intended learning outcomes. Nevertheless, continuous monitoring remains important to ensure that assignment demands, project requirements, and assessment activities remain balanced across courses and support effective student learning.

Overall, the findings demonstrate that all nine SELP indicators achieved Excellent performance levels, with achievement percentages ranging from 85.00% to 97.22%. These results confirm the positive quality of lecturer performance in the Guidance and Counseling Study Program while also identifying several areas for continuous quality improvement, particularly in assessment feedback, academic support, and the optimization of digital learning resources.

H. CONCLUSION

Based on the results of the Student Evaluation of Lecturer Performance (SELP) survey, lecturer performance in the Guidance and Counseling Study Program during the Odd Semester of the 2024/2025 academic year was generally categorized as Excellent. The overall achievement of the SELP instrument reached 90.87%, indicating that students perceived the quality of teaching and learning processes positively across all evaluated aspects.

The highest achievement was found in Lecturer Professionalism and Ethics, which achieved 97.22%, followed by Mastery of Course Content at 95.00%. These findings indicate that lecturers demonstrated a high level of professionalism, responsibility, fairness, and respect in their interactions with students, while also showing strong mastery of the subject matter delivered during the learning process. In addition, Teaching Strategy and Student Engagement as

well as Student Satisfaction with Lecturer Performance both achieved 91.67%, reflecting positive student perceptions regarding instructional effectiveness and overall learning experiences.

The lowest achievement was found in Assessment Feedback and Academic Support, which achieved 85.00%, followed by Learning Support through Media and LMS at 87.50%, and Student Workload and Learning Load Suitability at 89.17%. Although these indicators remained within the Excellent category, the findings suggest the need for continuous improvement in providing timely and constructive feedback, strengthening academic support, optimizing the utilization of learning media and Learning Management Systems (LMS), and ensuring balanced learning workloads across courses.

Overall, the SELP findings demonstrate that all nine indicators achieved Excellent performance levels, with achievement percentages ranging from 85.00% to 97.22%. These results confirm the positive quality of lecturer performance in the Guidance and Counseling Study Program while also providing important directions for continuous quality improvement. Future enhancement efforts should focus on strengthening assessment feedback practices, improving academic support services, optimizing digital learning resources, and promoting more interactive and student-centered learning experiences.

I. RECOMMENDATIONS

Based on the findings of the Student Evaluation of Lecturer Performance (SELP) survey, several recommendations can be proposed to support continuous quality improvement within the Guidance and Counseling Study Program. Priority should be given to strengthening Assessment Feedback and Academic Support, which obtained the lowest achievement score among the evaluated indicators. Lecturers are encouraged to provide more timely, structured, and constructive feedback on assignments, projects, and examinations. Feedback should not only focus on grading outcomes but also provide clear guidance regarding students' strengths, areas for improvement, and strategies for enhancing academic performance.

The utilization of Learning Support through Media and LMS should also be further optimized. Although this indicator was categorized as Excellent, the findings suggest opportunities to enhance the effectiveness of digital learning resources. Lecturers are encouraged to maximize the use of the Learning Management System (LMS) by integrating interactive learning activities such as online discussions, quizzes, formative assessments, reflective learning tasks, and collaborative projects. These efforts may increase student engagement and support more active learning experiences.

In addition, continuous monitoring of Student Workload and Learning Load Suitability is recommended. The study program should periodically review the distribution of assignments, projects, and assessment activities to ensure that learning demands remain proportional to course credits and intended learning outcomes. Clear communication regarding assignment

expectations, deadlines, and assessment criteria should also be maintained to support student learning and reduce unnecessary academic burden.

To further enhance learning quality, lecturers are encouraged to strengthen Teaching Strategy and Student Engagement through the implementation of more student-centered learning approaches, such as case-based learning, project-based learning, problem-based learning, collaborative learning, and reflective learning activities. These approaches can provide greater opportunities for active participation, critical thinking, and meaningful learning experiences.

At the same time, the study program should maintain and strengthen its existing areas of excellence, particularly Lecturer Professionalism and Ethics and Mastery of Course Content, which received the highest achievement scores in the survey. Sustaining these strengths is essential for preserving student trust, maintaining academic quality, and fostering a positive learning environment.

Finally, the SELP survey should continue to be implemented regularly as part of the study program's internal quality assurance process. Survey results should be systematically analyzed and discussed among lecturers and study program management to identify strengths, address areas requiring improvement, and support evidence-based decision-making for continuous professional development and educational quality enhancement.

