Monitoring of Learning Odd Semester 2022 /2023

FACULTY OF SOCIAL SCIENCE AND LAW

UNIVERSITAS NEGERI SURABAYA

2022

GROUP GUARANTEE QUALITY	2022	A

REPORT   **Monitoring of Learning**

Odd Semester 2022 /2023

Faculty of Social Science & Law

Team:

1. **Dr. Muzayanah, MT.**
2. **Muh. Ali Masnun, SH, MH**
3. **Dr. Rr. Nanik Setyowati, M.Sc**
4. **Dra. Sri Mastuti P, M. Hum**
5. **Galih Wahyu Pradana, OK., M.Sc**
6. **Dr. Anam Miftakhul huda, MIKom.**

Gugus Penjaminan Mutu
Fakultas Ilmu Sosial dan Hukum

PAGE ENDORSEMENT

State Report Monitoring Learning Lecturer departemen of PMP-KN, Education of History, Education Geography, Administration Public, Law, Social science on Faculty of Social Science and Law, made with Actually.

Surabaya, December 2022

Knowing,
Deputy Dean for Academic Affairs

Chair Group Guarantee Quality

(Dr. Wiwik, Sri Utami, MP)
NIP. 196708051993022001

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NIP. 197012162005012001

Group Guarantee Quality Faculty Knowledge Social and Law

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LIST ATTACHMENT

SAY INTRODUCTION

I'm grateful Alhamdulillah we climb on God Which One, Because on grace And our gift can compose report monev learning semester Odd 202 2 /202 3 .

In weeks 9 to 12 lectures of the Quality Assurance Group (GPM) team and Units UNESA FISH Quality Assurance (UPM) has conducted monitoring and evaluation of lectures. Matter What's different about this monev compared to the previous monev is that normally monitoring and evaluation is carried out only in 3-4 courses in each study program, then start This semester monitoring and evaluation has been carried out in 6 subjects in each study program. That is, on the FISH own 8 study programs, then there are 48 courses Which become sampling monev.

Another thing that is different is the monev dimensions and indicators. At this time the leadership University will use vinesa in a manner maximum, so that election platforms (preference) become own dimension with 5 items question (A1 – A5).

Thus our introduction to the semester learning monitoring and evaluation report g origin 202 2 /202 3 . We hope that what is contained in this report will benefit readers, especially students taker policy in Faculty Knowledge Social And Law (FISH) UNESA. Not forget we thanked the Chancellor of UNESA and his staff, the Quality Assurance Center team UNESA, UNESA FISH Dean, and all parties who have supported the implementation of monev and drafting this report.

Surabaya, December 2022
Chairman GPM FISH
UNESA

Dr. Muzayanah, MT

CHAPTER I. INTRODUCTION

1.1 Background Behind

Success No Once originate from as it happens mere,
However results from commitment Which strong And consistency For Keep going repair self

That's mark Which we hold, as team guarantee quality University Country Surabaya (UNESA). We believe, For reach A education Which quality And Can produce graduate of Whichquality as well as Empower competitive, so need effort truly For Keep going do reflection onWhat Which has done And repair Which must done, so that quality increase from time to time.Matter the Which underlying we do monitoring And evaluation lecture _ in a manner periodically,
on every semester in each year teachings. Implementation monev learning is effort wemake corrections to existing deficiencies and seek solutions. The estuary we are headed for is realizing UNESA's vision as a tertiary institution that has a vision of being a university that excels in education deep inside science (*excellent in Education, strong in Science*).

On semester Odd year teachings 202 2 /202 3 , lectures done in network and face to face as it still is Covid -19 pandemic situation . This is the third year that lectures are still being conducted without face-to-face (online) although several courses have conducted face-to-face (offline) lectures. Class even still using various room virtual Which available, start *whatsapp group* , *zoom* , Vinesa (servicelearning on line owned by Unesa), *google meet* , and others so on, besides face-to-face in class.

The thing to be grateful for is that the entire academic community has begun to hone their skills inholding virtual classes. At the start of the pandemic, many still needed the adoption phase And adaptation technology learning distance Far, However moment This obstacle the Already resolved. Success This reflected from results monev learning Which show repair in a manner significant.

Implementation of monitoring evaluation of the odd semester 2022/2023 learning system is carried out at the Faculty of Social Sciences and Law which consists of 8 study programs, namely: S1 History, S1 Geography, S1 Sociology, S1 Administration Country, S1 Communication, S1 Law, S1 PPKn, And S1 PIPS.

Indicator evaluated in the learning monitoring and evaluation include: a) Monitoring on Stage Online/offline Learning Planning; b) Preparation for teaching online/offline; c) Monitoring the Implementation Phase Learning Online/offline; and D) Monitoring Stage Learning Evaluation Online/offline.

1.2 Objective Monitoring Evaluation

kindly general, objective monitoring And evaluation learning is as following :

1. Guard quality learning Which There is in FISH UNESA
2. Control process implementation learning Which done period pandemic And achievement learning outcomes in accordance with the learning targets
3. Get information Which related with process follow carry on in process implementationactivity Study teach online For produce graduate of Which in accordance with competenceWhich expected.
4. As effort repair quality in process learning online /offline

CHAPTER II

RESULTS MONITORING AND EVALUATION

II.1. Recapitulation monitoring and Evaluation Semester G origin 202 2 /202 3

Recapitulation results monitoring and evaluation semester learning Odd 202 2 /202 3 served in form table And proof implementation monitoring. respectively respectively described related with various stages monitoring in accordance with indicator yag evaluated in monev learning.

