Universitas Islam Negeri
Walisongo
Semarang

M&E REPORT
END OF LECTURES

Even Semester 2025/2026



QUALITY ASSURANCE INSTITUTE
UIN Walisongo Semarang

2026

PREFACE

All praise is due to Allah SWT, by whose grace the end-of-semester lecture Monitoring and Evaluation activity for the Even Semester of 2025/2026 has been carried out successfully. This report has been prepared as a form of accountability to the Rector of UIN Walisongo Semarang.

The implementation of quality assurance at UIN Walisongo Semarang aims to achieve the vision, mission, and objectives of the university and to meet the needs of both internal and external stakeholders. The Internal Quality Assurance System (SPMI) is grounded in the distinctive characteristics of UIN Walisongo Semarang and refers to Law No. 12 of 2012 as well as other applicable regulations. The SPMI applies to all parties involved in the delivery of education at the university. Quality assurance is applied to all aspects of educational delivery, both academic and non-academic, and quality policies are implemented from input and process to output and outcome.

To achieve the intended quality of teaching and learning at the end of the semester, the SPMI must consistently serve as the benchmark for determining the quality of instruction carried out by both lecturers and students. Accordingly, the Quality Assurance Institute (LPM), as the unit responsible for quality assurance, conducts end-of-semester monitoring and evaluation of teaching and learning. Finally, we hope that this activity proves beneficial and may be regarded as part of our service to our beloved institution.

Semarang, 16 July 2026
Head of LPM

Dr. Saminanto, M.Sc

TABLE OF CONTENTS

PREFACE			i
TABLE OF CONTENTS			ii
LIST OF TABLES			iii
LIST OF FIGURES			iv
CHAPTER I	**:**	**Introduction**	1
		A. Background	1
		B. Legal Basis	1
		C. Purpose and Objectives	2
		D. Targets of Monitoring and Evaluation	2
CHAPTER II	**:**	**Follow-up on Previous M&E Recommendations**	4
		A. Faculty of Education and Teacher Training	4
		B. Faculty of Sharia and Law	5
		C. Faculty of Ushuluddin and Humanities	7
		D. Faculty of Da'wah and Communication	9
		E. Faculty of Science and Technology	10
		F. Faculty of Social and Political Sciences	11
		G. Faculty of Psychology and Health	15
		H. Faculty of Islamic Economics and Business	16
		I. Faculty of Medicine	18
		J. Postgraduate Program	19
CHAPTER III	**:**	**Implementation and Results of M&E**	20
		A. Time and Place of Activities	20
		B. Monitoring and Evaluation Team	20
		C. Methods, Variables, and Scoring	21
		D. Monitoring and Evaluation Results	22
CHAPTER IV	**:**	**Findings and Recommendations**	34
		A. Faculty Findings and Recommendations	34
		B. University Findings and Recommendations	46

CHAPTER V : Closing 48

LIST OF TABLES

Table 1. Schedule and Objects of Activities 20
Table 2. Monitoring and Evaluation Team 21
Table 3. Average Number of Lecture Meetings 22
Table 4. Average Score of the Learning/Lecture Process 24
Table 5. Average Score of Lecturer Grading Performance 25
Table 6. Average EDOM Performance Score 27
Table 7. Average Score of the Implementation of UIN Walisongo's Distinctive Values 29
Table 8. Average Score of Academic Advising Performance 31
Table 9. Summary of Monitoring and Evaluation Results Comparison 32

LIST OF FIGURES

Figure 1. Comparison Chart of the Average Number of Meetings 23

Figure 2. Comparison Chart of Average Learning Process Scores 24

Figure 3. Comparison Chart of Average Lecturer Grading Performance Scores 26

Figure 4. Comparison Chart of Average EDOM Scores 28

Figure 5. Comparison Chart of the Implementation of UIN Walisongo's Distinctive Values 30

Figure 6. Comparison Chart of the Average Number of Academic Advising Sessions 32

CHAPTER I
INTRODUCTION

A. Background

The teaching and learning process is one of the *core* businesses of higher education institutions, aiming to produce high-quality graduates. This process consists of a preparation phase, an implementation phase, and an evaluation phase. The preparation phase concerns the readiness of lecturers in developing materials and course plans for the courses they teach, as well as the readiness of the organizers or management of each unit to provide facilities, infrastructure, and other support required for the smooth delivery of lectures throughout the semester. The implementation phase covers the conduct of teaching and learning in accordance with the established academic calendar. The evaluation phase involves assessing the attainment and improvement of quality criteria for the learning process, which supports the gradual achievement of the vision and mission of the university.