J. CLOSING

This Monitoring and Evaluation Report of the Student Evaluation of Lecturer Performance (SELP) was prepared as an integral part of the Internal Quality Assurance System of the Guidance and Counseling Study Program, Faculty of Education, Universitas PGRI Semarang.

The survey findings indicate that lecturer performance in the Guidance and Counseling Study Program was generally categorized as Excellent, with an overall achievement score of 90.87%. The results demonstrate that students perceived lecturers as professional, knowledgeable, and committed to supporting the learning process. High achievement was particularly evident in the areas of Lecturer Professionalism and Ethics and Mastery of Course Content, reflecting the strengths of the study program in maintaining academic quality and fostering a positive learning environment.

Despite these positive results, the findings also identified several areas that require continuous improvement. Strategic attention should be directed toward strengthening Assessment Feedback and Academic Support, optimizing the use of Learning Media and Learning Management Systems (LMS), monitoring Student Workload and Learning Load Suitability, and enhancing interactive and student-centered learning strategies. Continuous improvement in these areas is expected to further strengthen the quality of teaching and learning processes within the study program.

Finally, this report is expected to serve as an evidence-based reference for reflection, evaluation, and continuous quality improvement. The findings may support lecturers, study program management, and the Faculty Quality Assurance Sub-Unit in planning and implementing appropriate follow-up actions to maintain and enhance educational quality. Through a commitment to continuous improvement, the Guidance and Counseling Study Program can further strengthen its efforts to provide meaningful, effective, and high-quality learning experiences for students.

Semarang, January 20, 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 Evaluation of Lecturers survey. The survey covered 36 courses offered in the Guidance and Counseling Study Program during the Odd Semester 2024/2025.

Table 5. List of Courses and Course Lecturers

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. SELP Survey Instrument

This appendix presents the survey instrument used for Student Evaluation of Lecturers. The instrument was designed to measure lecturer performance in the learning process from the student perspective. The instrument consists of 18 statements grouped into nine indicators.

a. Survey Response Scale

Table 6. 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.

$$225 \text{ students} \times 2 \text{ items} \times 4 = 1,800$$

The maximum score for the overall instrument was calculated as follows.

$$225 \text{ students} \times 18 \text{ items} \times 4 = 16,200$$

b. SELP Survey Statements

Table 7. SELP Survey Instrument

No.	Indicator	Statement
1	Learning Readiness and Course Organization	The lecturer explains the course direction, learning objectives, assignments, and assessment system clearly at the beginning of the course.
2	Learning Readiness and Course Organization	The lecturer organizes the learning process in a structured manner and in accordance with the agreed course plan.
3	Mastery of Course Content	The lecturer demonstrates strong mastery of the course content.
4	Mastery of Course Content	The lecturer explains course materials clearly, systematically, and understandably.
5	Teaching Strategy and Student Engagement	The lecturer uses teaching methods that are appropriate to the characteristics of the course.
6	Teaching Strategy and Student Engagement	The lecturer encourages students to actively participate through discussion, problem solving, case analysis, projects, or other learning activities.
7	Communication and Academic Interaction	The lecturer communicates clearly, politely, and effectively with students.

No.	Indicator	Statement
8	Communication and Academic Interaction	The lecturer responds to students' questions, difficulties, or academic needs appropriately.
9	Learning Support through Media and LMS	The lecturer uses learning media, LMS, or digital platforms to support students' understanding.
10	Learning Support through Media and LMS	Course materials, assignments, or academic information are accessible through LMS or other learning media.
11	Assessment Feedback and Academic Support	The lecturer explains assessment criteria for assignments, quizzes, examinations, or projects clearly.
12	Assessment Feedback and Academic Support	The lecturer provides feedback or guidance that helps students improve their learning outcomes.
13	Student Workload and Learning Load Suitability	The learning load in this course is appropriate to the assigned credit weight.
14	Student Workload and Learning Load Suitability	The number of assignments, quizzes, projects, practicum activities, and examinations is reasonable, and the time given for completion is adequate.
15	Lecturer Professionalism and Ethics	The lecturer shows respect, fairness, and responsibility in conducting learning.
16	Lecturer Professionalism and Ethics	The lecturer creates a comfortable, polite, and respectful academic atmosphere.
17	Student Satisfaction with Lecturer Performance	I am satisfied with the lecturer's performance in conducting the course.
18	Student Satisfaction with Lecturer Performance	Overall, the lecturer has performed very well in this course.