Following results Monitoring And Evaluation on stage planning, implementation, And evaluation of online learning in each department of the Faculty of Social Sciences and Law UNESA semester Odd 2022/2023:

a. PPK-n
1. Online lectures

`	Major study program	PMP-KN Department				% Average Y_1 $X_1, X_2, X_3, X_4, X_5, X_6$
		1		**2**		
	Mathul	scientific logic thinking		introduction to law		
	Pemoev	Ramanu Wijaya, SH MH	Mastuti, S.Pd. M.Pd.	Ramanu Wijaya, SH MH	Riyadi, S.Pd., MA	
Teaching Preparation	1	0	0	0	0	0%
	2	0	0	0	0	0%
	3	0	0	0	0	0%
	4	0	0	0	0	0%
	5	0	0	0	0	0%
	6	0	0	0	0	0%
	7	0	0	0	0	0%
Implementation of Learning	8	0	0	0	0	0%
	9	0	0	0	0	0%
	10	0	0	0	0	0%
	11	0	0	0	0	0%
	12	0	0	0	0	0%
	13	0	0	0	0	0%
	14	0	0	0	0	0%
	15	0	0	0	0	0%
	16	0	0	0	0	0%
	17	0	0	0	0	0%
Learning Evaluation	18	0	0	0	0	0%
	19	0	0	1	1	50%
	20	0	0	0	0	0%
	21	0	0	0	0	0%
	22	0	0	0	0	0%
	23	0	0	0	0	0%
	24	0	0	0	0	0%
TOTAL findings 1		**0**	**0**	**0**	**0**	-
TOTAL findings 2		**0**	**0**	**0**	**0**	-
TOTAL findings 3		**0**	**0**	**1**	**1**	-

2. Offline lectures

	Major study program	PPKn		% Average Y_1 X_1, X_2, X_3, X_4, X_5, X_6
`		3		
	Mathul	National Development Policy		
	Pemoev	Rahmanu Wijaya, SH MH	Drs. Martinus Legowo, M.A.	
Teaching Preparation	1	0	0	0%
	2	1	1	100%
	3	0	0	0%
	4	0	0	0%
	5	0	0	0%
	6	0	0	0%
	7	0	0	0%
	8	0	0	0%
	9	0	0	0%
	10	0	0	0%
	11	0	0	0%
Implementation of Learning	12	0	0	0%
	13	0	0	0%
	14	0	0	0%
	15	0	0	0%
	16	0	0	0%
	17	0	0	0%
	18	0	0	0%
	19	0	0	0%
	20	0	0	0%
	21	0	0	0%
	22	0	0	0%
	23	0	0	0%
	24	0	0	0%
	25	0	0	0%
	26	0	0	0%
	27	0	0	0%
Learning Evaluation	28	0	0	0%
	29	0	0	0%
	30	0	0	0%
	31	0	0	0%
	32	0	0	0%
	33	0	0	0%
	34	0	0	0%
	35	0	0	0%
TOTAL findings 1		1	1	-
TOTAL findings 2		0	0	-
TOTAL findings 3		0	0	-

B. Educayion of History

1. Online lectures

History Education				
2		**3**		**% Average Y$_2$ X$_1$, X$_2$, X$_3$, X$_4$, X$_5$, X$_6$**
History of West Asia		Introduction to History		
Corry Liana, S.Pd., M.Pd	**Dr. Hj. Raden Roro Nanik Setyowati, M.Sc.**	**Riyadi, S.Pd., MH**	**Muh. Ali Masnun., SH., MH**	
0	0	0	0	0%
1	1	0	0	50%
1	1	0	0	50%
1	1	0	0	50%
0	0	0	0	0%
1	1	0	0	50%
0	0	0	0	0%
1	1	0	0	50%
0	0	0	0	0%
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0	0	0	0	0%
0	0	0	0	0%
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0	0	0	0	0%
0	0	0	0	0%
0	0	0	0	0%
0	0	0	0	0%
0	0	0	0	0%
1	1	1	1	100%
0	0	0	0	0%
1	1	0	0	50%
0	0	0	0	0%
0	0	0	0	0%
0	0	0	0	0%
4	4	0	0	-
1	1	0	0	-
2	2	1	1	-

2. Offline lectures

History Department		% Average Y_2 $X_1, X_2, X_3, X_4, X_5, X_6$
1		
Colonial Period SNI		
Corry Liana, S.Pd., M.Pd	**Agus Satmoko Adi,SS. , M.Sc**	
0	0	0%
1	1	100%
1	1	100%
0	0	0%
0	0	0%
0	0	0%
0	0	0%
0	0	0%
0	0	0%
0	0	0%
0	0	0%
1	1	100%
0	0	0%
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0	0	0%
1	1	100%
0	0	0%
0	0	0%
0	0	0%
0	0	0%
2	2	-
1	1	-
1	1	-