To support the achievement of quality learning standards, monitoring and evaluation of the learning process must be conducted. The results of such monitoring and evaluation can be used by various parties to improve the quality of the learning process. For university leaders, the results serve as a basis for measuring and evaluating the achievement of the established Key Performance Indicators (IKU). For the quality assurance team, the results can be used as a reference for improving and enhancing quality standards at UIN Walisongo. The end-of-semester monitoring and evaluation (M&E) of lectures for the Even Semester of the 2025/2026 Academic Year focuses on the conclusion of lectures after a full semester of teaching and on the extent to which learning has been delivered as planned.

B. Legal Basis

The legal basis for this Monitoring and Evaluation activity is as follows:

1. Law Number 20 of 2003 on the National Education System

2. Law Number 14 of 2005 on Teachers and Lecturers
3. Law Number 12 of 2012 on Higher Education;
4. Government Regulation Number 39 of 2006 on Procedures for the Control and Evaluation of Development Plan Implementation;
5. Government Regulation Number 4 of 2014 on the Implementation of Higher Education and the Management of Higher Education Institutions;
6. Law of the Republic of Indonesia Number 20 of 2003 on the National Education System;
7. Law of the Republic of Indonesia Number 12 of 2012 on Higher Education;
8. Government Regulation of the Republic of Indonesia Number 4 of 2014 on the Implementation of Higher Education and the Management of Higher Education Institutions;
9. Regulation of the Minister of Education, Culture, Research, and Technology Number 53 of 2023 on Quality Assurance;
10. Regulation of the Minister of Religious Affairs Number 8 of 2022 on the Amendment to Regulation of the Minister of Religious Affairs Number 54 of 2015 on the Organization and Work Procedures of UIN Walisongo Semarang
11. Regulation of the Minister of Religious Affairs Number 57 of 2015 on the Statute of UIN Walisongo Semarang
12. Decree of the Rector of Universitas Islam Negeri Walisongo Semarang Number 2148 of 2020 on the Guidelines for Academic Monitoring and Evaluation at UIN Walisongo Semarang;

C. Purpose and Objectives

This monitoring and evaluation activity is intended to evaluate the conclusion of lectures. Its objective is to obtain valid data on the delivery of lectures throughout the odd semester of the 2025/2026 academic year. The intended outcome is the improvement of lecture delivery in every study program, at the Diploma, Bachelor's, Master's, and Doctoral levels.

D. Targets of the Activity

The targets of this M&E cover the following aspects:

1) Number of lecture meetings in one semester
2) Characteristics of the learning process
3) Evaluation of Lecturers by Students
4) Implementation of UoS Values
5) Academic Performance

CHAPTER II

FOLLOW-UP ON THE RECOMMENDATIONS OF THE PREVIOUS MONITORING AND EVALUATION

A. FACULTY OF EDUCATION AND TEACHER TRAINING

1. Follow-up

a. Strengthening the implementation of learning standards through:
   1) Lecturers' meetings and teaching evaluations held routinely at the beginning of the semester, including the communication of EDOM results to all lecturers as a basis for evaluation and as motivation to improve teaching performance.
   2) Coordination meetings among study programs within the faculty and across faculties to determine the number of credits (SKS), the variety of courses, and the assignment of courses according to the expertise of each lecturer, whether lecturers with additional duties (DT) or regular lecturers (DS), and whether permanent civil servant lecturers (ASN), government contract employees (P3K), or adjunct lecturers (DLB).
   3) Study programs set the teaching load of their lecturers at no more than 16 credits with a limited variety of courses
   4) Mentoring of lecturers who have not adequately implemented the learning standards has been carried out by the Heads of Study Programs and the Vice Dean for Academic Affairs.

b. Ensuring that academic and non-academic activities do not disrupt lectures through:
   1) Conducting training, evaluations, thesis examinations (munaqasyah), Field Teaching Practice (PLP) 1 and 2, and field study (KKL) outside lecture hours so as not to disrupt lectures or lecturers' teaching duties.
   2) Ensuring that lecturers' teaching loads do not exceed 16 credits for regular lecturers (DS) and 12 credits for lecturers with additional

duties (DT), with teaching loads distributed evenly to adjunct lecturers (DLB).

