



UNDERSTANDING OF VISION, GOALS AND OBJECTIVES OF THE UPT EECE

Survei Pemahaman Visi Misi Tujuan Strategi

2025

Faculty of Education

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I. BACKGROUND

Early Childhood Education is a very important foundation in a child's development. At this stage, children not only receive formal education, but also develop basic skills that will influence their future success. Therefore, it is important for Early Childhood Education educators and programme managers to understand and implement effective and innovative educational strategies.

In an effort to improve quality, the Faculty of Education at Surabaya State University has introduced various learning methods and models aimed at improving educational practices. One approach that is currently gaining attention is the Variable Model of Strategic Action (VMTS). VMTS is a model designed to assist educators in designing and implementing learning strategies that are adaptive and responsive to the needs and characteristics of early childhood.

The importance of understanding and implementing VMTS in the context of Early Childhood Education cannot be overlooked. The model offers a structured framework for designing strategic actions that are data-driven and outcome-focused, enabling educators to make better and more informed decisions in the learning process. With a systematic and measurable approach, VMTS can help improve teaching effectiveness and support better achievement of educational goals.

This report was prepared to provide an in-depth understanding of VMTS in the context of the Undergraduate Programme in Teacher Education of Early Childhood Education at the Faculty of Education, Surabaya State University. This report includes a review of the literature on VMTS, the application of this model in the Early Childhood Education setting, as well as an analysis of its impact and effectiveness. It is hoped that this report can be a useful reference for academics, education practitioners, and related parties in an effort to improve quality in Indonesia.

The preparation of the vision, mission, goals and strategies (VMTS) of the Undergraduate Program in Teacher Education of Early Childhood Education refers to the VMTS of Surabaya State University and the Vision and Mission Guidebook of Surabaya State University (UNESA) which is stipulated based on the Rector Decree Number **B/59587/UN38.1/HK.01.02.2024**. In its implementation, the activities of preparing the vision and mission of the Undergraduate Program in Teacher Education of Early Childhood Education are managed and carried out by a drafting team appointed based on a decree (SK) of the Rector of Surabaya State University (UNESA).

The parties involved in the preparation of the VMTS Undergraduate Programme in Teacher Education of Early Childhood Education consist of internal and external parties. The internal parties involved consist of Lecturers of the Undergraduate Program in Teacher Education of Early Childhood Education, Dean of the Faculty of Education, Chairperson and Members of the Senate, Director of the Directorate at Surabaya State University, Experts or Lecturer representatives from each study programme, Visiting Professor UUI, Visiting Lecture UUI, staff at Surabaya State University and Alumni representatives from the Undergraduate Program in Teacher Education of Early Childhood Education Surabaya State University. The Undergraduate Programme in Teacher Education of Early Childhood Education focuses on producing graduates who have local and national competitiveness in the field of Education. The Undergraduate Programme in Teacher Education of Early Childhood Education plays a role in improving the quality of graduates who master the field of Education by following the current and future demands to be able to play a role (*survive*) in carrying out its mission, namely carrying out its tri dharma activities.

The Undergraduate Programme in Teacher Education of Early Childhood Education is challenged to be able to build and carry out a globally competitive spirit, especially in carrying out education, research and community service programmes in the future. The attitude

and spirit of competition are not only taught to students, but must also be applied by all members of the Undergraduate Programme in Teacher Education of Early Childhood Education. The spirit to produce competitive graduates is reflected in analytical, critical and futuristic thinking, daring to face challenges, and taking risks to meet the demands of the times towards a nationally competitive study programme based on information technology at the national, regional and international levels.

The determination of the vision and mission of the Institute is certainly followed by a process of socialising the vision and mission with various efforts including:

1. Socialisation to lecturers through regular meetings at the Study Programme and Faculty.
2. Socialisation to students through student activities and lectures.
3. Socialisation to parents of students through meetings at the beginning of college,
4. Socialisation to Stakeholder carried out during meetings or invitations in establishing cooperation
5. Socialisation to Education Personnel. The socialisation of the vision and mission, goals and strategies of the study programme to the education staff is carried out in meetings at the department and
6. Socialisation to the wider community. This was done through the Institute's website, leaflets and banners aimed at the wider community.

Based on the socialisation efforts that have been made, the Quality Assurance Cluster conducted a survey on the level of understanding of lecturers, education personnel and students of the vision and mission. This information is useful for self-development and activity planning.

II. PURPOSE

1. General

In general, the purpose of the survey of the level of understanding of the vision and mission of the Undergraduate Program in Teacher Education of Early Childhood Education of Surabaya State University is to find out the extent of understanding of the Vision and Mission of the Lecturers, Education Personnel and Students of the Vision and Mission of the Undergraduate Program in Teacher Education of Early Childhood Education of Surabaya State University so that they can understand the vision and mission of the Undergraduate Program in Teacher Education of Early Childhood Education of Surabaya State University. the results can be used as input in determining the following strategies for the socialisation of understanding of the Vision and Mission of the Undergraduate Program in Teacher Education of Early Childhood Education Universitas Negeri Surabaya and the implementation of the Vision and Mission of the Undergraduate Program in Teacher Education of Early Childhood Education Universitas Ngeri Surabaya in every Tri Dharma Perguruan Tinggi activity.

2. Specialised

Specifically, the purpose of the Survey of Understanding the Vision and Mission of the Undergraduate Programme in Teacher Education of Early Childhood Education at Surabaya State University is to:

- a. Knowing the Level of Understanding of VMTS of Undergraduate Students in Teacher Education Programme of Early Childhood Education.
- b. Knowing the Level of Understanding of VMTS for Educators of Undergraduate Programme in Teacher Education of Early Childhood Education.
- c. Knowing the Level of Understanding of VMTS of Lecturers of Undergraduate Programme in Teacher Education of Early Childhood Education.

III. SCOPE

Measuring the level of understanding of the vision and mission of the Undergraduate Programme in Teacher Education of Early Childhood Education at Surabaya State University:

1. Knowing the Vision, Mission, Objectives and Strategies of Undergraduate Programme in Teacher Education of Early Childhood Education of Surabaya State University.
2. The level of clarity of the Vision, Mission, Goals and Strategies of the Undergraduate Programme in Teacher Education of Early Childhood Education of Surabaya State University.
3. The Vision, Mission, Goals and Strategies of the Undergraduate Programme in Teacher Education of Early Childhood Education of Surabaya State University are derived into the Vision, Mission, Goals and Strategies of each Design Programme that will be held.
4. The vision, mission, goals and strategies of the Undergraduate Programme in Teacher Education of Early Childhood Education at Surabaya State University have been implemented in the Tri Dharma of Higher Education.

**EVALUATION OF UNDERSTANDING THE VISION, MISSION, GOALS AND STRATEGIES FOR
UNDERGRADUATE STUDENTS OF THE TEACHER EDUCATION PROGRAMME OF EARLY
CHILDHOOD EDUCATION AT SURABAYA STATE UNIVERSITY.**

NO	ASPECTS ASSESSED
1	How well do you understand the vision and mission of the Undergraduate Programme in Teacher Education of Early Childhood Education?
2	How well do you understand the vision and mission of the Undergraduate Programme in Teacher Education of Early Childhood Education?
3	Which of the following visions is the vision of the Undergraduate Programme in Teacher Education of Early Childhood Education?
4	Do you feel that the Undergraduate Programme in Teacher Education of Early Childhood Education has given you the necessary skills to become a strong practitioner, academic or consultant in the field?
5	Do you know that the Undergraduate Programme in Teacher Education of Early Childhood Education provides education and learning to enhance the skills of students with strong character in advancing the field with adaptive, critical and reflective character?
6	How do you think the Undergraduate Programme in Teacher Education of Early Childhood Education conducts research and development of knowledge in the field with a strong spirit?
7	In your opinion, how does the Undergraduate Programme in Teacher Education of Early Childhood Education organise community service and research activities with a resilient spirit for the welfare of the community?
8	In your understanding, are the objectives of the Undergraduate Programme in Teacher Education of Early Childhood Education relevant to the vision and mission in creating strong student characters?
9	Do you feel that the Undergraduate Programme in Teacher Education of Early Childhood Education has provided you with the necessary skills to become an adaptive practitioner, academic or consultant in the field?
10.	Are you aware that the Undergraduate Programme in Teacher Education of Early Childhood Education provides education and learning to enhance students' adaptive skills in advancing the field with adaptive, critical and reflective characters?

**EVALUATION OF UNDERSTANDING THE VISION, MISSION, GOALS AND STRATEGIES OF
PERMANENT LECTURERS OF THE UNDERGRADUATE PROGRAMME IN TEACHER
EDUCATION OF EARLY CHILDHOOD EDUCATION AT SURABAYA STATE UNIVERSITY.**

NO	ASPECTS ASSESSED
1	The curriculum taught at UPT EECE already reflects the vision and mission for 2035.
2	The teaching methods I use in class are in line with the vision of developing edu-pioneers.
3	I apply innovation in teaching to support the achievement of UPT EECE's vision and goals.
4	My learning evaluation process ensures that learning activities are in line with UPT EECE's vision.
5	I actively engage students in activities that reflect the vision and mission of UPT EECE.
6	My research topic is relevant to UPT EECE's vision for 2035.
7	The methodology I used in my research supports the achievement of the vision and mission of EARLY CHILDHOOD EDUCATION.
8	My research covers innovations that support UPT EECE's vision as edu-pioneers.
9	My research results contribute to the vision of UPT EECE and involve collaboration with various stakeholders.
10	I ensure that my research results are disseminated to support the vision and mission of UPT EECE at the national and global levels.

**EVALUATION OF THE UNDERSTANDING OF THE VISION, MISSION, GOALS AND STRATEGIES
OF THE UNDERGRADUATE PROGRAMME IN TEACHER EDUCATION OF EARLY CHILDHOOD
EDUCATION AT SURABAYA STATE UNIVERSITY**

NO	ASPECTS ASSESSED
1	The curriculum was developed in accordance with the vision and mission of UPT EECE for 2029, and supports the principle of edu-pioneers.
2	I am innovative and adaptive in accordance with my assigned tasks to support the vision and goals of UPT EECE.
3	I actively support innovation in the learning process in accordance with the vision and goals of UPT EECE.
4	I use technology effectively to increase work productivity and support the achievement of UPT EECE's vision.
5	I apply efficient time management to ensure the achievement of UPT EECE's goals and vision.
6	The quality of my work, including in administration and teaching, reflects a commitment to the vision and mission of the UPT EECE Unit.
7	I am actively involved in research collaborations that support the vision and long-term goals of UPT EECE.
8	We provide opportunities for education personnel to develop competencies that support the vision of UPT EECE.
9	I regularly evaluate and develop my working practices to ensure alignment with UPT EECE's vision and strategy.
10	The professional development opportunities I have participated in support the achievement of UPT EECE's vision and goals.

**EVALUATION OF UNDERSTANDING THE VISION, MISSION, GOALS AND STRATEGIES TO
ALUMNI OF THE UNDERGRADUATE PROGRAMME IN TEACHER EDUCATION OF EARLY
CHILDHOOD EDUCATION AT SURABAYA STATE UNIVERSITY.**

NO	ASPECTS ASSESSED
1	The curriculum applied during the study of Undergraduate Programme in Teacher Education of Early Childhood Education is in accordance with the vision and mission.
2	The UPT EECE vision is clearly integrated in every course taken during the study.
3	The material taught during the study is relevant to the strategic objectives of the EECE Unit.
4	The teaching approach used during the study reflects the principles of the vision of resilient, adaptive, and innovative edu-pioneers.
5	Curriculum evaluation is conducted periodically to ensure alignment with the vision and mission of UPT EECE.
6	The teaching methods used during the study include innovations that support the vision of the EECE Unit.
7	The teaching methods applied increase student engagement and participation in achieving the vision of the EECE Unit.
8	Technology is used effectively in the learning process to support the achievement of UPT EECE's vision.
9	The teaching methods used during the study are able to adapt to changing educational needs and challenges.
10	Evaluation of teaching methods is conducted to ensure effectiveness in supporting the vision and goals of the EECE Unit.