C. Education of Geography

1. Online lectures

Geography Education									
Pend. Geography			**PIPS**						
3		**% Average Y$_3$ X$_1$, X$_2$, X$_3$, X$_4$, X$_5$, X$_6$, X$_7$, X$_8$, X$_9$, X$_{10}$, X$_{11}$, X$_{12}$**	**1**		**2**		**3**		**% Average Y$_3$ X$_1$, X$_2$, X$_3$, X$_4$, X$_5$, X$_6$, X$_7$, X$_8$, X$_9$, X$_{10}$, X$_{11}$, X$_{12}$**
natural resources geography			Political Development Studies		Economic Development Study		Fundamentals of Sociology		
Dian Ayu Larasati, S.Pd.	**Galih Wahyu Pradana, S.AP, M.AP**		**Ali Imron, S.Sos . MA**	**Drs. Agus Sutedjo, M.Si ,**	**Ali Imron, S.Sos . MA**	**Dr. Anam Miftakhul Huda, MIKom**	**Ali Imron, S.Sos . MA**	**dr. Sri Mastuti Purwaningsih, M. Hum**	
0	0	0%	0	0	0	0	0	0	0%
0	0	0%	0	0	0	0	0	0	0%
0	0	0%	1	1	1	1	0	0	67%
0	0	0%	0	0	0	0	0	0	0%
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0	0	0%	0	0	0	0	0	0	0%
0	0	0%	0	0	0	0	0	0	0%
0	0	0%	0	0	0	0	0	0	0%
0	0	0%	0	0	0	0	0	0	0%
0	0	0%	0	0	0	0	0	0	0%
0	0	0%	0	0	0	0	0	0	0%
0	0	0%	0	0	0	0	0	0	0%
0	0	0%	0	0	0	0	0	0	0%
0	0	0%	0	0	0	0	1	1	33%
0	0	0%	0	0	0	0	1	1	33%
0	0	0%	0	0	0	0	0	0	0%
0	0	0%	0	0	0	0	0	0	0%
1	1	100%	0	0	0	0	1	1	33%
0	0	0%	0	0	0	0	0	0	0%
0	0	0%	1	1	1	1	0	0	67%
0	0	0%	0	0	0	0	0	0	0%
0	0	0%	0	0	0	0	0	0	0%
0	0	0%	0	0	0	0	0	0	0%
0	**0**	-	**1**	**1**	**1**	**1**	**0**	**0**	-
0	**0**	-	**0**	**0**	**0**	**0**	**2**	**2**	-
1	**1**	-	**1**	**1**	**1**	**1**	**1**	**1**	-

2. Offline lectures

<table>
<tr><td colspan="5">Geography Department</td></tr>
<tr><td colspan="5">Geography Education</td></tr>
<tr><td colspan="2">1</td><td colspan="2">2</td><td rowspan="4">% Average Y₃ $X_1, X_2, X_3, X_4, X_5, X_6, X_7, X_8, X_9, X_{10}, X_{11}, X_{12}$</td></tr>
<tr><td colspan="2"></td><td colspan="2"></td></tr>
<tr><td colspan="2">Basic cartography</td><td colspan="2">Introduction to Geography</td></tr>
<tr><td>Dian Ayu Larasati, S.Pd.</td><td>Dr. Hj. Raden Roro Nanik Setyowati, M.Sc.</td><td>Drs. Agus Sutedjo, M.Sc.</td><td>M. Noer Falaq Al;Amin, S.IP, M.KP</td></tr>
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<tr><td>0</td><td>0</td><td>1</td><td>1</td><td>-</td></tr>
</table>

D. Public Administration

1. Online lectures -

2. Offline lectures

Department of Public Administration						
1		**2**		**3**		
Principles of Management		State Administration System		Public relations		**% Average Y $_4$ X $_1$, X $_2$, X $_3$, X $_4$, X $_5$, X $_6$**
Badrudin Kurniawan, S.AP., M.AP.,	**Drs. Martinus Legowo, M.A.**	**Badrudin Kurniawan, S.AP., M.AP.,**	**Agus Satmoko Adi,SS. , M.Sc**	**Badrudin Kurniawan, S.AP., M.AP.,**	**Muh. Ali Masnun., SH., MH**	
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0	0	0	0	0	0	0%
0	0	0	0	0	0	0%
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0	0	0	0	0	0	0%
0	0	0	0	0	1	17%
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0	**0**	**0**	**0**	**0**	**0**	-
0	**0**	**0**	**0**	**0**	**0**	-

E. Law
1. Online lectures -
2. Offline lectures

Department of Law						
1		**2**		**3**		
						% Average Y$_5$ X$_1$, X$_2$, X$_3$, X$_4$, X$_5$, X$_6$
Victimology		Agrarian Conflict Resolution		Islamic Inheritance Law		
Nurul Hikmah, Lc., M.HI	**Dr. Muzayanah, MT**	**Degree Ali Ahmad, SH, MH**	**Dr. Anam Miftakhul Huda, MIKom**	**Nurul Hikmah, Lc., M.HI**	**M. Noer Falaq Al;Amin, S.IP, M.KP**	
0	0	0	0	0	0	0%
0	0	0	0	0	0	0%
0	0	0	0	0	0	0%
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0	0	0	0	0	0	0%
0	0	0	0	0	0	0%
0	0	0	0	0	0	0%
0	0	1	1	0	0	33%
0	0	0	0	0	0	0%
0	0	1	1	1	1	67%
0	0	0	0	0	0	0%
0	0	1	1	0	0	33%
0	0	0	0	0	0	0%
0	**0**	**0**	**0**	**0**	**0**	-
0	**0**	**0**	**0**	**0**	**0**	-
0	**0**	**3**	**3**	**1**	**1**	-

F. Social Science

1. Online lectures

Department of Social Sciences						
Sociology						% Average Y $_6$ X $_1$, X $_2$, X $_3$, X $_4$, X $_5$, X $_6$, X $_7$, X $_8$, X $_9$, X $_{10}$, X $_{11}$, X $_{12}$
1		2		3		
Disability sociology		Adult Education Study		Introduction to Social Research Methods		
Pambudi Handoyo, S.Sos ., MA	Dr. Muzayanah, MT	Pambudi Handoyo, S.Sos ., MA	Degree Ali Ahmad, SH, MH	Drs. Martinus Legowo, M.A.	Riyadi, S.Pd., MA	
0	0	0	0	0	0	0%
0	0	0	0	0	0	0%
0	0	0	0	0	0	0%
0	0	0	0	0	0	0%
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0	0	0	0	0	0	0%
0	0	0	0	0	0	0%
0	0	0	0	0	0	0%
0	0	0	0	0	0	0%
0	0	0	0	0	0	0%
1	1	1	1	0	0	67%
0	0	0	0	0	0	0%
1	1	0	0	0	0	33%
0	0	0	0	0	0	0%
0	0	0	0	0	0	0%
1	1	1	1	0	0	67%
0	0	0	0	0	0	-
0	0	0	0	0	0	-
3	3	2	2	0	0	-