3) Ensuring that thesis examination schedules do not coincide with teaching schedules.

2. Control

a. Periodically monitoring the performance of lecturers undergoing mentoring and assisting lecturers who face obstacles in carrying out teaching and educational activities optimally.
b. Ensuring that lecturer scheduling corresponds to competence and field of expertise.
c. Ensuring that non-regular academic activities and permits for Student Activity Unit events are aligned with the academic calendar, teaching schedules, and lecturers' workloads, in coordination with the Faculty Academic Division.
d. Ensuring that the scheduling of thesis examiners is aligned with teaching schedules, in coordination with the Faculty Academic Division.
e. Submitting suggestions for improvement and ensuring the periodic evaluation of M&E instruments together with the LPM of UIN Walisongo.
f. Developing a cross-scheduling policy to distribute teaching duties and workloads evenly among lecturers.

3. Improvement

a. Developing and implementing a reward and punishment system based on lecturers' academic performance as measured by EDOM. Punishment for teaching performance takes the form of a reduction in teaching credits, while rewards take the form of certificates of appreciation for lecturers with the best EDOM scores.
b. Assigning qualified junior lecturers of FITK as thesis (munaqasyah) examiners.
c. Assigning qualified FITK lecturers as competency examiners for Teacher Professional Education (PPG) students in the Certification and Competency Test for professional teachers.

B. FACULTY OF SHARIA AND LAW

1. Follow-up

a. Strengthening the implementation of learning standards through:
   1) Lecturers' meetings and mid-semester teaching evaluations, including communicating EDOM results to each lecturer as a basis for evaluation and as motivation to improve teaching performance.
   2) Reminding all FSH lecturers to conduct academic advising with students at least three times per semester and to record it in the Walisiadik system.

b. Ensuring that academic and non-academic activities do not disrupt lectures through:
   1) Holding international seminars during semester breaks so as not to disrupt lectures or lecturers' teaching duties.
   2) Reducing the administrative duties of junior lecturers within study programs by enhancing the competence of faculty administrative staff.
   3) Ensuring that lecturers' teaching loads do not exceed 16 credits for regular lecturers (DS) and 12 credits for lecturers with additional duties (DT), with teaching loads distributed evenly to adjunct and contract lecturers.
   4) Ensuring that thesis examinations and proposal seminars assigned to lecturers do not coincide with their teaching schedules.

c. To build organizational management capacity on a sustainable basis, risk management training was held for Heads and Secretaries of Study Programs and lecturers in May 2024.

d. The GPM has aligned its understanding with the LPM of UIN Walisongo regarding the instillation of UIN Walisongo's distinctive values, including UoS and religious moderation.

2. Control

a. Periodically monitoring the performance of lecturers undergoing mentoring and assisting lecturers who face obstacles in carrying out teaching and educational activities optimally.
b. Ensuring that lecturer scheduling corresponds to competence and field of expertise.
c. Ensuring that non-regular academic activities and permits for Student Activity Unit events are aligned with the academic calendar, teaching schedules, and lecturers' workloads, in coordination with the Faculty Academic Division.
d. Ensuring that the scheduling of examiners for thesis examinations and proposal seminars is aligned with teaching schedules, in coordination with the Faculty Academic Division.
e. Submitting suggestions for improvement and ensuring the periodic evaluation of M&E instruments together with the LPM of UIN Walisongo.
f. Ensuring a budgeting scheme for training on OBE-based curriculum implementation and the measurement of learning outcome (LO) attainment for lecturers in 2025.
g. Developing a cross-scheduling policy to distribute teaching duties and workloads evenly among lecturers.

3. Improvement

a. Consistently activating discussions among lecturers within the same scientific cluster as part of internal coordination and supervision.
b. Developing and implementing a reward and punishment system based on lecturers' academic performance as measured by EDOM. Punishment for teaching performance takes the form of a reduction in teaching credits, while punishment for examining performance takes the form of fewer examination assignments. Rewards for teaching performance take the form of certificates of appreciation for lecturers with the best EDOM scores.
c. Planning the enhancement of lecturer competence in line with the OBE-based curriculum in 2025.