IV. RESPONDENTS

Respondents of the survey on understanding the vision and mission of the institution were all academicians of the Undergraduate Programme in Teacher Education of Early Childhood Education, Surabaya State University with details:

1. Permanent Lecturer
2. Education Personnel
3. Student

V. NUMBER OF RESPONDENTS

Table 1.1 LIST OF RESPONDENTS

No.	Respondents	Total
1.	Permanent Lecturer of the Study Programme	19
2	Education Personnel	1
3	Student	200
	Total	220

VI. TIME AND PLACE

1. Time Survey of Understanding the Vision, Mission, Goals and Strategies of the Early Childhood Education Teacher Education Study Program at Surabaya State University in February 2024
2. Survey conducted using Google Form

VII. DATA COLLECTION

Data collection is carried out online via google form to, students, lecturers and education staff are asked to fill out a questionnaire Understanding Vision Mission Goals and Strategies is done by clicking one of the options provided, which indicates an assessment of the understanding of VMTS.

After the data is filled in, the data is recapitulated and processed by the Quality Assurance Cluster, the results are submitted to the Coordinator and forwarded to the Chancellor for further analysis. Based on a copy of the report on the results of the evaluation of the VMTS understanding questionnaire from the study programme, the Quality Assurance Group compiles a report on the evaluation of the VMTS understanding questionnaire at the Faculty level, the analysis and recommendations are submitted to the Dean of the Faculty of Education, Surabaya State University.

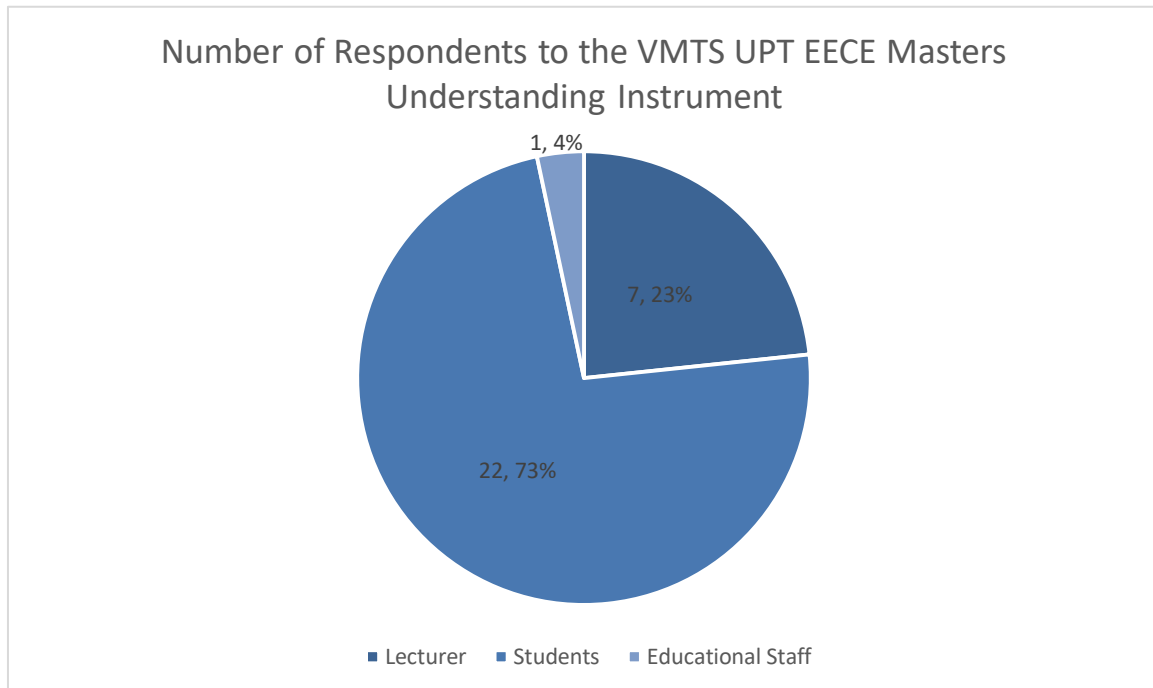
VIII. ASSESSMENT CRITERIA

That the assessment of the level of understanding of the Vision and Mission includes where to know the Vision, Mission, Goals and Strategies of Undergraduate Program in Teacher Education of Early Childhood Education. Next is the assessment of understanding of the Vision and Mission: by giving a rating from 5-1: 1. Very Do Not Understand, 2. Do Not Understand, 3. Enough, 4. Understand, 5. Very Understand. With respondents Permanent Lecturers, Education Personnel, and Students.

IX. RESULTS OF THE ANALYSIS OF THE LEVEL OF UNDERSTANDING OF THE VISION AND MISSION

Based on the results of the questionnaire data processing Level of Understanding of Vision and Mission and analysis of the Level of Understanding of Vision and Mission as follows:

1. Of the 7 lecturers who teach at the Undergraduate Program in Teacher Education of Early Childhood Education at Surabaya State University (100%) have read about the Vision Mission Objectives and Strategies of the Undergraduate Program in Teacher Education of Early Childhood Education at Surabaya State University.
2. Of the 1 Education Personnel in the Undergraduate Program in Teacher Education of Early Childhood Education of Surabaya State University (100%) have read about the Vision, Mission, Goals and Strategies of the Undergraduate Program in Teacher Education of Early Childhood Education of Surabaya State University.
3. Of the 22 students studying in the Undergraduate Programme in Teacher Education of Early Childhood Education at Surabaya State University, 100% have read about the Vision, Mission, Goals and Strategies of the Undergraduate Programme in Teacher Education of Early Childhood Education at Surabaya State University.



X. RECOMMENDATIONS

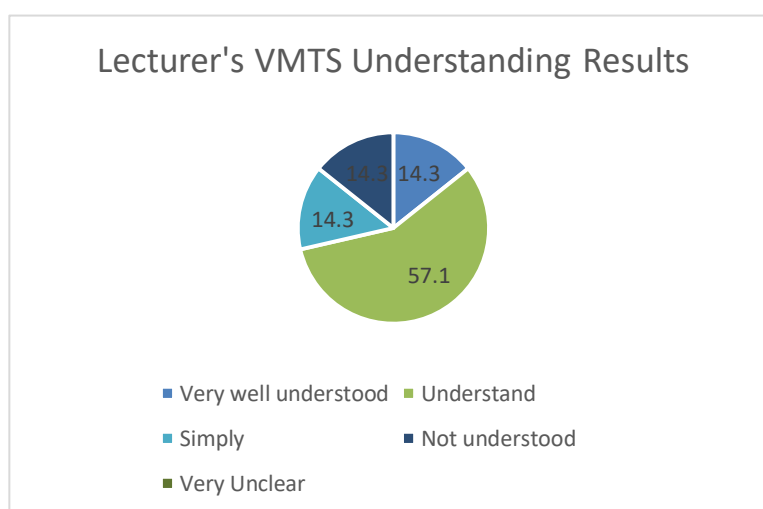
1. Improve socialisation of Vision, Mission Objectives and Strategy to all parties (internal and external)
2. This VMTS understanding survey is intended to provide an opportunity for all Lecturers, Education Personnel, Students to assess the clarity, realism, ease of implementation and understanding of VMTS formulated by the Undergraduate Programme in Teacher Education of Early Childhood Education.
3. It is expected that VMTS understanding survey activities will continue to be carried out on a regular basis.

UNDERSTANDING THE VISION, MISSION, GOALS AND STRATEGIES OF THE UNDERGRADUATE PROGRAMME IN TEACHER EDUCATION OF EARLY CHILDHOOD EDUCATION FACULTY OF EDUCATION, SURABAYA STATE UNIVERSITY

Here, a brief description of the results of understanding the Vision, Mission, Goals, and Strategies (VMTS) of Unesa's Undergraduate Program in Teacher Education of Early Childhood Education through Google Form shows that most respondents understand well the vision that focuses on the development of excellent, innovative, and globally competitive. Respondents were also aware of the importance of the programme's mission in producing graduates who are professional, have integrity, and are able to contribute to research and practice. The programme objectives are understood as efforts to improve academic and research quality, while the goals are more focused on achieving improved graduate quality and collaboration with other educational institutions. There are 10 questions used in the VMTS Understanding survey distributed to Lecturers, Students, Education Personnel in order to determine the results of the level of understanding, as follows:

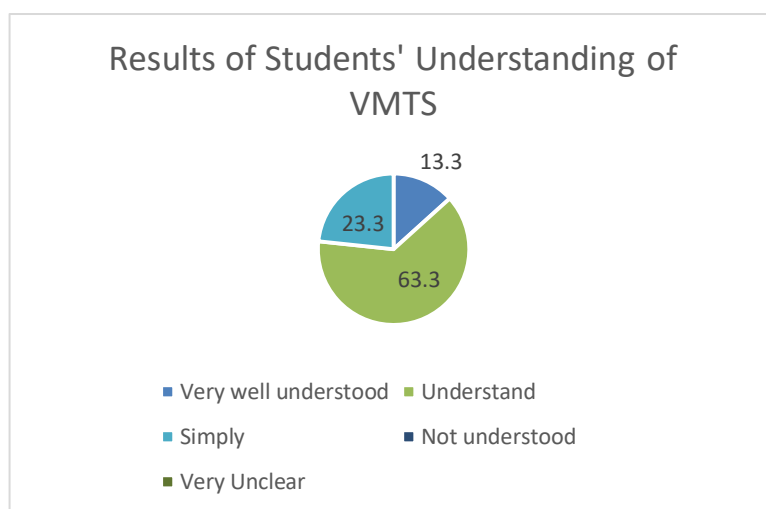
1. Question: The curriculum of the Undergraduate Programme in Teacher Education of Early Childhood Education is developed in accordance with the vision and mission for 2029, and supports the principles of EduPioneer.

Respondent's Answer:

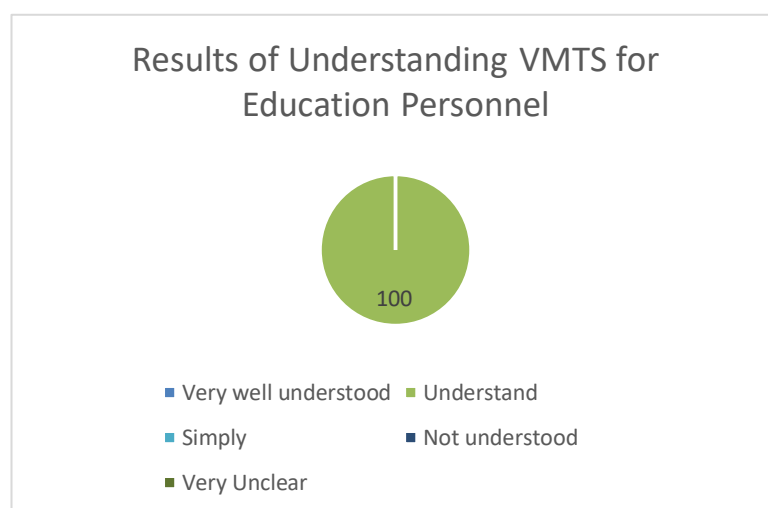


The conclusion from the results shows that the majority of the Lecturer respondents (57.1%) gave a score of 5, indicating that they strongly understood that the curriculum of the Undergraduate Programme in Teacher Education of Early Childhood Education was developed in accordance with the vision and mission for 2029, and supports the EduPioneer principles. A small number of respondents gave scores of 3 and 4, indicating that some respondents understood but with certain

caveats. In general, the curriculum was rated positively and in line with the targets to be achieved.



The conclusion of the survey results regarding the curriculum of the Undergraduate Programme in Teacher Education of Early Childhood Education showed that the majority of 63.3% of student respondents Strongly Understood that the curriculum has been developed in accordance with the vision and mission of the programme for 2029 and supports the EduPioneer principles. Another small proportion, 23.3%, expressed Understanding, while only 13.3% indicated doubt. No respondents expressed disagreement. These results indicate that the curriculum is considered relevant and aligned with the programme's long-term goals and educational innovations.