2. Offline lectures

Communication Studies						% Average Y 6 X 1, X 2, X 3, X 4, X 5, X 6, X 7, X 8, X 9, X 10, X 11, X 12
1		2		3		
Media industry management		consumer behavior and lifestyle		social media life		
Mutiah, SIKom., MIKom	Drs. Agus Sutedjo, M.Si ,	Mutiah, S.I.Kom ., MIKom	Degree Ali Ahmad, SH, MH	Mutiah, SIKom., MIKom	Galih Wahyu Pradana, S.AP., M.Si	
0	0	0	0	0	0	0%
1	1	1	1	1	1	100%
0	0	0	1	0	0	17%
0	0	0	1	0	0	17%
0	0	0	1	0	0	17%
0	0	0	1	0	0	17%
0	0	0	1	0	0	17%
0	0	0	1	0	0	17%
0	0	0	1	0	0	17%
0	0	0	0	0	0	0%
0	0	0	0	0	0	0%
0	0	0	0	0	0	0%
0	0	0	0	0	0	0%
0	0	0	0	0	0	0%
0	0	0	0	0	0	0%
0	0	0	0	0	0	0%
0	0	0	0	0	0	0%
0	0	0	0	0	0	0%
0	0	0	0	0	0	0%
0	0	0	0	0	0	0%
0	0	0	0	0	0	0%
0	0	0	0	0	0	0%
0	0	0	0	0	0	0%
0	0	0	0	0	0	0%
0	0	0	0	0	0	0%
0	0	0	0	0	0	0%
0	0	0	0	0	0	0%
0	0	0	0	0	0	0%
0	0	0	0	0	0	0%
0	0	0	0	0	0	0%
0	0	0	0	0	0	0%
0	0	0	0	0	0	0%
0	0	0	0	0	0	0%
0	0	0	0	0	0	0%
1	1	1	8	1	1	-
0	0	0	0	0	0	-
0	0	0	0	0	0	-

Information:

Eye Studying X1, X2, Xn : filled percentage discrepancy moderation something eye studying Whichbecome research sample

II.2. Recap Results incompatibility Monev Learning Lecturer based on grain instruments1 until 32.

There is four dimensions Which rated in monev learning online Faculty KnowledgeSocial And Law (FISH) UNESA, Which each covers indicator following:

a. Dimensions Teaching Preparation online, with indicator:

1. RPS is designed and developed by lecturers independently/groups in accordance with the development of science and technology with the model:
   a. Team-based Project*
   b. Case Method

2. RPS has been validated by a team in the science cluster

3. The SPS that has been developed has been approved by the Head of Study Program

4. RPS has included learning outcomes according to the IQF which consist of knowledge, attitudes, general skills and specific skills

5. The RPS has been uploaded on S iakadu

6. Write down the platform used by lecturers in online learning on the observation sheet.
   a. Virtual learning
   b. E learning
   c. Edmudo
   d. Zoom
   e. Google Classroom
   f. Whatsapp
   g. Other

7. Lecturers have teaching materials in the form of handouts, *powerpoint slides* , diktats, modules, or textbooks prepared by the supporting lecturers

b. Dimensions Implementation of Learning , with indicator:

8. The lecturer determines technical implementation online demonstrating *chat* /FGD (*platform*)

9. Lecturers carry out lectures according to schedule marked with *online journal entries* SIAKADU

10. My lecturer registers/initiates on *the platform* used

11. Lecturers conduct apperceptions of learning online

12. Lecturers upload teaching materials and or supporting media

13. Lecturers are able to motivate students to actively participate during learning

14. Lecturers provide the widest opportunity for students to ask / answer/ argued

15. Lecturers give assignments to students

16. The lecturer reflects at the end of the lesson/meeting

17. The lecturer starts and ends according to the lecture schedule

c. UTS learning evaluation, with indicators:

18. The lecturer gives an assessment of the assignments given to students

19. Lecturers return assignments that have been assessed to students.

20. The questions in U T S*) have been validated

21. The lecturer compiled the U T S assessment rubric

22. UT S is held according to the schedule stated in the RPS

23. UT S questions according to the learning material

24. The results of the U TS scores are announced back to students

Meanwhile for offline learning as follows,

a. Teaching Preparation with indicators:

1. SLPs are designed and developed by lecturers independently/groups in accordance with the development of science and technology S

2. RPS has been validated by a team in the science cluster

3. The SPS that has been developed has been approved by the Head of Study Program

4. RPS has included learning outcomes according to the IQF which consist of knowledge, attitudes, general skills and specific skills

5. RPS has included learning strategies that reflect student center learning with learning models:
   a. Team-based Project*
   b. Case Method*

6. RPS has contained information about the latest teaching materials (recommended a maximum of the last 10 years) and from the results of research and community service

7. RPS has included techniques , forms and examples of assessment instruments (outcome assessment design and learning process)

8. RPS has been designed for *hardskill* enhancement which is translated into *learning outcomes*

9. RPS has been designed for *softskill* improvement which is translated into *learning outcomes*

10. Lecturers have teaching materials in the form of *hand-outs, powerpoint slides ,* diktats, modules, or textbooks written by the supervising lecturer

11. Lecturers teach courses according to assignments

b. Implementation of Learning with indicators:

12. Lecturers and students agree on a lecture contract at the first meeting

13. The lecturer explained the contents of the lesson plans as well as the forms and mechanisms of assessment to students at the first meeting