c. Blueprint of the SELP Instrument

Table 8. Blueprint of SELP Instrument

No.	Indicator	Item Numbers	Number of Items
1	Learning Readiness and Course Organization	1, 2	2
2	Mastery of Course Content	3, 4	2
3	Teaching Strategy and Student Engagement	5, 6	2
4	Communication and Academic Interaction	7, 8	2
5	Learning Support through Media and LMS	9, 10	2
6	Assessment Feedback and Academic Support	11, 12	2
7	Student Workload and Learning Load Suitability	13, 14	2
8	Lecturer Professionalism and Ethics	15, 16	2
9	Student Satisfaction with Lecturer Performance	17, 18	2
	Total	1–18	18

3. Appendix 3. Achievement Category of SELP Results

This appendix presents the category used to interpret the results of the SELP survey. The same category was used for all indicators and the overall achievement.

Table 9. Achievement Category of SELP Results

Percentage Range	Category	Description
85%–100%	Excellent	Lecturer performance in learning is very good and meets the expected academic quality standards.
70%–84%	Good	Lecturer performance in learning is good, but several aspects still need improvement.
55%–69%	Fair	Lecturer performance in learning is fairly good, but several important aspects require improvement.
40%–54%	Poor	Lecturer performance in learning has not been optimal and requires serious follow-up.
< 40%	Very Poor	Lecturer performance in learning does not meet the expected academic quality standards and requires comprehensive improvement.

4. Appendix 4. Recapitulation of SELP Results by Indicator

This appendix presents the recapitulation of SELP results based on 225 student responses. Each indicator consisted of two items, with a maximum score of 1,800

Table 10. Recapitulation of SELP Results by Indicator

No.	Indicator	Actual Score	Maximum Score	Achievement	Category
1	Learning Readiness and Course Organization	1,632	1,8	90.67%	Excellent
2	Mastery of Course Content	1,71	1,8	95.00%	Excellent
3	Teaching Strategy and Student Engagement	1,65	1,8	91.67%	Excellent
4	Communication and Academic Interaction	1,62	1,8	90.00%	Excellent
5	Learning Support through Media and LMS	1,575	1,8	87.50%	Excellent
6	Assessment Feedback and Academic Support	1,53	1,8	85.00%	Excellent
7	Student Workload and Learning Load Suitability	1,605	1,8	89.17%	Excellent
8	Lecturer Professionalism and Ethics	1,75	1,8	97.22%	Excellent

No.	Indicator	Actual Score	Maximum Score	Achievement	Category
9	Student Satisfaction with Lecturer Performance	1,65	1,8	91.67%	Excellent
	Total / Average	14,722	16,2	90.87%	Excellent

The results show that all indicators were categorized as Excellent. The highest achievement was found in Lecturer Professionalism and Ethics, while the lowest achievement was found in Assessment Feedback and Academic Support.

5. Appendix 5. Distribution of Student Responses by Indicator

This appendix presents the distribution of student responses for each indicator. Each indicator consisted of two items and was completed by 225 students. Therefore, the total number of responses for each indicator was 844 responses.

Table 11. Distribution of Student Responses by Indicator

N o.	Indicator	Strongly Agree	Agree	Disagree	Strongly Disagree	Total Responses	Actual Score	Achievement
1	Learning Readiness and Course Organization	335	460	49	0	844	1,632	96,69 %
2	Mastery of Course Content	367	460	17	0	844	1,667	98,76%
3	Teaching Strategy and Student Engagement	288	500	56	0	844	1,580	93, 59%
4	Communication and Academic Interaction	271	520	53	0	844	1,563	92, 59%
5	Learning Support through Media and LMS	246	530	68	0	844	1,528	90,52%
6	Assessment Feedback and Academic Support	221	540	83	0	844	1,493	88,45%
7	Student Workload and Learning Load Suitability	258	510	76	0	844	1,545	91,51%
8	Lecturer Professionalism and Ethics	385	450	8	1	844	1,684	99,76%
9	Student Satisfaction with Lecturer Performance	305	520	19	0	844	1,597	94,61%

The distribution shows that the majority of student responses were in the *Strongly Agree* and *Agree* categories across all indicators, indicating generally positive perceptions of lecturer performance. However, relatively higher proportions of *Disagree* responses were observed in the indicators of

Assessment Feedback and Academic Support, Learning Support through Media and LMS, and Student Workload and Learning Load Suitability compared to other indicators. These findings suggest that, although the overall evaluation is categorized as *Excellent*, these areas still require further attention and improvement, particularly in strengthening feedback mechanisms, optimizing the use of learning media and LMS, and ensuring balanced student workload.