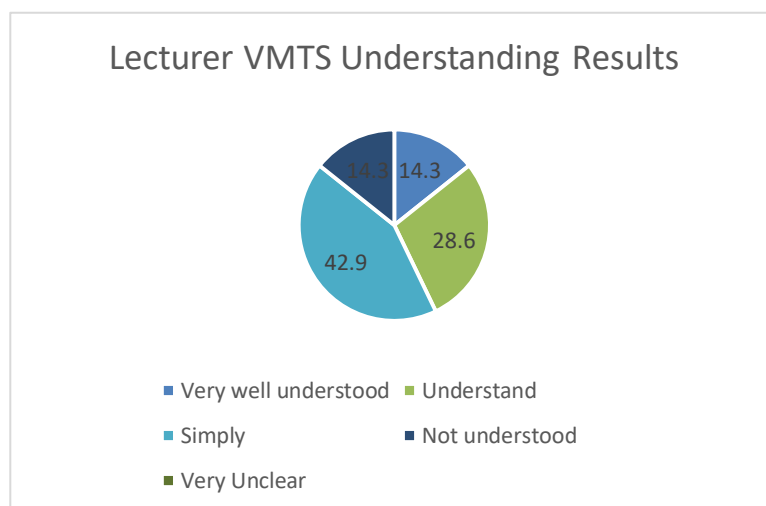
The conclusion from the survey results regarding the curriculum of the Undergraduate Programme in Teacher Education of Early Childhood Education shows that the Education Personnel respondents 100% understood that the curriculum has been developed in accordance with the vision and mission of the programme for 2029 and supports the EduPioneer principles.

Overall, it can be concluded that from the results of respondents from lecturers, students,

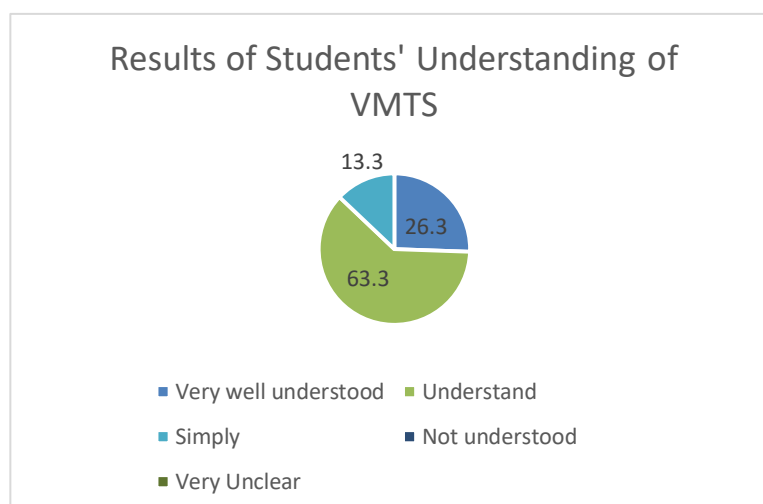
and education personnel, the survey shows that the majority of respondents from lecturers (57.1%), students (63.3%), and education personnel (100%) understand that the curriculum of the Undergraduate Programme in Teacher Education of Early Childhood Education has been developed in accordance with the vision and mission for 2029 and supports the principles of EduPioneer. In general, the curriculum was rated positively and relevant to the targets to be achieved, although there were some respondents who rated it with certain caveats.

2. Question: The vision of the Undergraduate Programme in Teacher Education of Early Childhood Education is clearly integrated in every course taken by students.

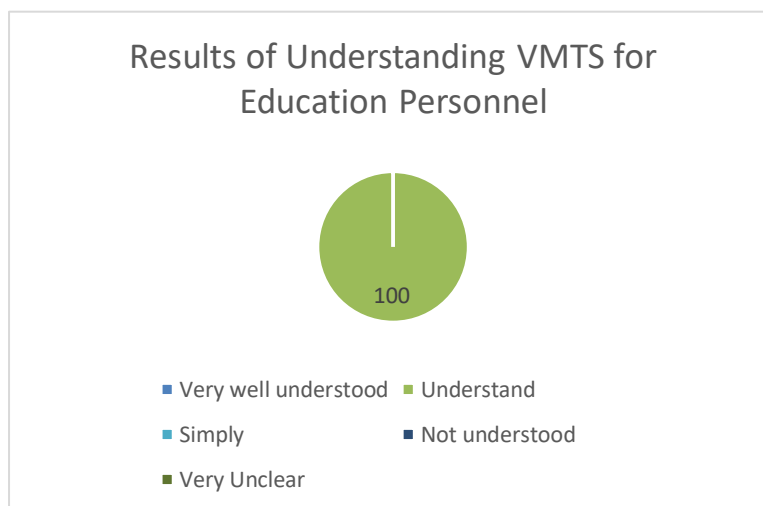
Respondent's Answer:



Based on the survey results regarding the extent to which the vision of the Undergraduate Programme in Teacher Education of Early Childhood Education is integrated in each course taught, it can be concluded that most Lecturer respondents (42.9%) considered that the vision was well integrated in the courses taught. However, there were also some respondents (28.6%) who felt that the integration was less clear. Meanwhile, there were also a small number of respondents (14.3%) who felt that the integration of the vision was very good and very poor. Overall, these results suggest that there is variation in the understanding and application of the study programme vision amongst lecturers, with most feeling that integration is at a good level but there is still room for improvement.



Based on the survey results regarding the integration of the vision of the Undergraduate Programme in Teacher Education of Early Childhood Education in each course taken, the conclusions are: Most of the student respondents, 63.3%, felt that the vision of the programme was clearly integrated in each course they took. This indicates that the study programme is successful in conveying and implementing their vision in the curriculum. However, there were also 23.3% of respondents who felt that the integration of the vision was not entirely clear, and 13.3% of respondents gave a positive assessment with an indication that there was room for further improvement. No respondents felt that the vision was not integrated at all.

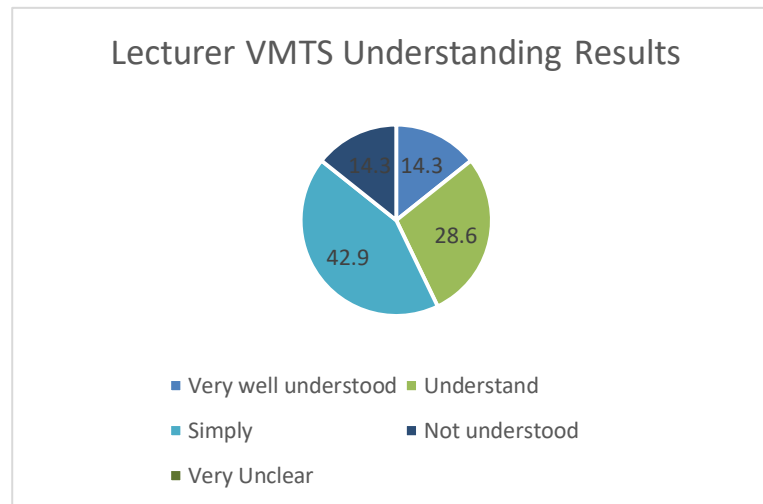


Based on the survey results regarding the integration of the vision of the Undergraduate Programme in Teacher Education of Early Childhood Education in each course taken, the conclusion is: Most of the Education Personnel respondents, i.e. 100% with Fair results, felt that the vision of the study programme was clearly integrated in each course they took. This shows that the study programme is successful in conveying and implementing their vision in the curriculum.

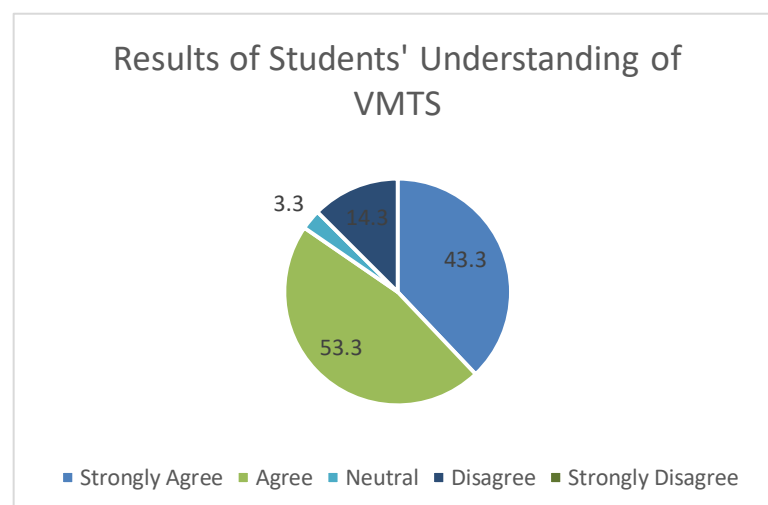
Overall, it can be concluded that from the results of the respondents Lecturers, Students, Education Personnel have shown that the survey, it can be concluded that most students (63.3%) and lecturers (42.9%) assess that the vision of the Undergraduate Programme in Teacher Education of Early Childhood Education is clearly integrated in each course. Meanwhile, there are some respondents who feel that the integration of the vision is less clear or requires further improvement. Education personnel showed neutral results, indicating that they felt the vision of the study programme was clearly integrated. Overall, the study programme successfully implemented the vision in the curriculum, however there is room for improvement in terms of consistency and understanding of the vision among all parties.

3. Question: I feel that I have implemented innovations in teaching to support the achievement of the vision and goals of the Undergraduate Programme in Teacher Education of Early Childhood Education.

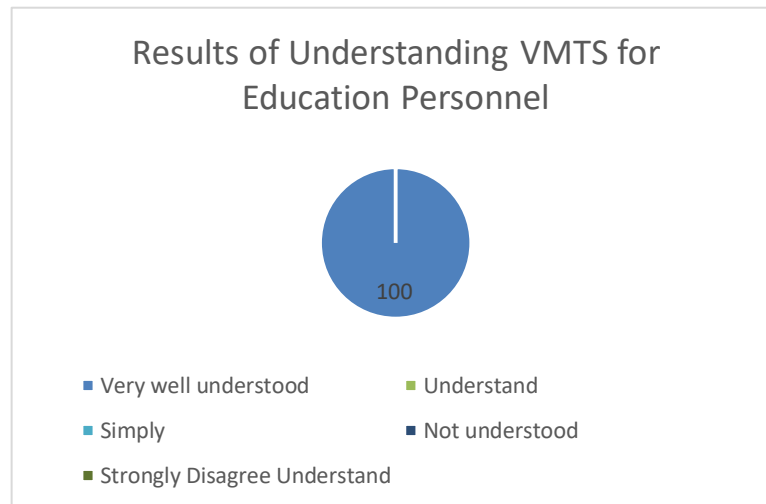
Respondent's Answer:



Based on the survey results regarding the extent to which the vision of the Undergraduate Programme in Teacher Education of Early Childhood Education is integrated in each course taught, it can be concluded that the majority of respondents feel that the vision of the study programme is well integrated in teaching. About 42.9% of respondents considered that the vision was clearly integrated in the courses, while 28.6% of respondents considered that the integration was quite good but still needed some improvement. A small number of respondents, 14.3%, felt that the integration of the vision in the course was good but not yet fully clear, and another 14.3% felt that the integration of the vision was not yet clear. Overall, most respondents indicated that the study programme vision has generally been well implemented in courses, although there are still some areas that need to be improved to achieve more consistent and clear integration.



Based on the survey results regarding the implementation of innovation in teaching to support the achievement of the vision and goals of the Undergraduate Programme in Teacher Education of Early Childhood Education, the majority of respondents, 53.3%, felt that they had implemented innovation very well. Meanwhile, 43.3% felt that the implementation of innovation in teaching was good enough. These results indicate that most respondents believe that they have successfully integrated innovations in their teaching process, although there is still potential to further improve the implementation of innovations.