14. Lecturers carry out lectures according to the SIAKADU schedule

15. The lecturer gives apperception at the beginning of the lecture

16. Lecturers provide lecture material according to what is stated in the lesson plans

17. Lecturers are able to motivate students to actively participate during lectures

18. Lecturers use good Indonesian or foreign languages (for foreign language study programs)

19. Lecturers use learning media according to what is stated in the lesson plans

20. Lecturers use teaching materials according to what is stated in the RPS

21. Lecturers apply a *student centered learning approach*

22. Lecturers provide the widest opportunity for students to ask/answer/argument

23. Lecturers create a learning atmosphere that encourages students to think creatively, innovatively and critically

24. The lecturer provides guidance on beautiful ideal characters (faith and intelligence integrated in the material)

25. Lecturers give assignments to students

26. The lecturer reflects at the end of the lesson

27. Lecturers start and end lectures according to schedule

c. Learning Evaluation with indicators:

28. Lecturers provide an assessment of student participation (attendance, activity and behavior) in learning

29. The lecturer gives an assessment of the assignments given to students

30. Lecturers return assignments that have been assessed to students.

31. The questions in UTS have been validated (measuring *high order thinking*)

32. The lecturer compiles the UTS assessment rubric

Based on the results of monitoring and evaluation on 48 subjects in 8 study programs in the Faculty of ScienceUNESA Social and Legal, the following are details of the incompatibility of each program Studies in Faculty Social Sciences and Law:

a. **Program Studies PPKN**

No.	No. grain	Description Problem	Root Problem	Plan follow Carry on
		Online		
1	C 1 9	Lecturers return assignments that have been assessed to students	Lecturers do not return assignments that have been graded	UPM asked the Kajur to monitor the learning performance of the lecturers
		Offline		
1	A 2	RPS has been validated by a team in the science cluster	No validation document/stamp	UPM checks the completeness of RPS

b. Program studies History

No.	No. grain	Description Problem	Root Problem	Plan follow Carry on
		Online		
1	A 2	RPS has been validated by a team in the science cluster	No validation sheet/stamp	UPM checks the completeness of RPS documents
2	A3	The SPS that has been developed has been approved by the Head of Study Program	Not signed by the Head of Study Program	UPM checks the completeness of RPS documents
3	A6	Write down the platform used by lecturers in online learning on the observation sheet. a. Virtual learning b. E learning c. Edmudo d. Zoom e. Google Classroom f. Whatsapp Other …………………	Do not write down the platform used	UPM checks the completeness of RPS documents
4	B8	The lecturer determines technical implementation online demonstrating *chat* /FGD (*platform*)	The lecturer does not provide complete information	UPM monitors and reminds lecturers' learning methods through the WAG Study Program
5	C19	Lecturers return assignments that have been assessed to students.	The lecturer does not return assignments	UPM and the head of study program regularly monitor learning performance
6	C21	The lecturer compiled the U T S assessment rubric	Lecturers do not compile an assessment matrix	UPM and the head of study program regularly monitor learning performance

No.	No. grain	Description Problem	Root Problem	Plan follow Carry on
		Offline		
1	A2	RPS has been validated by a team in the science cluster	No validation sheet/stamp	UPM monitors the completeness of the RPS documents
2	A3	The SPS that has been developed has been approved by the Head of Study Program	Not approved by the Head of Study Program	UPM monitors the completeness of the RPS documents
3	B12	Lecturers and students agree on a lecture contract at the first meeting	No contract documents	UPM monitors the completeness of learning documents
4	C31	The questions in UTS have been validated (measuring *high order thinking*)	Question not validated	UPM monitors the completeness of learning documents

c.   **Program Educational Studies Geography**

No.	No. grain	Description Problem	Root Problem	Plan follow Carry on
		Online		
1	A3	The SPS that has been developed has been approved by the Head of Study Program	Not yet signed by the Head of Study Program	Immediately asked for the Head of Study Program
1	A1 5	Lecturers give assignments to students	Do not assign assignments to students	UPM and the Head of Study Program reminded lecturers to immediately fulfill this
2	A 16	The lecturer reflects at the end of the lesson/meeting	Do not reflect at the end of learning	UPM and the Head of Study Program reminded the next buyer not to forget this
3	C19	Lecturers return assignments that have been assessed to students.	Do not return student assignments	The Head of Study Program and UPM asked the lecturers to return the assignments

				that had been assessed
4	C 21	The lecturer compiled the U T S assessment rubric	There is no UTS scoring rubric	The Head of Study Program and UPM asked the lecturers to immediately make a UTS assessment rubric
		Offline		
1	A2	RPS has been validated by a team in the science cluster	There is no validation sheet/stamp	Immediately validation of related documents is carried out
2	A3	The SPS that has been developed has been approved by the Head of Study Program	Not yet signed by the Head of Study Program	Immediately ask the Head of Study Program to sign
3	A7	RPS has included techniques , forms and examples of assessment instruments (outcome assessment design and learning process)	RPS is not yet equipped with an assessment system	Immediately complete with a rating system
	A8	RPS has been designed for *hardskill* enhancement which is translated into *learning outcomes*	RPS does not include hard skill competencies	Immediately repaired according to the shortcomings
	A9	RPS has been designed for *softskill* improvement which is translated into *learning outcomes*	RPS does not include soft skill competencies	Immediately repaired according to the shortcomings
	C34	UTS results are returned to students	UTS that has been assessed will not be returned	Encouraging supporting lecturers to return UTS results that have been assessed

d. Prodi Pendidikan IPS

No.	No. grain	Description Problem	Root Problem	Plan follow Carry on
		Online		
1	A 3	The SPS that has been developed has been approved by the Head of Study Program	The RPS does not have the signature of the Head of Study Program	Immediately ask for the signature of the Head of Study Program
2	B15	Lecturers give assignments to students	Lecturers forgot to submit assignments to students	Immediately inform assignments to students
3	B16	The lecturer reflects at the end of the lesson/meeting	The lecturer does not reflect at the end of the PBM	Not repeated in the next study
4	C1 9	Lecturers return assignments that have been assessed to students	Lecturers do not return student assignments	Immediately return student assignments that have been graded
5	C 2 1	The lecturer compiled the U T S assessment rubric	There is no UTS scoring rubric	Ask the lecturer to immediately prepare an assessment rubric for UTS