C. FACULTY OF USHULUDDIN AND HUMANITIES

1. Follow-up

a. The faculty will direct each study program to pay closer attention to the equitable distribution of teaching loads when preparing lecture schedules. Lecturers will, as far as staffing allows, be assigned no more than two to three different courses per semester so that they can focus more on preparing and delivering the learning process.

b. In the next semester's teaching assignments, study programs will prioritize continuity by assigning the same lecturer to a course for at least two consecutive semesters. This policy is expected to maintain continuity in the learning process while strengthening lecturers' mastery of the courses they teach.

c. The faculty will encourage eligible lecturers to write textbooks as part of improving learning quality. In addition, the faculty will facilitate funding proposals through available programs in accordance with policy and budget capacity.

d. The faculty, together with the study programs, will develop clearer guidelines for academic advisors, including targets for student mentoring each semester and the obligation to document all advising activities in SiJamu, so that implementation is more uniform and easier to evaluate.

e. The GPM reminds the study program GKMs to retrieve academic advising data before the tuition (UKT) payment period of the following semester begins.

f. The faculty will ask all study programs to strengthen the mentoring of students in the seventh semester and above through the active role of academic advisors. Mentoring will focus on monitoring study progress, accelerating the submission of thesis titles, and coordinating with thesis supervisors when obstacles arise that may delay students' completion of studies.

g. The faculty will propose additional homebase lecturers for the ISAI Study Program based on an analysis of staffing needs and current workloads. Pending the realization of additional positions, the study program will distribute teaching loads more proportionally so that academic services to students continue to run well.

2. Control

a. Faculty leaders encourage lecturers to complete their lecture logs in full (100%).
b. Faculty leaders communicate the M&E assessment aspects to lecturers at the lecturers' meeting at the beginning of lectures
c. Faculty leaders urge lecturers to conduct academic advising and to record it in Walisiadik at least three times per semester.
d. Faculty and study program leaders ensure, through coordination, that lecturers have delivered lectures in accordance with the applicable standards.

3. Improvement

a. According to SiJamu records, 100% of lecturers have completed their lecture logs for 16 meetings.
b. Holding training to strengthen the implementation of the OBE curriculum as an effort to enhance lecturers' teaching capacity.
c. Mentoring lecturers with EDOM scores below 4.

D. FACULTY OF DA'WAH AND COMMUNICATION

1. Follow-up

a. Monitoring of lecture schedules and the addition of meetings for courses that have not met the requirements
b. Coordination of schedule adjustments and appeals to prioritize academic obligations
c. Communication of M&E results and internal discussions to improve teaching methods and assessment
d. Communication of EDOM results as a basis for reflection and the improvement of teaching performance

2. Control

a. End-of-semester evaluation of the attainment of required meetings
b. Supervision of attendance and verbal reprimands
c. Monitoring of implementation through learning evaluation
d. Monitoring of improvements in EDOM scores in the following semester as a basis for evaluating and improving lecturers' teaching performance

3. Improvement

a. Strengthening lecture monitoring based on digital reports
b. Affirmation of the lecturer attendance policy
c. Workshop on innovative learning
d. Guidelines for fair and transparent assessment
e. Continuous mentoring of lecturers
f. Accelerating detailed orientation on the OBE curriculum, including within the academic information system
g. Review of RPS integrated with UIN Walisongo's values
h. Strengthening the role of the GKM, the GPM, and the faculty academic division

E. FACULTY OF SCIENCE AND TECHNOLOGY

1. Follow-up

a. Holding an academic evaluation meeting at the beginning of the Even Semester of 2025/2026
b. attended by faculty leaders, including the Dean, the Vice Deans, the Heads and Secretaries of Study Programs, and all FST lecturers. The leaders provided direction through mentoring meetings for lecturers and administrative staff of the faculty.
c. Faculty leaders actively provide information and reminders about the periods for completing lecture logs, entering grades, and conducting academic advising through WhatsApp groups and written letters.
d. Optimizing the role of the RMK in lecture preparation through the development of the RPS under the Course Cluster coordinator and course coordinators, coordinated by the Head of Study Program.

e. Faculty leaders facilitate the preparation of study programs for accreditation by ACQUIN (The Accreditation, Certification and Quality Assurance Institute).
f. Faculty leaders reprimand lecturers with EDOM scores below 4.