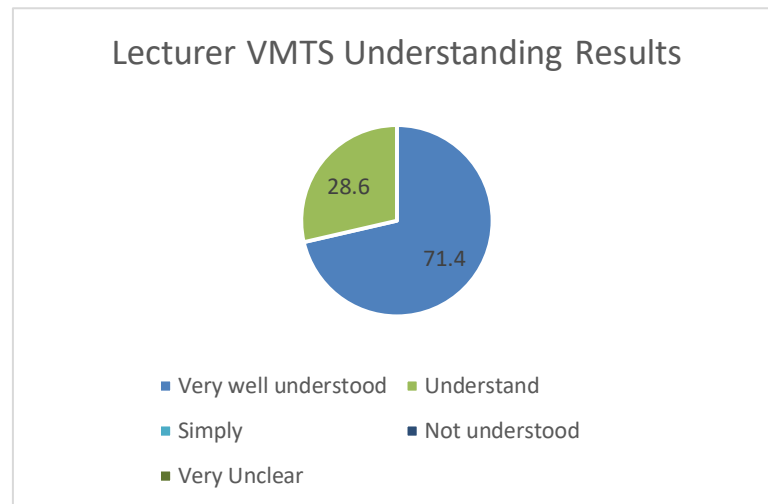


Based on the survey results regarding the implementation of innovations in teaching to support the achievement of the vision and goals of the Undergraduate Programme in Teacher Education of Early Childhood Education, the majority of respondents, 100%, felt that they had implemented innovations with great understanding. This result indicates that most respondents believe that they have successfully integrated innovations in their teaching process, although there is still potential to further improve the application of innovations.

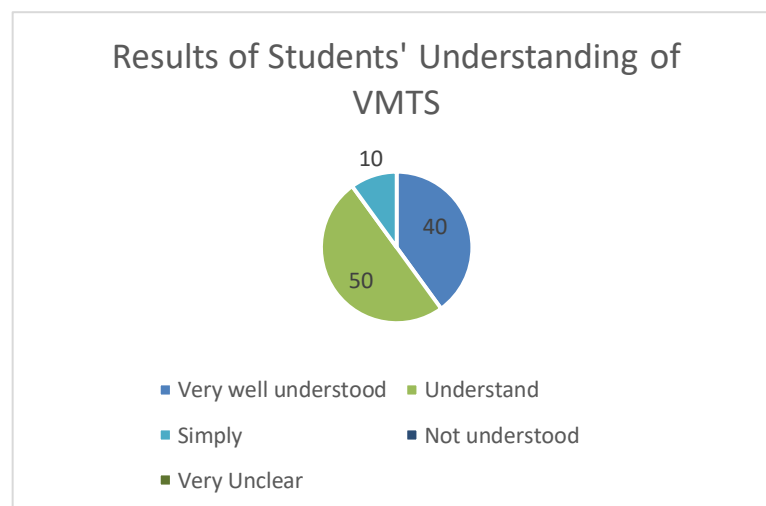
Overall it can be concluded that from the results of the respondents Lecturers, Students, Education Personnel have shown that the survey, it can be concluded that the vision of UPT EECE has generally been well integrated in teaching, with 42.9% of respondents rating the integration of the vision as very clear and 28.6% feeling that the integration is quite good but still needs improvement. A small proportion of respondents felt that the integration of the vision was not yet fully clear. On the other hand, in terms of implementing innovations to support the achievement of the vision and goals of UPT EECE, 53.3% of respondents felt that they had implemented innovations very well, while 43.3% felt that the implementation of innovations was quite good. These results show that although most respondents believe that they have been successful in implementing innovation and vision integration, there is room for further improvement in achieving higher consistency and effectiveness.

4. **Question:** The Undergraduate Programme in Teacher Education of Early Childhood Education has provided me with the necessary skills to be a formidable practitioner, academic, or consultant in the field of.

Respondent's Answer:

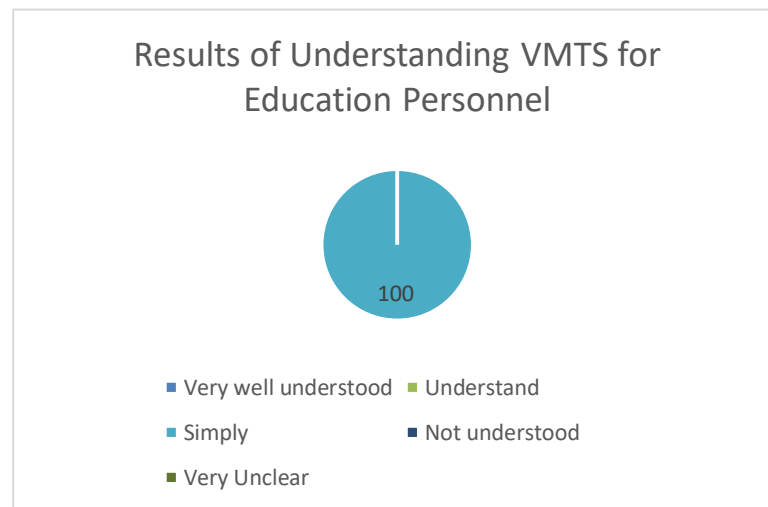


Based on the survey results, it can be concluded that the majority of Lecturer respondents, 71.4%, felt that the Undergraduate Programme in Teacher Education of Early Childhood Education has successfully provided students with the necessary skills to become strong practitioners, academics, or consultants in the field. Meanwhile, 28.6% of respondents also expressed positive views regarding the attainment of such skills, albeit in smaller numbers. Overall, these results suggest that the study programme is effective in preparing students with relevant skills to contribute significantly to the field of Early Childhood Education.



Based on the survey results, it can be concluded that most student respondents felt that the Undergraduate Programme in Teacher Education of Early Childhood Education has provided the necessary skills to become a strong practitioner, academic, or consultant in the field. About 50% of the respondents felt that they strongly understood the statement, while 40% felt that they understood. Only 10% of respondents gave a fair assessment. These results indicate that the study programme effectively prepares its graduates with relevant and robust skills for a career in Early Childhood Education, although there is a slight variation in respondents' level

of satisfaction.

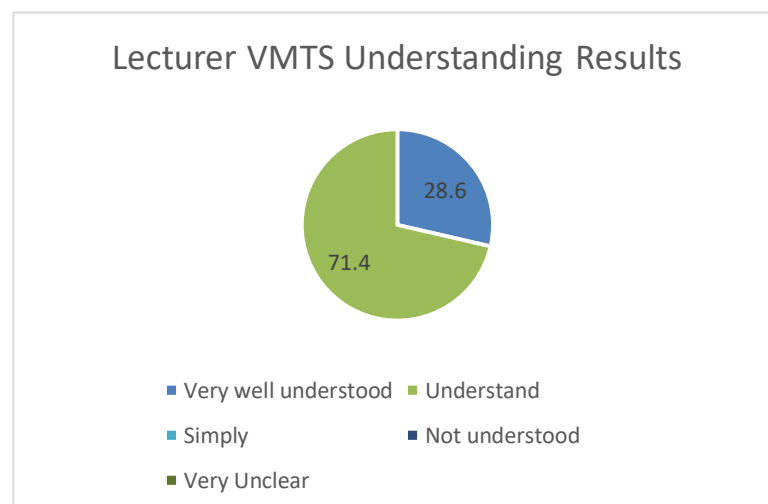


Based on the survey results, it can be concluded that most of the student respondents felt that the Undergraduate Programme in Teacher Education of Early Childhood Education has provided the necessary skills to become a strong practitioner, academic, or consultant in the field. About 100% of the respondents felt Enough with the statement.

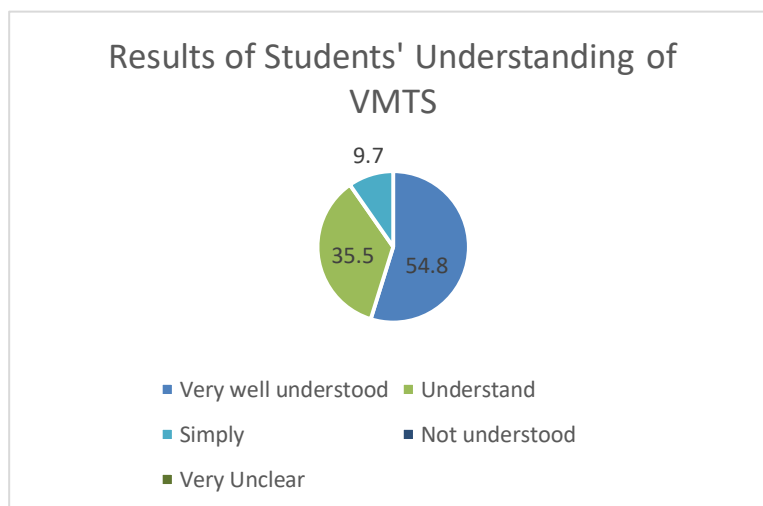
Overall, it can be concluded that from the results of the Lecturers, Students, Education Personnel respondents have shown that the survey, the majority of respondents, both lecturers and students, felt that the Undergraduate Programme in Teacher Education of Early Childhood Education has successfully provided the necessary skills to become a formidable practitioner, academic, or consultant in the field. For lecturers, 71.4% felt that the programme was effective in preparing such skills, while 28.6% showed positive views albeit in smaller numbers. On the student side, 50% strongly and 40% understood this statement, indicating the effectiveness of the programme in preparing its graduates. However, there is little variation in satisfaction levels between lecturers and students.

5. Question: The Undergraduate Programme in Teacher Education of Early Childhood Education provides education and learning to enhance the skills of students with character in advancing the field who are adaptive, critical, and reflective.

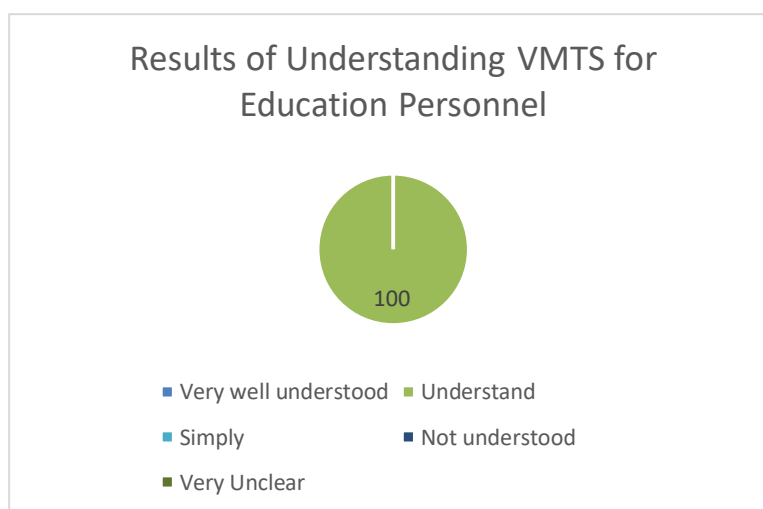
Respondent's Answer:



Based on the survey results, it can be concluded that the majority of Lecturer respondents, namely 71.4%, felt that the Undergraduate Programme in Teacher Education of Early Childhood Education has successfully organised effective education and learning to improve students' skills with character in advancing adaptive, critical, and reflective. Meanwhile, 28.6% of respondents also gave a positive assessment. These results indicate that this study programme is generally considered to have met its objectives in forming students who are competent and competitive in the field.



Based on the survey results, the majority of student respondents, 54.8%, strongly understood that the Undergraduate Programme in Teacher Education of Early Childhood Education provides education and learning that aims to improve the skills of students who are characterised by advancing adaptive, critical and reflective fields. A total of 35.5% of respondents also with this statement. Only 9.7% gave a fair assessment, and no respondents expressed disagreement. In conclusion, the large majority of respondents understand well the purpose of this study programme in forming students with character for advancement.