e. **Program studi Administrasi Publik**

No.	No. grain	Description Problem	Root Problem	Plan follow Carry on
		Offline		
1	C34	UTS results are returned to students	Lecturers do not submit UTS results	Ask the lecturer to immediately return the UTS that has been assessed

f. **Program Science Studies Law**

No.	No. grain	Description Problem	Root Problem	Plan follow Carry on
		Offline		
1	C 3 0	Lecturers return assignments that have been graded to students.	Lecturers do not return assignments to students	The lecturer immediately returns the assignments that have been graded
2	C32	The lecturer compiled the UTS and UAS assessment rubrics	There is no scoring rubric	Lecturers are asked to immediately prepare the UTS and UAS assessment rubrics

g. Sociology Study Program

No.	No. grain	Description Problem	Root Problem	Plan follow Carry on
		Online		
1	C 1 9	Lecturers return assignments that have been assessed to students	Lecturers do not return assignments that have been graded	Ask the lecturer to immediately return the assignments that have been assessed
2	C24	the U TS scores are announced back to students	UTS results are not returned to students	Ask the lecturer to return the UTS that has been assessed

h. study program Knowledge Communication

No.	No. grain	Description Problem	Root Problem	Plan follow Carry on
		Offline		
1	A2	RPS has been validated by a team in the science cluster	RPS has not been validated	Do validation immediately
2	A3	The SPS that has been developed has been approved by the Head of Study Program	RPS has not been approved by the Head of Study Program	Immediately ask the Head of Study Program to approve it
3	A4	RPS has included learning outcomes according to the IQF which consist of knowledge, attitudes, general skills and specific skills	Not including CP yet	Immediately complete with the requested CP
4	A5	RPS has included learning strategies that reflect *student center learning* with learning models: a. Team-based Project* b. Case Method*	The learning model in RPS is not appropriate	Immediately revise/add to the PBM project base model or case method

5	A6	RPS has contained information about the latest teaching materials (recommended a maximum of the last 10 years) and from the results of research and community service	Inappropriate teaching materials	Immediately add appropriate teaching materials
6	A7	RPS has included techniques , forms and examples of assessment instruments (outcome assessment design and learning process)	There is no assessment instrument yet	Immediately complete with a rating system
7	A8	RPS has been designed for *hardskill* enhancement which is translated into *learning outcomes*	Hardskill competence has not yet appeared	Immediately complete with the required competencies
8	A9	RPS has been designed for *softskill* improvement which is translated into *learning outcomes*	Softskill competence has not been formulated	Immediately complete with the required competencies

II.3. Analysis on Each Dimensions Learning

On Dimensions learning online, percentage discrepancy can seen on charts piefollowing:
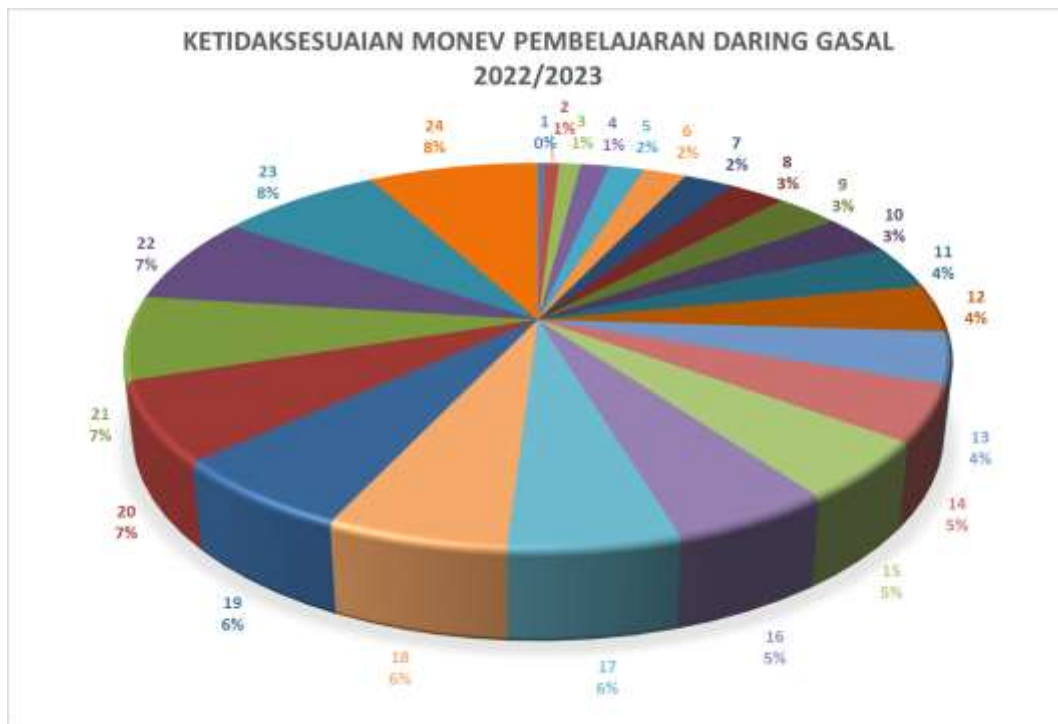
It is known that there is no significant discrepancy, the discrepancy is below 10% and is almost evenly distributed in components A, B and C. Based on this, the component that gets a high score (8%) is point C (evaluation) on the UTS item which according to the material and returned to the student. In this case, some lecturers make questions that are not in accordance with the material and most of the UTS results are not returned to students. This causes students not to know their mistakes in solving UTS questions.

discrepancy with a value of 7% at C 20, 21, 22 which is still related to the UTS problem. At this point, some lecturers did not validate the UTS questions before the questions were tested, the UTS questions were not accompanied by an assessment rubric and the UTS was not carried out according to schedule. In this case, UPM Study Program should be able to monitor the lecturer's performance because UTS questions must be uploaded to Siakad and must be validated by UPM. In some cases it seems that lecturers directly carry out UTS without asking UPM for validation in advance.