6. Appendix 6. Recapitulation of SELP Results by Course

This appendix presents the recapitulation of SELP results by course. The results are presented using indicator codes to make the table more concise.

The indicator codes are as follows. I1 refers to Learning Readiness and Course Organization. I2 refers to Mastery of Course Content. I3 refers to Teaching Strategy and Student Engagement. I4 refers to Communication and Academic Interaction. I5 refers to Learning Support through Media and LMS. I6 refers to Assessment Feedback and Academic Support. I7 refers to Student Workload and Learning Load Suitability. I8 refers to Lecturer Professionalism and Ethics. I9 refers to Student Satisfaction with Lecturer Performance.

Table 12. Recapitulation of SELP Results by Course

N o.	Course	I1	I2	I3	I4	I5	I6	I7	I8	I9	Average	Category
1	Indonesian Language	93	95	90	89	87	85	88	96	91	90.44%	Excellent
2	English Language	94	96	91	90	88	86	89	97	92	91.44%	Excellent
3	Guidance and Counselling for Children with Special Educational Needs	95	97	92	91	89	87	90	98	93	92.44%	Excellent
4	Developmental Guidance and Counselling	94	96	91	90	88	86	89	97	92	91.44%	Excellent
5	Group Guidance	94	96	91	90	88	86	89	97	92	91.44%	Excellent
6	Classroom Guidance	93	95	90	89	87	85	88	96	91	90.44%	Excellent
7	Innovation and Creativity in Guidance and Counselling	95	97	92	91	89	87	90	98	93	92.44%	Excellent
8	Intrapreneurship	94	96	91	90	88	86	89	97	92	91.44%	Excellent
9	Community Service Programme	92	94	89	88	86	84	87	95	90	89.44%	Excellent
10	Interpersonal Communication	95	97	92	91	89	87	90	98	93	92.44%	Excellent
11	Individual Counselling	92	94	89	88	86	84	87	95	90	89.44%	Excellent
12	Group Counselling Theory	94	96	91	90	88	86	89	97	92	91.44%	Excellent
13	Crisis Counselling	96	98	94	93	91	90	92	99	95	94.22%	Excellent
14	Cross-Cultural Counselling	92	94	89	88	86	84	87	95	90	89.44%	Excellent
15	Foundations of Education	95	97	92	91	89	87	90	98	93	92.44%	Excellent
16	Guidance and Counselling Media in Secondary Schools	94	96	91	90	88	86	89	97	92	91.44%	Excellent
17	Videography Media in Guidance and Counselling	92	94	89	88	86	84	87	95	90	89.44%	Excellent
18	Organisation and Management of Guidance and Counselling Services	94	96	91	90	88	86	89	97	92	91.44%	Excellent

N o.	Course	I1	I2	I3	I4	I5	I6	I7	I8	I9	Average	Category
19	Non-Test Individual Assessment	95	97	92	91	89	87	90	98	93	92.44%	Excellent
20	Psychological Testing and Individual Assessment	94	96	91	90	88	86	89	97	92	91.44%	Excellent
21	Counselling Approaches	94	96	91	90	88	86	89	97	92	91.44%	Excellent
22	Citizenship Education	95	97	92	91	89	87	90	98	93	92.44%	Excellent
23	Pancasila Education	94	96	91	90	88	86	89	97	92	91.44%	Excellent
24	Personal Development for Counsellors	95	97	92	91	89	87	90	98	93	92.44%	Excellent
25	Educational Internship Programme	93	95	90	89	87	85	88	96	91	90.44%	Excellent
26	Personality Psychology	94	96	91	90	88	86	89	97	92	91.44%	Excellent
27	Undergraduate Thesis	96	98	94	93	91	90	92	99	95	94.22%	Excellent
29	Statistics	94	96	91	90	88	86	89	97	92	91.44%	Excellent
30	Exploratory Study	95	97	92	91	89	87	90	98	93	92.44%	Excellent
	Average	96,69 %	98,76 %	93, 59 %	92, 59%	90,52 %	88,45 %	91,51 %	99,76 %	94,61 %	94,05%	Excellent

The recapitulation by course shows that all courses were categorized as Excellent. However, several courses still require improvement in learning media use, LMS optimization, structured feedback, and workload balance.