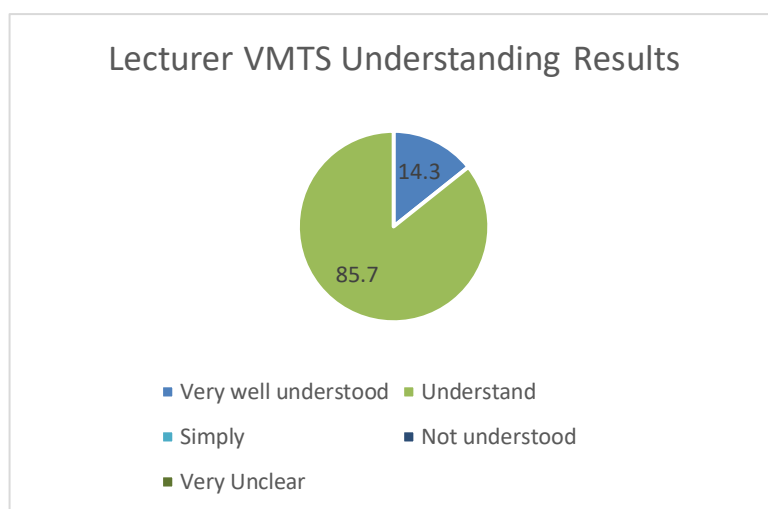
Based on the survey results, it can be concluded that the Education Personnel respondents, 100%, feel that the Undergraduate Programme in Teacher Education of Early Childhood Education has successfully organised effective education and learning to enhance the skills of students who are characterised in advancing adaptive, critical, and reflective.

Overall, it can be concluded that the results of the survey from various respondents,

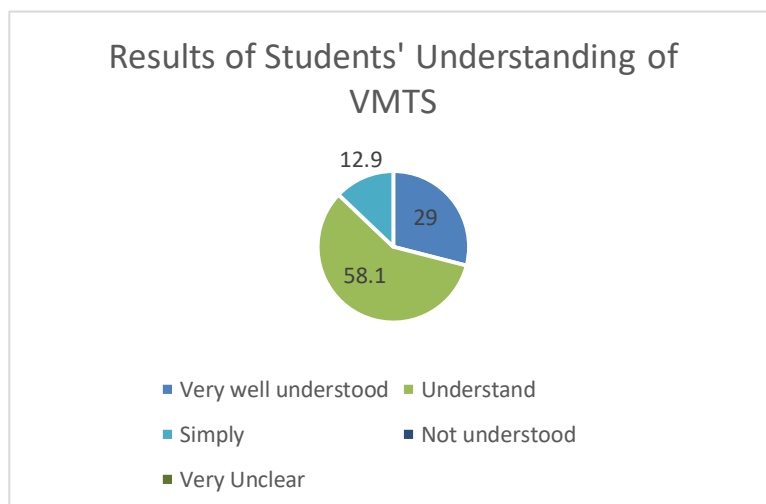
including lecturers, students, and education personnel, the majority gave a positive assessment of the implementation of education and learning in the Undergraduate Programme in Teacher Education of Early Childhood Education. A total of 71.4% of lecturers assessed that the programme has been effective in enhancing the skills of students with character, while 54.8% of students strongly believed that the programme forms adaptive, critical, and reflective students. In addition, 100% of education staff also Understood that the objectives of the study programme in advancing were well achieved. Overall, this survey shows that the Undergraduate Programme in Teacher Education of Early Childhood Education is considered to have successfully fulfilled its objectives in shaping graduates who are competent and ready to compete in the field.

6. Question: In my opinion, the objectives of the Undergraduate Programme in Teacher Education of Early Childhood Education are relevant to the vision and mission in creating adaptive, critical, and reflective student characters.

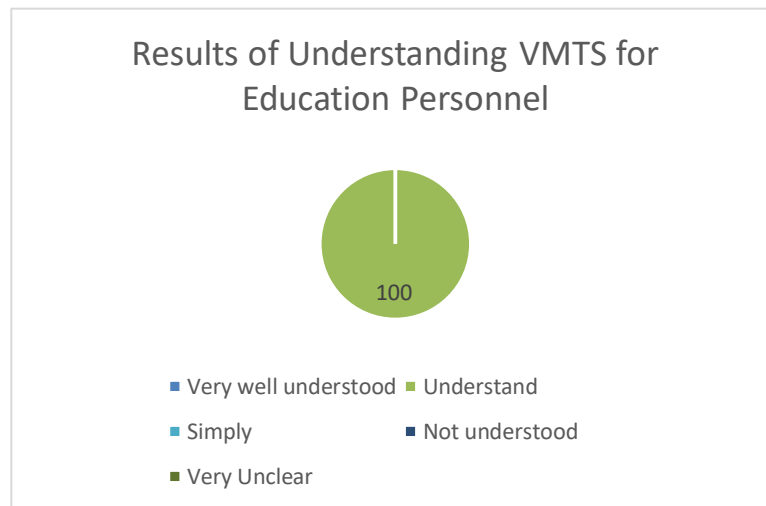
Respondent's Answer:



Based on the survey results, it can be concluded that the majority of Lecturer respondents, 85.7%, feel that the objectives of the Undergraduate Programme in Teacher Education of Early Childhood Education are very relevant to the vision and mission in creating adaptive, critical, and reflective student characters. Another 14.3% also understood the relevance, although they were not fully convinced. This shows that the objectives of the study programme are in line with the vision and mission to be achieved, and the majority of respondents support this alignment.



Based on the survey results, it can be concluded that the majority of student respondents, 58.1%, strongly understand that the objectives of the Undergraduate Programme in Teacher Education of Early Childhood Education are relevant to the vision and mission in creating adaptive, critical, and reflective student characters. A total of 29% of respondents also felt that they had a fair understanding of the relevance, while another 12.9% still felt that there was a need for improvement. Overall, these results indicate that most respondents rated the relevance of the study programme objectives to the vision and mission as good, although there is still some room for improvement.

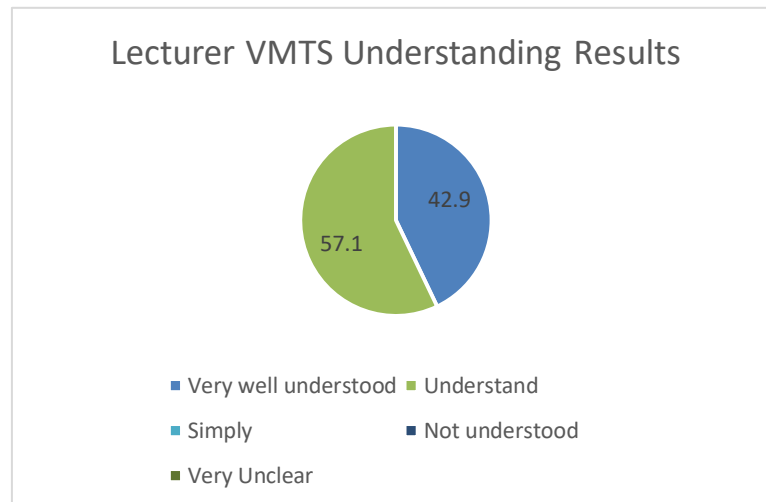


Based on the survey results, it can be concluded that the majority of Education Personnel respondents, namely 100%, understand that the objectives of the Undergraduate Programme in Teacher Education of Early Childhood Education are relevant to the vision and mission in creating adaptive, critical, and reflective student characters.

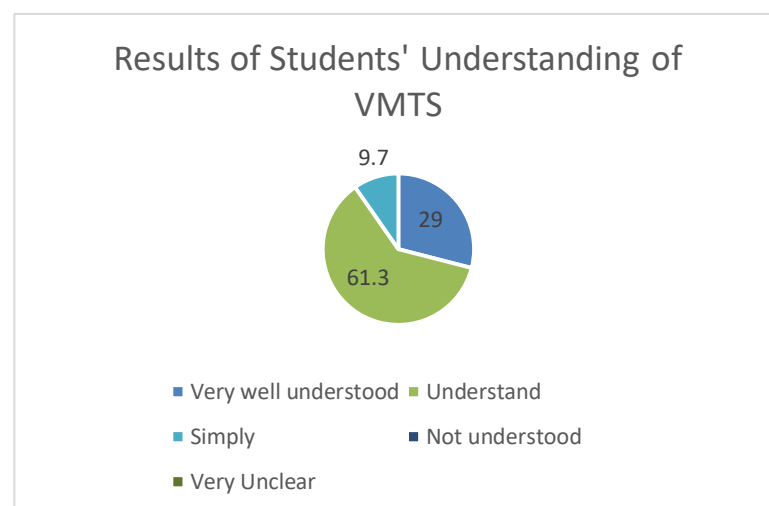
Overall it can be concluded that from the results of the respondents Lecturers, Students, Education Personnel have shown the results that the survey, the majority of lecturers (85.7%) feel that the objectives of the Undergraduate Programme in Teacher Education of Early Childhood Education are very relevant to the vision and mission in creating adaptive, critical, and reflective student characters, with another 14.3% Understanding although still doubtful. On the student side, 58.1% Strongly Understood, 29% moderately understood, and 12.9% felt there was room for improvement in this relevance. Overall, both lecturers and students assessed that the study programme objectives are in line with the vision and mission to be achieved, although there are still some improvements that can be made to improve the alignment.

7. Question: The Undergraduate Programme in Teacher Education of Early Childhood Education has provided me with the necessary skills to become an educator, manager, and researcher in the field of.

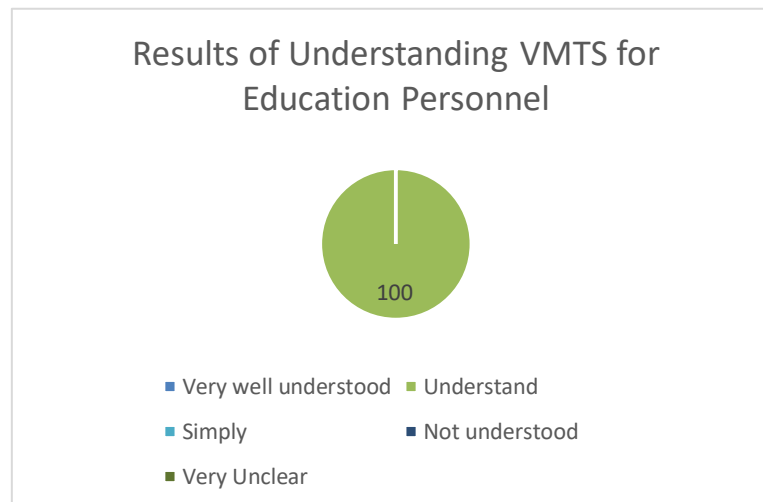
Respondent's Answer:



Based on the survey results, it can be concluded that the Undergraduate Programme in Teacher Education of Early Childhood Education has successfully provided students with the necessary skills to become educators, managers, and researchers in the field. The majority of Lecturer respondents, 57.1%, felt that the programme had been very good in equipping them with these skills, while 42.9% also gave a positive assessment. No respondents gave a negative assessment, indicating the success of the programme in achieving this goal.



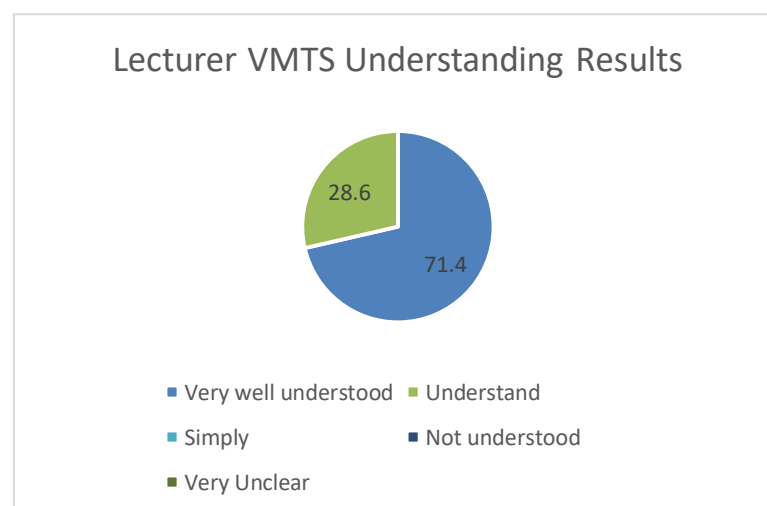
Based on the survey results, it can be concluded that the majority of student respondents feel that the Undergraduate Programme in Teacher Education of Early Childhood Education has provided the necessary skills to become educators, managers, and researchers in the field. A total of 61.3% of the respondents strongly understood that the programme equipped them with relevant skills, while 29% understood, and only 9.7% felt moderately satisfied with the skills acquired. No respondents felt that they lacked the necessary skills. These results indicate that the study programme has successfully met the needs of most students in preparing them for a career in the field.