II.3.a. Analysis On Dimensions A, B, and C on Online Learning

	PPKN	History	Geography	PIPS	AN	Knowledge Law	Sociology	Knowledge Communication	Average
A 1	0%	0%	0%	0%			0%		0%
A 2	0%	50%	0%	0%			0%		10%
A 3	0%	50%	0%	67%			0%		23%
A 4	0%	50%	0%	0%			0%		10%
A 5	0%	0%	0%	0%			0%		0%
A 6	0%	50%	0%	0%			0%		10%
A 7	0%	0%	0%	0%			0%		0%

B8	0%	50%	0%	0%			0%	10%
B9	0%	0%	0%	0%			0%	0%
B10	0%	0%	0%	0%			0%	0%
B11	0%	0%	0%	0%			0%	0%
B12	0%	0%	0%	0%			0%	0%
B13	0%	0%	0%	0%			0%	0%
B14	0%	0%	0%	0%			0%	0%
B15	0%	0%	0%	33%			0%	7%
B16	0%	0%	0%	33%			0%	7%
B17	0%	0%	0%	0%			0%	0%
C18	0%	0%	0%	0%			0%	0%
C19	50%	100%	100%	33%			67%	70%
C20	0%	0%	0%	0%			0%	0%
C21	0%	50%	0%	67%			33%	30%
C22	0%	0%	0%	0%			0%	0%
C23	0%	0%	0%	0%			0%	0%
C24	0%	0%	0%	0%			67%	13%

From the table above it is known that at the preparatory stage, there are still study programs whose RPS has not been approved by the Head of Study Program. Meanwhile, in terms of preparation for lectures, most of the lecturers are lecturers courses at FISH UNESA have prepared lectures well. In terms of learning implementation, namely point B, all FISH lecturers have carried out learning in accordance with predetermined learning performance. In this section, discrepancies were found only in the history study program, namely there was no evidence of chat platform selection used in the lecture in question.

discrepancy in part C (UTS) was found in one subject in the PPkn study program , History Education, Geography Education, Social Studies Education and Sociology. In the Evaluation section, lecturers in the five study programs did not return assignments that had been assessed to students and did not make a UTS assessment rubric.

II.3.b. Analysis On Dimensions Offline Learning

In the online learning dimension, the percentage of non-compliance can be seen in the following pie chart **:**

PROSENTASE KETIDAKSESUAIAN MONEV PEMBELAJARAN LURING GASAL 2022/2023
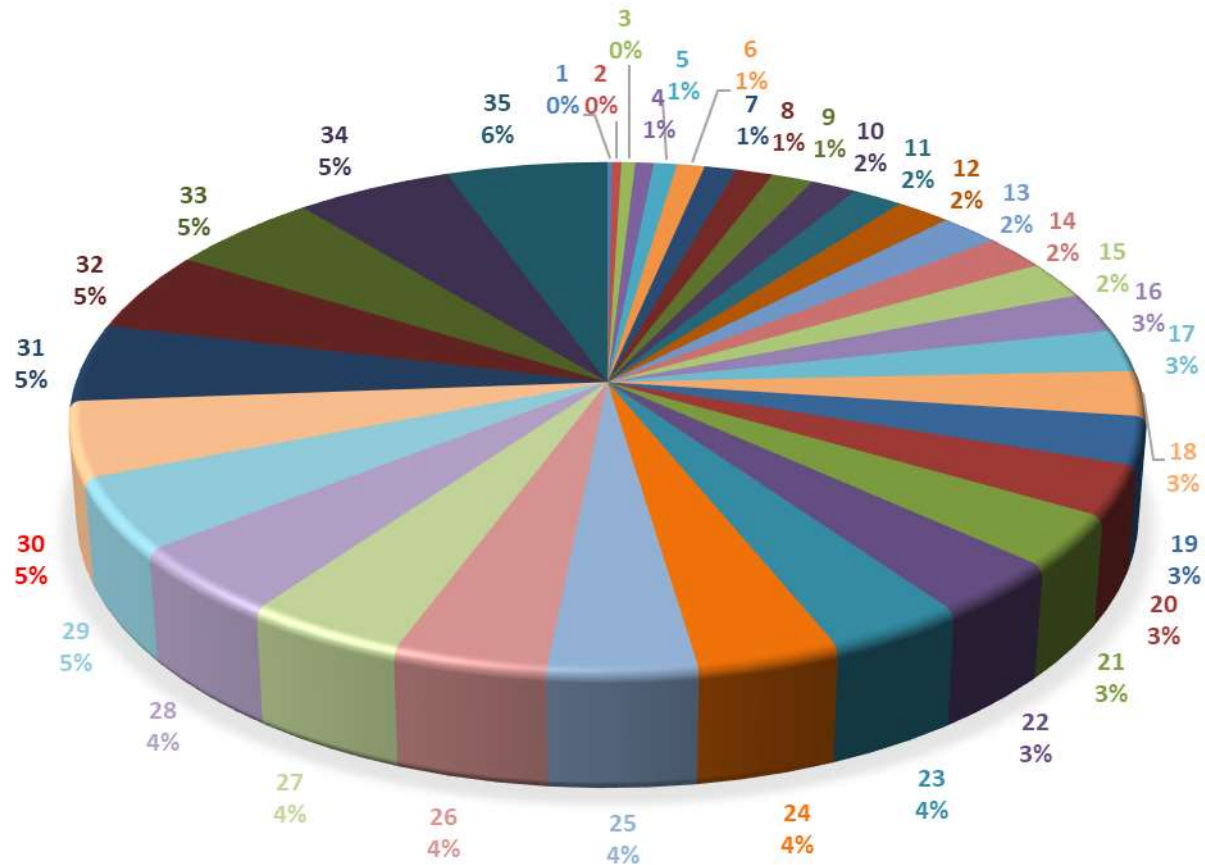
It is known that there are no significant discrepancies, discrepancies are below 10% and most are in C (learning evaluation/UTS). Based on this, the components that get high scores (5%) are points C 29 to 35. These points relate to UTS assignments and questions. Meanwhile for dimensions A (teaching preparation) and B (implementation of learning) the discrepancy that occurs is below 5%. As with online learning, in offline learning the most discrepancies are still in terms of assessing and returning student assignments. In the case of UTS discrepancies found in validation points, scoring rubrics, implementation of UTS and UTS results that are not returned to students.