2. Control

a. Lecturer attendance throughout the semester is controlled through monitoring of the lecture log, which must be completed according to the schedule from the first week of lectures.
b. Teaching performance is controlled through the RPS, which must be approved by the Head of Study Program and the head of the course cluster and integrated into the akademik.walisongo.id system and the lecturer workload report (BKD).
c. Academic advising is controlled through the system, with three sessions held at the beginning, middle, and end of the semester.
d. Lecturer performance is controlled through the employee performance targets (SKP) assessment in E-Kinerja.

3. Improvement

a. The faculty supports lecturers by organizing curriculum workshops and follow-up activities on simple patents, with the aim of further developing each lecturer's competence so that they can perform their main duties and functions more effectively.
b. Based on the results of the end-of-semester M&E for the Even Semester of the 2025/2026 Academic Year, the teaching performance of most lecturers is very good.

F. FACULTY OF SOCIAL AND POLITICAL SCIENCES

1. Follow-up

a. Strengthening the implementation of learning standards through:
   1) Holding learning evaluation meetings at the end of each semester involving permanent lecturers and study program administrators to

discuss monitoring results, Evaluation of Lecturers by Students (EDOM), and follow-up actions to improve learning quality.

2) Communicating EDOM results to each lecturer as a basis for reflection, self-evaluation, and motivation to improve the quality of the learning process, teaching methods, and academic services to students.
3) Reminding all academic advisors to conduct academic advising at least three times per semester and to record all advising activities in the Academic Information System (Walisiadik) in accordance with applicable regulations.
4) Encouraging all lecturers to continue optimizing the development and implementation of the Semester Learning Plan (RPS), the use of innovative learning media, and the use of the Learning Management System (LMS) to support effective and well-documented learning.

b. Ensuring that academic and non-academic activities do not disrupt the learning process through:
   1) Developing an integrated academic calendar and faculty activity calendar so that seminars, training, community service, and student activities do not disrupt lecture schedules.
   2) Managing lecturers' workloads proportionally in accordance with applicable regulations so that the Tri Dharma of higher education can be carried out optimally without compromising the quality of learning.
   3) Distributing teaching loads evenly among permanent, adjunct, and contract lecturers according to competence and study program needs.
   4) Scheduling proposal seminars, result seminars, thesis examinations, and other academic activities with due regard to lecturers' teaching schedules to avoid conflicts.
c. Enhancing the governance capacity of study programs and the quality culture through:

1) Capacity-building activities for Heads of Study Programs, Secretaries of Study Programs, the Quality Assurance Group (GPM), and lecturers in quality assurance, the preparation of academic documents, risk management, and study program management.
2) Strengthening regular coordination among study programs, the Quality Assurance Group (GPM), and faculty leaders in monitoring the attainment of academic quality indicators.

d. Strengthening the implementation of the distinctive values of UIN Walisongo Semarang through:
   1) Enhancing the integration of the values of the Unity of Sciences (UoS) and religious moderation into the Semester Learning Plan (RPS), the learning process, student assignments, and other academic activities.
   2) Coordination and alignment of understanding among the Quality Assurance Group (GPM), study programs, and the Quality Assurance Institute (LPM) regarding the implementation of quality assurance indicators related to the distinctive values of UIN Walisongo Semarang.
   3) Periodic monitoring of the implementation of UoS and religious moderation in the learning process as part of academic quality evaluation.

e. Improving academic services and student satisfaction through:
   1) Optimizing communication among lecturers, students, and study program administrators in the delivery of learning.
   2) Following up on student input obtained through EDOM as a basis for refining academic services and improving the quality of learning in the following semester.
   3) Periodic evaluation of the delivery of the learning process to ensure that all courses meet the academic quality standards set by Universitas Islam Negeri Walisongo Semarang

2. Control

a. Study programs monitor the delivery of lectures to ensure that all courses meet the required number of meetings in accordance with established academic standards.
b. Study programs, together with the Quality Assurance Group (GPM), periodically evaluate the results of the Evaluation of Lecturers by Students (EDOM) and communicate them to lecturers as a basis for improving the learning process.
c. Study programs ensure that all lecturers conduct academic advising in accordance with regulations and record advising activities in the academic information system.
d. Study programs supervise the conformity of learning delivery with the Semester Learning Plan (RPS), including the established learning methods, assessment systems, and learning outcomes.
e. Study programs coordinate with faculty leaders on the scheduling of academic and non-academic activities so as not to disrupt lectures.
f. The Quality Assurance Group (GPM) monitors the implementation of the values of the Unity of Sciences (UoS) and religious moderation in the learning process as part of the distinctive character of UIN Walisongo Semarang.
g. Monitoring and evaluation results are documented as reporting material and as a basis for decision-making in study program management.