Based on the survey results, it can be concluded that Education Personnel respondents feel that the Undergraduate Programme in Teacher Education of Early Childhood Education has provided the necessary skills to become educators, managers, and researchers in the field. A total of 100% of respondents understood that the programme equipped them with relevant skills.

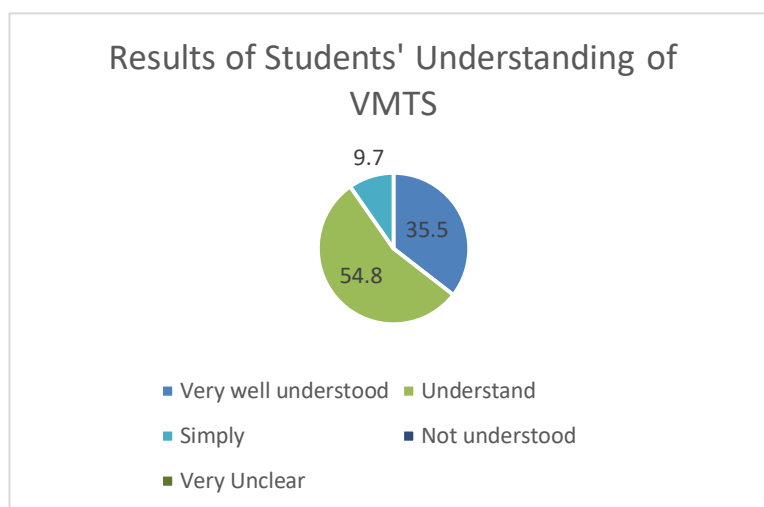
Overall, it can be concluded that from the results of the respondents of Lecturers, Students, Education Personnel have shown that the survey, it can be concluded that the Undergraduate Programme in Teacher Education of Early Childhood Education has successfully provided the necessary skills to various parties, including lecturers, students, and education personnel, for a career as educators, managers, and researchers in the field. The majority of lecturers (57.1%) and students (61.3%) gave a very positive assessment of the programme, with no respondents giving a negative assessment. In addition, all education personnel (100%) also stated that the programme had equipped them with relevant skills. This demonstrates the success of the programme in meeting the needs and expectations of its participants.

**8. Question: The material taught during the study is relevant to the strategic objectives.
Respondent's Answer:**

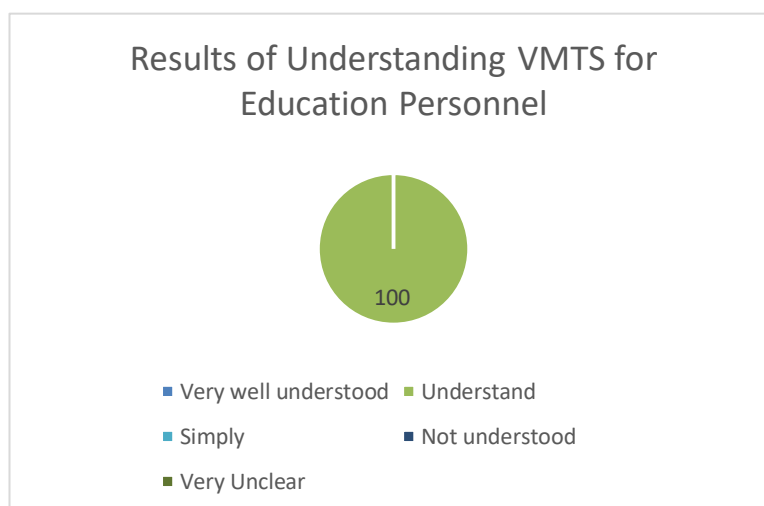


Based on the survey results, it can be concluded that the majority of Lecturer respondents, namely 71.4%, assessed that the material taught during the study was very relevant to the

strategic objectives of the Study Programme. A total of 28.6% of respondents also felt that the material was quite relevant. There were no respondents who gave negative assessments. These results indicate that the material taught is aligned with the strategic objectives of the study programme in preparing its graduates in the field of.



Based on the survey results with 22 student respondents, it can be concluded that the majority of respondents assessed that the material taught during the study was relevant to the strategic objectives of UPT EECE. A total of 54.8% of respondents gave a high assessment (score 4), and 35.5% of respondents gave a very high assessment of understanding (score 5). Another 9.7% gave a moderately relevant assessment (score 3). No respondents gave a negative assessment. This shows that the material taught generally successfully supports the achievement of the strategic objectives of the study programme.



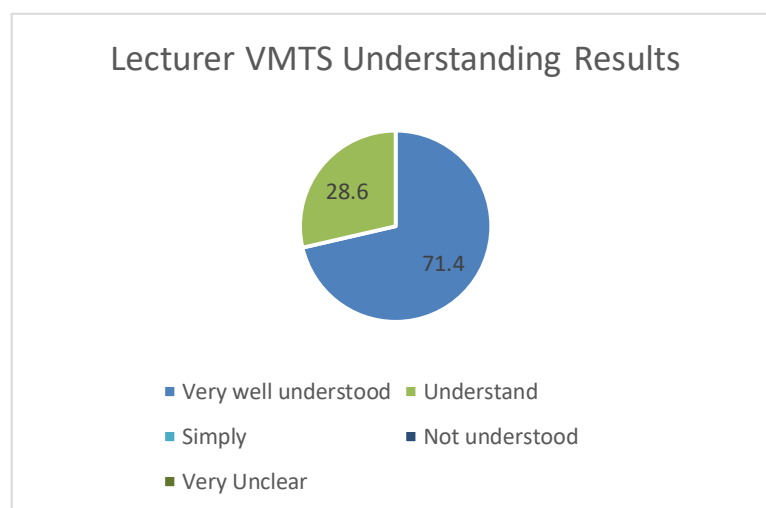
Based on the survey results, it can be concluded that the majority of Education Personnel respondents, namely 100%, understand that the material taught during the study is very relevant to the strategic objectives of UPT EECE.

Overall, it can be concluded that the survey results from the three groups of respondents (lecturers, students, and education personnel) show that the material taught during studies in the Undergraduate Programme in Teacher Education of Early Childhood Education is very relevant to the strategic objectives of the programme. Most lecturers (71.4%) and education personnel (100%)

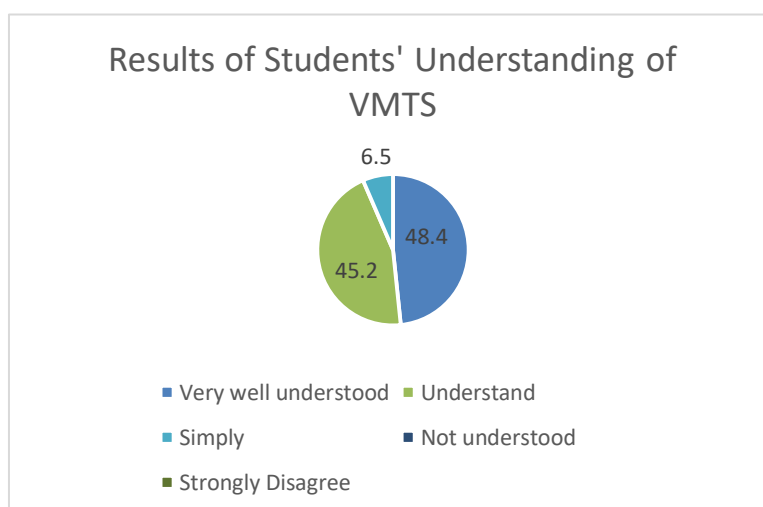
rated the material as highly relevant, while the majority of students (54.8%) gave a high rating and 35.5% gave a very high rating. No respondents from the three groups gave a negative assessment, indicating that the material taught has successfully supported the achievement of the study programme's objectives in preparing its graduates as educators, managers, and researchers in the field of early childhood education.

9. Question: The teaching approach used during the study reflects the principles of EduPioneer's adaptive and innovative vision.

Respondent's Answer:

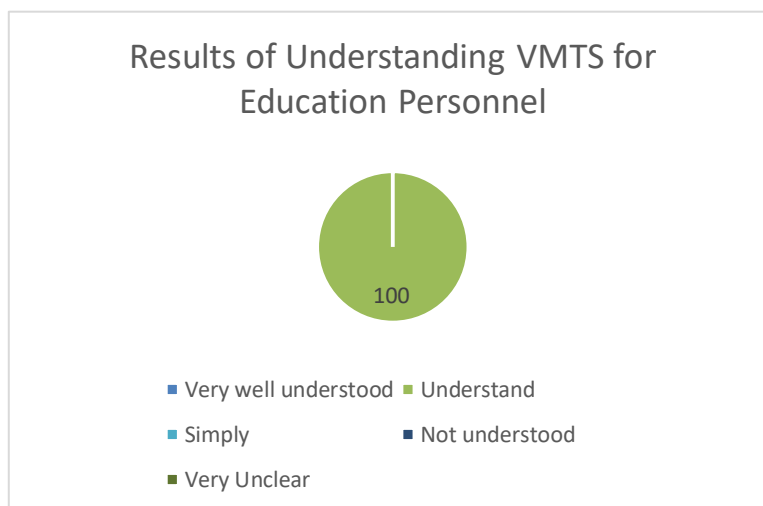


Based on the survey results, it can be concluded that the curriculum evaluation of the Undergraduate Programme in Teacher Education of Early Childhood Education is carried out periodically well to ensure alignment with the vision and mission of the programme. A total of 71.4% of Lecturer respondents rated the curriculum evaluation as very adequate, while another 28.6% rated it as good enough. None of the respondents gave a negative assessment, indicating that the curriculum evaluation has been implemented effectively and in accordance with the programme objectives.



Based on the survey results, it can be concluded that the majority of student respondents

felt that the teaching approach used during their studies reflected the principles of EduPioneer's adaptive and innovative vision. A total of 48.4% of respondents strongly understood, and another 45.2% understood that this teaching approach was in line with the vision. Only 6.5% of respondents felt that the approach moderately reflected the principles of EduPioneer. No respondents gave negative ratings, indicating that the teaching approach has successfully adopted the principles of innovation and adaptation in line with the vision of the programme.

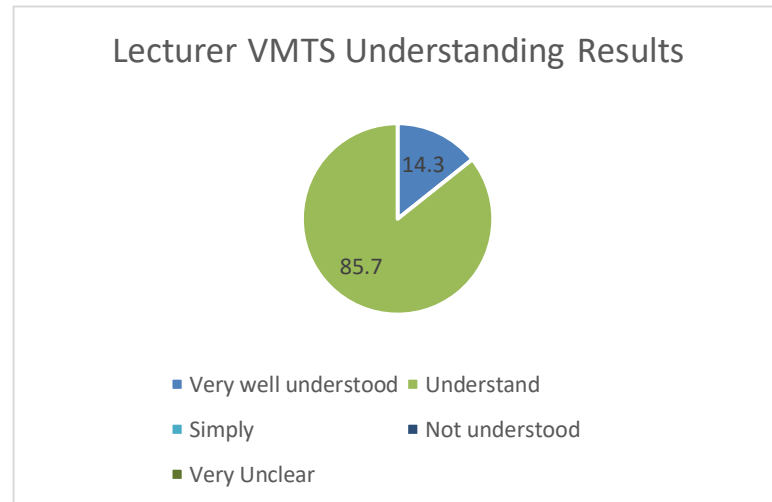


Based on the survey results, it can be concluded that the majority of Education Personnel respondents considered that the teaching approach used during the study reflected the principles of the EduPioneer vision of being adaptive and innovative. 100% understood that the teaching approach was in line with this vision.