Analysis of Dimensions A, B, and C in Offline Learning :

	PPKN	History	Geography	PIPS	AN	Knowledge Law	Sociology	Knowledge Communication	Average
A1	0%	0%	50%		0%	0%		0%	8%
A2	100%	100%	100%		0%	0%		100%	67%
A3	0%	100%	100%		0%	0%		17%	36%
A4	0%	0%	50%		0%	0%		17%	11%
A5	0%	0%	50%		0%	0%		17%	11%
A6	0%	0%	100%		0%	0%		17%	19%
A7	0%	0%	50%		0%	0%		17%	11%
A8	0%	0%	50%		0%	0%		17%	11%
A9	0%	0%	50%		0%	0%		17%	11%
A10	0%	0%	0%		0%	0%		0%	0%
A11	0%	0%	0%		0%	0%		0%	0%
B12	0%	100%	0%		0%	0%		0%	17%
B13	0%	0%	0%		0%	0%		0%	0%
B14	0%	0%	0%		0%	0%		0%	0%
B15	0%	0%	0%		0%	0%		0%	0%
B16	0%	0%	0%		0%	0%		0%	0%
B17	0%	0%	0%		0%	0%		0%	0%
B18	0%	0%	0%		0%	0%		0%	0%
B19	0%	0%	0%		0%	0%		0%	0%
B20	0%	0%	0%		0%	0%		0%	0%
B21	0%	0%	0%		0%	0%		0%	0%
B22	0%	0%	0%		0%	0%		0%	0%
B23	0%	0%	0%		0%	0%		0%	0%
B24	0%	0%	0%		0%	0%		0%	0%
B25	0%	0%	0%		0%	0%		0%	0%
B26	0%	0%	0%		0%	0%		0%	0%
B27	0%	0%	0%		0%	0%		0%	0%
C28	0%	0%	0%		0%	0%		0%	0%
C29	0%	0%	0%		0%	0%		0%	0%
C30	0%	0%	0%		0%	33%		0%	6%
C31	0%	100%	0%		0%	0%		0%	17%
C32	0%	0%	0%		0%	67%		0%	11%
C33	0%	0%	0%		0%	0%		0%	0%
C34	0%	0%	50%		17%	33%		0%	17%
C35	0%	0%	0%		0%	0%		0%	0%

From the table it is known that in dimension A (Learning Preparation) in general all study programs have made good preparations except for the Communication Studies study program whose RPS requires improvement so that it is in accordance with predetermined criteria. In this case the Head of the Communication Studies Study Program acknowledged that the existing RPS was not appropriate and that the RPS was being repaired. Another discrepancy finding is that the RPS has not been validated and approved by the Head of Study Program. In addition to this, all indicators of learning preparation have been carried out properly and in accordance with all indicators on the dimensions of implementation of learning has performed with Good And in accordance.

In dimension B (implementation of learning) all study programs at FISH that carry out offline lectures have carried out learning properly and appropriately, except in the History Education Study Program it was found that the lecture contract had not been signed by the Head of Study Program.

For this reason, it has been submitted to be completed immediately.

In dimension C (learning evaluation) several discrepancies were found as follows. History Education Study Program UTS questions for monev subjects have not been validated. Geography Education Study Program, State Administration Study Program and Law Studies Study Program results that have been assessed by lecturers are not returned to students and the discrepancies for the indicators for preparing the UTS assessment rubric in Law Studies study program, in this case the scoring rubric has not been made.

II.4. Description Generic

On generally any Department/Prodi in Faculty Knowledge Social And Law Unesa welcome good implementation of learning monitoring activities. All lecturers also expressed their willingness to be monitored. Faculty leaders, heads of departments/ study programs and lecturers in the Faculty Knowledge Social and Legal support implementation monitoring learning.

Based on monitoring and evaluation, it is known that from four dimensions, namely platform online learning, teaching preparation, learning implementation, and learning evaluation looked that percentage largest located on platform evaluation.

On year teachings 202 2 /202 3 , Leader University has i allow learning held online and offline . In this case FISH and 7 environmental study programs have facilitated the implementation of online and offline learning. In practice, lectures are held online and offline, depending on the lecturer in charge of the course. Online lectures are held through the Vinesa platform and others, while face-to-face lectures are still being held in a limited manner according to the health protocol.

For evaluation learning, can concluded that necessity agreement And standardization related to lecturer assessment in providing participation values (attendance, activeness and behavior) student in learning, remember attendance on line, so that enable in the classroom

need There is adjustment. Besides That evaluation on task And USS Still become findings in monev time This.

II.5. Plan follow Carry on

Based on results monitoring And evaluation semester even year teachings 2022/2023 in scope FISH UNESA, which has been carried out in 48 subjects as samples, then several things Which need to be a plan follow further is:

1. Complete documents lectures start from: RPS in accordance templates, contract studying, evaluation task, And evaluation USS, as well as mark participation student before lectures semester ends

2. Disseminate monev results to faculty leaders and study programs for steps repair mendan g