3. Improvement

a. Improving the quality of learning by developing more interactive, participatory, and information technology-based learning. 2. Encouraging lecturers to improve the quality of learning tools, including the RPS, teaching materials, learning media, and assessment instruments aligned with graduate learning outcomes.
b. Optimizing the use of the Learning Management System (LMS) and digital technology to support effective learning, the documentation of academic activities, and interaction between lecturers and students.

c. Improving the quality of academic advising services by strengthening the role of academic advisors and increasing the intensity of academic communication with students.
d. Organizing lecturer competence development activities, such as workshops, training, seminars, and mentoring on innovative learning, Outcome-Based Education (OBE), quality assurance, and the use of learning technology.
e. Strengthening the integration of the values of the Unity of Sciences (UoS) and religious moderation into teaching, research, and community service as the academic identity of UIN Walisongo Semarang.
f. Improving coordination among study programs, the Quality Assurance Group (GPM), and faculty leaders in following up on monitoring and evaluation results on a continuous basis.
g. Conducting periodic monitoring and evaluation of the implementation of established follow-up actions to ensure continuous improvement and quality enhancement in line with the PPEPP cycle of the Internal Quality Assurance System (SPMI).

G. FACULTY OF PSYCHOLOGY AND HEALTH

1. Follow-up

a. The detailed M&E results show that one lecturer had an EDOM score below 4.0 in the previous semester. At every lecturers' meeting, lecturers are reminded to teach well, with discipline and in an engaging manner, so that learning is enjoyable and students' evaluations of lecturers improve.
b. Mentoring on improving the quality of learning and enhancing academic system management was also provided at the faculty working meeting.
c. Lecture schedules are allocated in a way that accommodates all lecturers, both permanent and external, so as to increase lecturer attendance in class.

d. In completing online academic advising records, several lecturers still forgot or had not yet conducted advising three times. The Faculty GPM team always posts announcements via WhatsApp at each advising period (three times per semester) and at the deadline for entering online lecture logs on the Walisiadik page, in order to reduce the likelihood of lecturers forgetting to complete advising or lecture log entries, which would result in lower M&E scores.

2. Control

a. At the beginning, middle, and end of the semester, the study program GKM teams conduct M&E of academic advising and online lecture log completion and report the results to the GPM team.

b. Faculty leaders consistently engage with the lecturer team as an effort to improve performance.

3. Improvement

a. As a result of the follow-up efforts undertaken, improvements were observed in this semester's M&E results across all assessment aspects, which fall into the good category

b. EDOM scores and the instillation of UoS values were rated above 4.0 for all lecturers in FPK, which falls into the good category.

c. Attendance has increased, with lecturers attending 100% of lecture meetings

H. FACULTY OF ISLAMIC ECONOMICS AND BUSINESS

1. Follow-up

a. Follow-up has been carried out by giving recognition to the lecturers with the highest EDOM scores at the opening meeting of the Even Semester of 2025/2026, together with mentoring (reprimands) for lecturers whose learning outcomes did not yet comply with procedures.

b. Heads of Study Programs, together with the GKM, monitor lecturer attendance every month and periodically remind lecturers to complete their lecture logs through each study program's WhatsApp group.

c. Through the Heads of Study Programs, the GPM has distributed examples of complete OBE-based RPS, including learning methods and assessment strategies, to the permanent lecturers of the study programs (DTPS) before the start of the Even Semester. This recommendation is still being followed up.
d. The Dean's office has proposed holding lecturer *capacity building* activities on creative teaching approaches and assessment. A workshop on strengthening capacity in Outcome-Based Education has been held.
e. No structured follow-up has yet been carried out at the faculty level. Several study programs have initiated orientation on assessment standards at the lecturers' meeting at the beginning of lectures.
f. Mentoring has been provided to lecturers who have not adequately implemented the learning standards. A classroom observation program for lecturers with low scores is still at the planning stage.
g. Orientation on the implementation of EDOM as a quality assurance mechanism at the lecturer level, carried out by students, has been conducted.
h. The understanding of the assessment instrument for the implementation of UIN Walisongo's distinctive values has been aligned. The development of modules and practical guidelines is still at the planning stage.
i. The faculty does not yet have a fixed schedule for academic advising. The timing of advising is determined and carried out by each academic advisor. Several lecturers have consistently conducted advising three times per semester, while a larger number have not yet met this requirement.