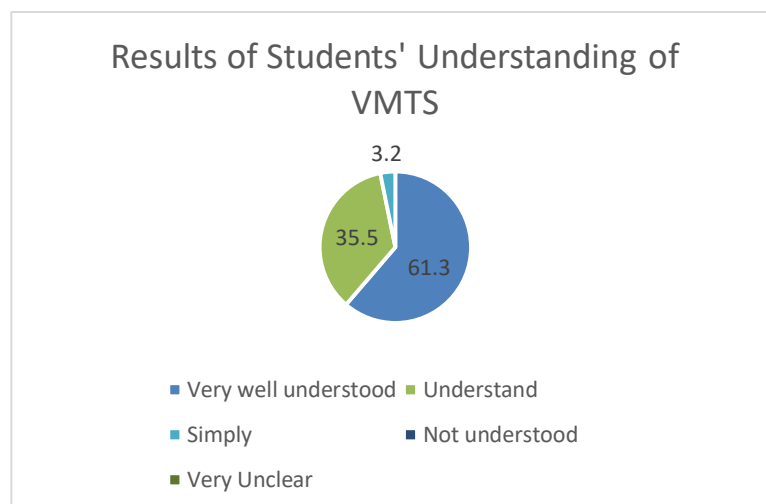
Overall, it can be concluded that from the results of the respondents, lecturers, students, and education staff, it can be concluded that the Undergraduate Programme in Teacher Education of Early Childhood Education effectively conducts periodic curriculum evaluations to ensure alignment with the vision and mission of the programme. A total of 71.4% of lecturers rated this evaluation as very adequate, and 28.6% rated it as fair, with no negative ratings. In addition, the majority of students and education personnel agreed that the teaching approaches used in the programme reflect the principles of the EduPioneer vision of being adaptive and innovative. A total of 48.4% of students strongly understood, 45.2% understood, and 100% of education personnel also understood that this approach was in line with the programme's innovative vision. This suggests that the evaluation of the curriculum and teaching approach has successfully supported the achievement of the programme's strategic objectives and vision.

10. Question: Curriculum evaluation is conducted periodically to ensure alignment with the vision and mission of the Undergraduate Programme in Teacher Education of Early Childhood Education.

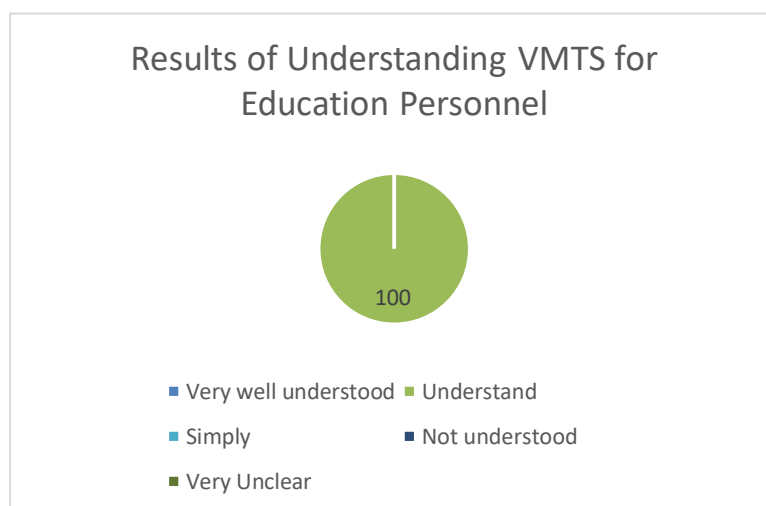
Respondent's Answer:



Based on the survey results, it can be concluded that the majority of Lecturer respondents, 85.7%, stated that they had implemented innovations in community service activities to support the vision of UPT EECE. A total of 14.3% of respondents also felt that it was sufficient to apply innovation in this activity. No respondents gave a negative assessment, indicating that community service activities in the study programme environment are running well and in accordance with the innovative vision of the programme.



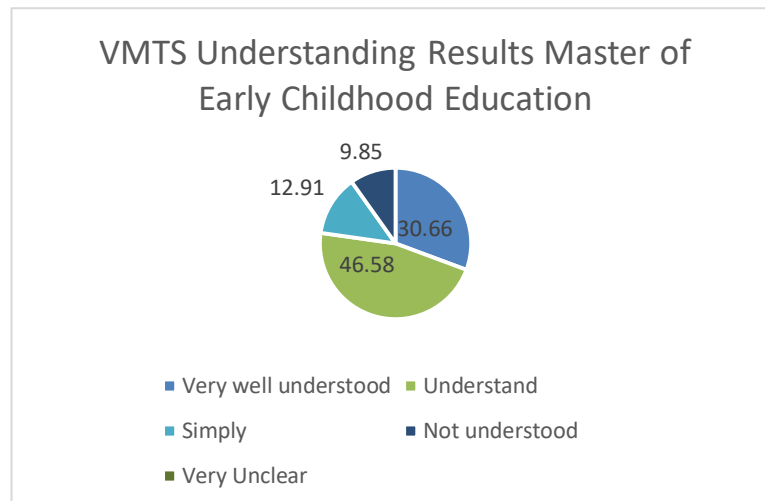
Based on the survey results, it can be concluded that the curriculum evaluation of the Undergraduate Programme in Teacher Education of Early Childhood Education is conducted periodically well to ensure alignment with the vision and mission of the programme. The majority of student respondents, 61.3%, strongly understood that the evaluation is adequate, while 35.5% understood. Only 3.2% of respondents rated it as adequate. No respondents gave a negative assessment, indicating that the curriculum evaluation was conducted effectively and supported the achievement of the programme's vision and mission.



Based on the survey results, it can be concluded that the curriculum evaluation of the Undergraduate Programme in Teacher Education of Early Childhood Education is carried out periodically well to ensure alignment with the vision and mission of the programme. Education Personnel respondents, i.e. 61.3%, strongly understand that the evaluation is adequate, No respondents gave a negative assessment, which indicates that curriculum evaluation is carried out effectively and supports the achievement of the programme's vision and mission.

Overall it can be concluded that from the results of the respondents Lecturers, Students, Education Personnel have shown the results that the survey, it can be concluded that the Undergraduate Programme in Teacher Education of Early Childhood Education has successfully implemented various activities that support the vision and mission of the programme. A total of 85.7% of lecturers stated that they had implemented innovations in community service activities, with another 14.3% stating that they had moderately implemented them. There were no negative assessments, indicating that these activities are running in accordance with the programme's innovative vision. In addition, curriculum evaluation is also carried out periodically well. A total of 61.3% of students and education personnel strongly understand that curriculum evaluation is adequate, while 35.5% understand, and only 3.2% feel that evaluation is adequate. There were no negative assessments of the curriculum evaluation from the three groups of respondents, indicating that the evaluation was effective in supporting the achievement of the programme's vision and mission.

Outline Conclusion:



Overall, the majority of students indicated a positive attitude towards their understanding of the vision, mission and strategies (VMTS) of the Undergraduate Programme in Teacher Education of Early Childhood Education. Most students felt that the programme was in line with EduPioneer principles and supported the development of relevant skills.

-Curriculum and Vision: The majority of students understand that the study programme curriculum is developed in accordance with the vision and mission of 2029 and supports the principles of EduPioneer. The vision of the study programme is also clearly integrated in every course taken.

-Innovation and Skills: Most students felt that the application of innovation in teaching supported the achievement of the vision and objectives of the study programme. The programme was considered successful in providing the necessary skills to become a practitioner, academic or consultant in the field.

-Relevance and Appropriateness of Materials: The materials taught during the study were judged to be relevant to the strategic objectives of the study programme, and the teaching approach reflected the principles of EduPioneer's adaptive and innovative vision.

-Curriculum Evaluation: There is awareness among students that the curriculum is periodically evaluated to ensure alignment with the vision and mission of the study programme.

Although the results were generally positive, there were a small number of students (approximately 9.85%) who were not familiar with some aspects of understanding the VMTS. Therefore, it is important to continue to pay attention to their feedback and evaluate and improve elements of the curriculum and teaching approaches to achieve better alignment with the study programme objectives. Overall, the instrument results indicated that students in UNESA's Undergraduate Programme in Teacher Education of Early Childhood Education had a good understanding of the VMTS and felt that the programme supported their professional development in the field.

XI. APPENDIX

1. Student VMTS Understanding Instrument

9/4/24, 10:50 AM INSTRUMEN SURVEI PEMAHAMAN VMTS MAHASISWA MAGISTER PAUD

INSTRUMEN SURVEI PEMAHAMAN VMTS MAHASISWA MAGISTER PAUD

Selamat datang di survei pemahaman Visi, Misi, Tujuan, dan Sasaran (VMTS) Program Studi Magister Pendidikan Anak Usia Dini (PAUD). Survei ini dirancang untuk mengukur sejauh mana pemahaman dan keterlibatan Anda dalam VMTS yang telah ditetapkan oleh program studi kami.

Visi, Misi, Tujuan, dan Sasaran merupakan elemen penting yang menjadi landasan dan arah strategis dalam pengembangan dan implementasi seluruh kegiatan akademik dan non-akademik di Program Studi Magister PAUD. Pemahaman yang baik terhadap VMTS ini akan membantu kita semua, baik dosen, mahasiswa, maupun tenaga kependidikan, dalam mencapai keselarasan dan komitmen bersama untuk mewujudkan tujuan pendidikan yang berkualitas.

Dalam survei ini, Anda akan diminta untuk memberikan pandangan dan pemahaman Anda terhadap berbagai aspek yang terkait dengan VMTS Magister PAUD. Partisipasi Anda sangat penting dalam upaya kami untuk terus meningkatkan kualitas program studi ini. Jawablah setiap pertanyaan dengan jujur dan sesuai dengan pemahaman Anda.

Terima kasih atas partisipasi Anda dalam survei ini. Kami sangat menghargai waktu dan kontribusi Anda untuk kemajuan Program Studi Magister PAUD.

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3. Cukup
4. Paham
5. Sangat Paham

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Nama Lengkap *

Jawaban Anda

9/4/24, 2:29 PM INSTRUMEN SURVEI PEMAHAMAN VMTS MAHASISWA MAGISTER PAUD

Email *

Jawaban Anda

Angkatan *

Jawaban Anda

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9/4/24, 2:30 PM INSTRUMEN SURVEI PEMAHAMAN VMTS MAHASISWA MAGISTER PAUD

INSTRUMEN SURVEI PEMAHAMAN VMTS MAHASISWA MAGISTER PAUD

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Pertanyaan Pemahaman VMTS

Kurikulum program studi magister PAUD dikembangkan sesuai dengan visi misi untuk tahun 2029, serta mendukung prinsip EduPioneer. *

1 2 3 4 5

Tidak Memahami ☐ ☐ ☐ ☐ ☐ Sangat Memahami

Visi program studi magister PAUD diintegrasikan secara jelas dalam setiap mata kuliah yang saya ambil. *

1 2 3 4 5

Tidak Memahami ☐ ☐ ☐ ☐ ☐ Sangat Memahami

Saya merasa telah menerapkan inovasi dalam pengajaran untuk mendukung pencapaian visi dan tujuan program studi magister PAUD. *

1 2 3 4 5

Tidak Memahami ☐ ☐ ☐ ☐ ☐ Sangat Memahami

9/4/24, 2:30 PM INSTRUMEN SURVEI PEMAHAMAN VMTS MAHASISWA MAGISTER PAUD

Program studi magister PAUD telah memberikan saya keterampilan yang diperlukan untuk menjadi praktisi, akademisi, atau konsultan yang tangguh di bidang pendidikan anak usia dini. *