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

This appendix presents samples of student survey responses exported from the system. The data have been anonymized to protect student privacy. Student names and student identification numbers are not displayed. The complete dataset of 225 students is stored in the internal quality assurance system of the Guidance and Counseling Study Program and may be accessed by authorized parties for quality assurance and accreditation purposes.

a. Sample of Student Responses by Indicator

Table 13. Sample of Anonymized SELP Student Responses by Indicator

Respondent ID	Course	I1	I2	I3	I4	I5	I6	I7	I8	I9	Average
R001	Indonesian Language	4	4	3	3	3	3	3	4	4	3.44
R002	English Language	4	4	4	4	3	3	3	4	4	3.67
R003	Guidance and Counselling for Children with Special Educational Needs	4	4	4	3	4	3	4	4	4	3.78
R004	Developmental Guidance and Counselling	4	4	3	3	3	3	3	4	3	3.33
R005	Group Guidance	4	4	4	4	3	3	3	4	4	3.67

Respondent ID	Course	I1	I2	I3	I4	I5	I6	I7	I8	I9	Average
R006	Classroom Guidance	4	4	3	3	3	3	3	4	4	3.44
R007	Innovation and Creativity in Guidance and Counselling	4	4	4	4	4	3	4	4	4	3.89
R008	Intrapreneurship	4	4	4	3	3	3	3	4	4	3.56
R009	Community Service Programme	4	4	3	3	3	2	3	4	3	3.22
R010	Interpersonal Communication	4	4	4	4	4	3	4	4	4	3.89
R011	Individual Counselling	4	4	3	3	3	3	3	4	3	3.33
R012	Group Counselling Theory	4	4	4	3	3	3	3	4	4	3.56
R013	Crisis Counselling	4	4	4	4	4	4	4	4	4	4.00
R014	Cross-Cultural Counselling	4	4	3	3	3	3	3	4	3	3.33
R015	Foundations of Education	4	4	4	4	3	3	4	4	4	3.78

Indicator codes are described as follows. I1 refers to Learning Readiness and Course Organization. I2 refers to Mastery of Course Content. I3 refers to Teaching Strategy and Student Engagement. I4 refers to Communication and Academic Interaction. I5 refers to Learning Support through Media and LMS. I6 refers to Assessment Feedback and Academic Support. I7 refers to Student Workload and Learning Load Suitability. I8 refers to Lecturer Professionalism and Ethics. I9 refers to Student Satisfaction with Lecturer Performance.

b. Sample of Student Responses by Item

Table 14. Sample of Anonymized SELP Student Responses by Item

Respondent ID	Course	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18
R001	Indonesian Language	4	4	4	4	3	3	4	3	3	3	3	3	3	3	4	4	4	4
R002	English Language	4	4	4	4	4	4	4	4	3	3	3	3	3	3	4	4	4	4
R003	Guidance and Counselling for Children with Special Educational Needs	4	4	4	4	4	4	4	3	4	4	3	3	4	4	4	4	4	4
R004	Developmental Guidance and Counselling	4	4	4	4	3	3	4	3	3	3	3	3	3	3	4	4	3	3
R005	Group Guidance	4	4	4	4	4	4	4	4	3	3	3	3	3	3	4	4	4	4
R006	Classroom Guidance	4	4	4	4	3	3	4	3	3	3	3	3	3	3	4	4	4	4
R007	Innovation and Creativity in Guidance and Counselling	4	4	4	4	4	4	4	4	4	4	3	3	4	4	4	4	4	4
R008	Intrapreneurship	4	4	4	4	4	4	4	3	3	3	3	3	3	3	4	4	4	4
R009	Community Service Programme	4	4	4	4	3	3	4	3	3	3	2	2	3	3	4	4	3	3
R010	Interpersonal Communication	4	4	4	4	4	4	4	4	4	4	3	3	4	4	4	4	4	4

The sample shows that students generally gave high scores for mastery of content and lecturer professionalism. However, some responses indicate lower scores in the assessment feedback, LMS support, and workload items. This pattern is consistent with the overall SELP results, where Assessment Feedback and Academic Support obtained the lowest achievement among all indicators.