1 2 3 4 5

Tidak Memahami ☐ ☐ ☐ ☐ ☐ Sangat Memahami

Saya mengetahui bahwa program studi magister PAUD menyelenggarakan pendidikan dan pembelajaran untuk meningkatkan keterampilan mahasiswa yang berkarakter dalam memajukan bidang pendidikan anak usia dini yang adaptif, kritis, dan reflektif. *

1 2 3 4 5

Tidak Memahami ☐ ☐ ☐ ☐ ☐ Sangat Memahami

Menurut saya, tujuan dari program studi magister PAUD relevan dengan visi dan misi dalam menciptakan karakter mahasiswa yang adaptif, kritis, dan reflektif. *

1 2 3 4 5

Tidak Memahami ☐ ☐ ☐ ☐ ☐ Sangat Memahami

Program studi magister PAUD telah memberikan saya keterampilan yang diperlukan untuk menjadi pendidik, pengelola, dan peneliti di bidang pendidikan anak usia dini. *

1 2 3 4 5

Tidak Memahami ☐ ☐ ☐ ☐ ☐ Sangat Memahami

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9/4/24, 2:30 PM INSTRUMEN SURVEI PEMAHAMAN VMTS MAHASISWA MAGISTER PAUD

Materi yang diajarkan selama studi relevan dengan tujuan strategis program studi PAUD. *

1 2 3 4 5

Tidak Memahami ☐ ☐ ☐ ☐ ☐ Sangat Memahami

Pendekatan pengajaran yang digunakan selama studi mencerminkan prinsip-prinsip dari visi EduPioneer yang adaptif dan inovatif. *

1 2 3 4 5

Tidak Memahami ☐ ☐ ☐ ☐ ☐ Sangat Memahami

Evaluasi kurikulum dilakukan secara berkala untuk memastikan keselarasan dengan visi dan misi program magister PAUD. *

1 2 3 4 5

Tidak Memahami ☐ ☐ ☐ ☐ ☐ Sangat Memahami

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2. Lecturer VMTS Understanding Instrument

9/4/24, 10:51 AM INSTRUMEN SURVEI PEMAHAMAN VMTS DOSEN MAGISTER PAUD



INSTRUMEN SURVEI PEMAHAMAN VMTS DOSEN MAGISTER PAUD

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Visi, Misi, Tujuan, dan Sasaran merupakan elemen penting yang menjadi landasan dan arah strategis dalam pengembangan dan implementasi seluruh kegiatan akademik dan non-akademik di Program Studi Magister PAUD. Pemahaman yang baik terhadap VMTS ini akan membantu kita semua, baik dosen, mahasiswa, maupun tenaga kependidikan, dalam mencapai keselarasan dan komitmen bersama untuk mewujudkan tujuan pendidikan yang berkualitas.

Dalam survei ini, Anda akan diminta untuk memberikan pandangan dan pemahaman Anda terhadap berbagai aspek yang terkait dengan VMTS Magister PAUD. Partisipasi Anda sangat penting dalam upaya kami untuk terus meningkatkan kualitas program studi ini. Jawablah setiap pertanyaan dengan jujur dan sesuai dengan pemahaman Anda.


Terima kasih atas partisipasi Anda dalam survei ini. Kami sangat menghargai waktu dan kontribusi Anda untuk kemajuan Program Studi Magister PAUD.

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9/4/24, 2:36 PM INSTRUMEN SURVEI PEMAHAMAN VMTS DOSEN MAGISTER PAUD

Nama Lengkap *

Jawaban Anda

NIP *

Jawaban Anda

NIDN *

Jawaban Anda

Pengampu Mata Kuliah *

Jawaban Anda

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9/4/24, 2:37 PM INSTRUMEN SURVEI PEMAHAMAN VMTS DOSEN MAGISTER PAUD



INSTRUMEN SURVEI PEMAHAMAN VMTS DOSEN MAGISTER PAUD

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Pertanyaan Pemahaman VMTS

Kurikulum program studi magister PAUD ini dikembangkan sesuai dengan visi misi untuk tahun 2029, serta mendukung prinsip EduPioneer. *

1 2 3 4 5

Tidak memahami ☐ ☐ ☐ ☐ ☐ Sangat memahami

Visi program studi magister PAUD diintegrasikan secara jelas dalam setiap mata kuliah yang Bapak/Ibu ajarkan. *

1 2 3 4 5

Tidak memahami ☐ ☐ ☐ ☐ ☐ Sangat memahami

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9/4/24, 2:37 PM INSTRUMEN SURVEI PEMAHAMAN VMTS DOSEN MAGISTER PAUD

Saya menerapkan inovasi dalam pengajaran untuk mendukung pencapaian visi dan tujuan program studi magister PAUD. *

1 2 3 4 5

Tidak memahami ☐ ☐ ☐ ☐ ☐ Sangat memahami

Program studi magister PAUD telah memberikan keterampilan yang diperlukan kepada mahasiswa untuk menjadi praktisi, akademisi, atau konsultan yang tangguh di bidang pendidikan anak usia dini. *

1 2 3 4 5

Tidak memahami ☐ ☐ ☐ ☐ ☐ Sangat memahami

Program studi magister PAUD menyelenggarakan pendidikan dan pembelajaran untuk meningkatkan keterampilan mahasiswa yang berkarakter dalam memajukan bidang pendidikan anak usia dini yang adaptif, kritis, dan reflektif. *

1 2 3 4 5

Tidak memahami ☐ ☐ ☐ ☐ ☐ Sangat memahami

Tujuan program studi magister PAUD relevan dengan visi dan misi dalam menciptakan karakter mahasiswa yang adaptif, kritis, dan reflektif. *

1 2 3 4 5

Tidak memahami ☐ ☐ ☐ ☐ ☐ Sangat memahami

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9/4/24, 2:37 PM INSTRUMEN SURVEI PEMAHAMAN VMTS DOSEN MAGISTER PAUD

Program studi magister PAUD telah memberikan keterampilan yang diperlukan kepada mahasiswa untuk menjadi pendidik, pengelola, dan peneliti di bidang pendidikan anak usia dini. *

1 2 3 4 5

Tidak memahami ☐ ☐ ☐ ☐ ☐ Sangat memahami

Materi yang diajarkan selama studi relevan dengan tujuan strategis program studi PAUD. *

1 2 3 4 5

Tidak memahami ☐ ☐ ☐ ☐ ☐ Sangat memahami

Pendekatan pengajaran yang digunakan selama studi mencerminkan prinsip-prinsip dari visi EduPioneer yang adaptif dan inovatif. *

1 2 3 4 5

Tidak memahami ☐ ☐ ☐ ☐ ☐ Sangat memahami

Evaluasi kurikulum dilakukan secara berkala untuk memastikan keselarasan dengan visi dan misi program magister PAUD. *

1 2 3 4 5

Tidak memahami ☐ ☐ ☐ ☐ ☐ Sangat memahami

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9/4/24, 2:37 PM INSTRUMEN SURVEI PEMAHAMAN VMTS DOSEN MAGISTER PAUD

Saya menerapkan inovasi dalam kegiatan pengabdian masyarakat untuk mendukung visi program studi PAUD. *

1 2 3 4 5

Tidak memahami ☐ ☐ ☐ ☐ ☐ Sangat memahami

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3. Education Personnel VMTS Understanding Instrument

9/5/24, 10:52 AM INSTRUMEN SURVEI PEMAHAMAN VMTS TENDIK MAGISTER PAUD



INSTRUMEN SURVEI PEMAHAMAN VMTS TENDIK MAGISTER PAUD

Selamat datang di survei pemahaman Visi, Misi, Tujuan, dan Sasaran (VMTS) Program Studi Magister Pendidikan Anak Usia Dini (PAUD). Survei ini dirancang untuk mengukur sejauh mana pemahaman dan keterlibatan Anda dalam VMTS yang telah ditetapkan oleh program studi kami.

Visi, Misi, Tujuan, dan Sasaran merupakan elemen penting yang menjadi landasan dan arah strategis dalam pengembangan dan implementasi seluruh kegiatan akademik dan non-akademik di Program Studi Magister PAUD. Pemahaman yang baik terhadap VMTS ini akan membantu kita semua, baik dosen, mahasiswa, maupun tenaga kependidikan, dalam mencapai keselarasan dan komitmen bersama untuk mewujudkan tujuan pendidikan yang berkualitas.

Dalam survei ini, Anda akan diminta untuk memberikan pandangan dan pemahaman Anda terhadap berbagai aspek yang terkait dengan VMTS Magister PAUD. Partisipasi Anda sangat penting dalam upaya kami untuk terus meningkatkan kualitas program studi ini. Jawablah setiap pertanyaan dengan jujur dan sesuai dengan pemahaman Anda.

Terima kasih atas partisipasi Anda dalam survei ini. Kami sangat menghargai waktu dan kontribusi Anda untuk kemajuan Program Studi Magister PAUD.

Petunjuk:
Berikan penilaian Anda pada setiap pernyataan berikut ini dengan menggunakan skala berikut:

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2. Tidak Paham
3. Cukup
4. Paham
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* Menunjukkan pertanyaan yang wajib diisi

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* Menunjukkan pertanyaan yang wajib diisi

Pertanyaan Pemahaman VMTS

Kurikulum program studi magister PAUD ini dikembangkan sesuai dengan visi dan misi untuk tahun 2029, serta mendukung prinsip EduPioneer. *

1 2 3 4 5

Tidak memahami ☐ ☐ ☐ ☐ ☐ Sangat memahami

Visi program studi magister PAUD terintegrasi dengan jelas dalam setiap mata kuliah yang diambil oleh mahasiswa. *

1 2 3 4 5

Tidak memahami ☐ ☐ ☐ ☐ ☐ Sangat memahami

https://docs.google.com/forms/d/1FApQL5e8N2_xPngBTQQA3QzZzLpOPd2e-X5qA_D0HWTkTR9wA/viewform

Saya mendukung penerapan inovasi dalam pengajaran untuk mencapai visi dan tujuan program studi magister PAUD. *

1 2 3 4 5
Tidak memahami ☐ ☐ ☐ ☐ ☐ Sangat memahami

Saya merasa program studi magister PAUD telah memberikan keterampilan yang diperlukan kepada mahasiswa untuk menjadi praktisi, akademisi, atau konsultan yang tangguh di bidang pendidikan anak usia dini. *

1 2 3 4 5
Tidak memahami ☐ ☐ ☐ ☐ ☐ Sangat memahami

Saya mengetahui bahwa program studi magister PAUD menyelenggarakan pendidikan dan pembelajaran untuk meningkatkan keterampilan mahasiswa yang berkarakter dalam memajukan bidang pendidikan anak usia dini yang adaptif, kritis, dan reflektif. *

1 2 3 4 5
Tidak memahami ☐ ☐ ☐ ☐ ☐ Sangat memahami

Menurut pemahaman saya, tujuan dari program studi magister PAUD relevan dengan visi dan misi yang telah ditetapkan dalam menciptakan karakter mahasiswa yang adaptif, kritis, dan reflektif. *

1 2 3 4 5
Tidak memahami ☐ ☐ ☐ ☐ ☐ Sangat memahami

Saya merasa program studi magister PAUD telah memberikan keterampilan yang diperlukan kepada mahasiswa untuk menjadi pendidik, pengelola, dan peneliti di bidang pendidikan anak usia dini. *

1 2 3 4 5
Tidak memahami ☐ ☐ ☐ ☐ ☐ Sangat memahami

Materi yang diajarkan selama studi relevan dengan tujuan strategis program studi PAUD. *

1 2 3 4 5
Tidak memahami ☐ ☐ ☐ ☐ ☐ Sangat memahami

Pendekatan pengajaran yang digunakan selama studi mencerminkan prinsip-prinsip dari visi EduPioneer yang adaptif dan inovatif. *

1 2 3 4 5
Tidak memahami ☐ ☐ ☐ ☐ ☐ Sangat memahami

Evaluasi kurikulum dilakukan secara berkala untuk memastikan keselarasan dengan visi dan misi program magister PAUD. *

1 2 3 4 5
Tidak memahami ☐ ☐ ☐ ☐ ☐ Sangat memahami

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