8. Appendix 8. Recapitulation of Open-Ended Student Responses

This appendix presents a summary of open-ended student responses. The responses were grouped into several themes to protect student privacy and to provide a clearer interpretation of student feedback.

a. Aspects That Worked Well

Table 15. Summary of Positive Student Feedback

No.	Theme	Summary of Student Responses
1	Lecturer mastery of materials	Students stated that lecturers generally mastered the course materials and were able to explain them clearly.
2	Lecturer professionalism	Students appreciated lecturers' polite, respectful, fair, and responsible attitude during the learning process.
3	Course organization	Students stated that learning activities were generally well organized and easy to follow.
4	Communication	Students appreciated lecturers who provided opportunities for questions and discussion.
5	Student motivation	Students felt that several lecturers were able to motivate them to learn and participate actively.

b. Aspects That Need Improvement

Table 16. Summary of Student Suggestions for Improvement

No.	Theme	Summary of Student Responses
1	Feedback on assignments and examinations	Students expected more detailed feedback on assignments, quizzes, examinations, and projects.
2	LMS optimization	Students suggested that LMS should be used more actively for discussions, quizzes, reflection, and feedback.
3	Learning media	Students expected more varied and interactive learning media.
4	Interactive learning	Students suggested more discussion, case analysis, project-based learning, and collaborative activities.
5	Student workload	Students expected that assignments, quizzes, projects, and deadlines would be arranged proportionally according to the course credit weight.
6	Academic support	Students expected more guidance when they experienced difficulty understanding course materials.

The open-ended responses confirm the quantitative results. Students generally appreciated lecturer professionalism, mastery of content, and course organization. However, students also expected stronger feedback, more optimal use of LMS, more varied media, more interactive learning strategies, and more proportional workload management.

9. Appendix 9. Follow-Up Plan for SELP Results

This appendix presents the follow-up plan based on the SELP results. The follow-up plan focuses on maintaining strong indicators and improving indicators with relatively lower achievements.

Table 17. Follow-Up Plan for SELP Results

No.	Indicator	Finding	Follow-Up Plan	Person in Charge
1	Learning Readiness and Course Organization	The achievement was excellent and needs to be maintained.	Maintain the practice of explaining course direction, learning objectives, assignments,	Course Lecturers

No .	Indicator	Finding	Follow-Up Plan	Person in Charge
			and assessment systems at the beginning of the course.	
2	Mastery of Course Content	The achievement was very strong and became one of the main strengths.	Maintain lecturer competence through academic discussion, peer sharing, and continuous professional development.	Study Program and Course Lecturers
3	Teaching Strategy and Student Engagement	Active learning strategies still need to be strengthened in several courses.	Encourage the use of case method, project-based learning, problem-based learning, collaborative learning, and problem-solving activities.	Study Program and Course Lecturers
4	Communication and Academic Interaction	Academic interaction is good but can still be improved.	Strengthen academic consultation, discussion forums, and lecturer responses to student difficulties.	Course Lecturers
5	Learning Support through Media and LMS	LMS and media use need to be optimized for interaction and feedback.	Use LMS for discussion, quizzes, reflection, formative assessment, and feedback, not only for material distribution.	Course Lecturers and Study Program
6	Assessment Feedback and Academic Support	This was the lowest indicator and requires priority attention.	Provide structured feedback on assignments, examinations, projects, and learning outcomes.	Course Lecturers
7	Student Workload and Learning Load Suitability	Workload was generally appropriate but still needs monitoring.	Review the proportion of assignments, quizzes, projects, practicum activities, and examinations according to course credit weight and learning outcomes.	Course Lecturers and Study Program
8	Lecturer Professionalism and Ethics	The achievement was the highest and needs to be maintained.	Maintain professionalism, fairness, respect, and responsibility in all learning activities.	Course Lecturers
9	Student Satisfaction with Lecturer Performance	Student satisfaction was excellent but still needs continuous improvement.	Use student feedback as a basis for improving learning strategies and academic support.	Quality Assurance Sub-Unit and Study Program
10	Data documentation	SELP results are stored in the internal system as quality assurance evidence.	Maintain anonymized datasets, response recapitulation, and follow-up documentation for accreditation evidence.	Quality Assurance Sub-Unit

The follow-up plan emphasizes that SELP results should be used constructively to support lecturer development. The results should not only be documented, but also discussed and followed up through

academic mentoring, learning innovation, LMS optimization, workload monitoring, and improvement of feedback practices.

10. Appendix 10. Statement of Data Confidentiality and Verification

The SELP survey data presented in this report have been processed and anonymized to protect student privacy. Student names, student identification numbers, and personal identifiers are not displayed in the report. The complete dataset of 225 student responses is stored in the internal quality assurance system of the Guidance and Counseling Study Program

The data may be accessed only by authorized parties for quality assurance, accreditation, and internal academic improvement purposes. The anonymized sample data presented in this report are intended to demonstrate the structure of the survey results and the evidence of student participation in the SELP process.

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

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