2. Control

a. Monitoring lecturer performance and mentoring lecturers who face obstacles in carrying out teaching and educational activities optimally, including those pursuing further studies or engaged in external commitments.

b. Maintaining lecturer performance so that EDOM scores do not decline from the previous semester, by ensuring that the average score remains above 4.0 in every study program.
c. Ensuring a budgeting scheme for training on OBE-based curriculum implementation and the measurement of learning outcome (LO) attainment for lecturers in the 2026 fiscal year.
d. Continuing the development of guidelines for an objective and transparent reward and punishment system based on lecturers' academic performance.
e. Monitoring the conduct of academic discussion forums among lecturers and documenting their results and follow-up actions.
f. Monitoring lecturers' participation in training, workshops, seminars, certification, and other competence development activities.

3. Improvement

a. Improving lecturer performance so that all lecturers obtain EDOM scores above 4.2, and encouraging lecturers with low scores to participate in intensive mentoring.
b. Increasing the number of lecturers who complete advising logs at least three times per semester, namely at the beginning of the semester before course registration (KRS) validation, in the middle of the semester with an evaluation of academic progress, and at the end of the semester with an evaluation of academic achievement. The faculty will prepare an academic advising calendar as a reference for lecturers.
c. Implementing a reward and punishment system based on lecturers' academic performance consistently at the beginning of each semester.
d. Enhancing lecturer competence in line with the OBE-based curriculum through an Assessment Bootcamp focusing on the design of objective and transparent rubrics in 2026.
e. Establishing a faculty-level Teaching Excellence Team led by high-performing lecturers to replicate best practices across study programs.

f. Increasing the allocation of funding support, expanding access to certified training, and developing a roadmap for lecturer competence development in line with study program needs.

I. FACULTY OF MEDICINE

1. Follow-up

a. Strengthening the implementation of learning standards through:
   1) Lecturers' meetings and mid-semester teaching evaluations for each lecturer as a basis for evaluation and as motivation to improve teaching performance.
   2) Reminding lecturers of the Medical Study Program to conduct academic advising with students.

b. Ensuring that academic and non-academic activities do not disrupt lectures.

c. The GKM has coordinated with PTIPD to integrate lecturer data into the SiJamu application; however, the data have not yet been fully integrated.

d. Enhancing lecturer training through several workshops, including technical guidance on refining the Academic Guidelines, a Curriculum and Test Item Development Workshop for the Medical Study Program, Trigger (PemicU) Development and Teaching Skills at FK, cooperation/mentoring/an MoU with FK Undip, and an RPS Development Workshop at FK

2. Control

a. Monitoring lecturer performance and assisting lecturers who face obstacles in carrying out teaching and educational activities optimally.

b. Ensuring that lecturer scheduling corresponds to competence and field of expertise.

c. Ensuring that non-regular academic activities and permits for Student Activity Unit events are aligned with the academic calendar and teaching schedules, in coordination with the Faculty Academic Division.

d. Submitting suggestions for improvement and evaluating M&E instruments together with the LPM of UIN Walisongo.
e. Ensuring a budgeting scheme for training/workshops to enhance the competence of lecturers of the Medical Study Program in 2026.

3. Improvement

a. Consistently activating discussions among lecturers within the same scientific cluster as part of internal coordination and supervision.
b. Improving coordination between the GKM–GPM of the Medical Study Program and PTIPD to integrate data on civil servant lecturers, non-civil servant lecturers, and adjunct lecturers into the SiJamu application so that EDOM monitoring and evaluation can be conducted comprehensively; and improving coordination between the GKM–GPM of the Medical Study Program and the University LPM to strengthen the monitoring and evaluation of academic quality while preparing for the accreditation of the Medical Study Program.

J. POSTGRADUATE PROGRAM

1. Follow-up

No report submitted

2. Control

No report submitted

3. Improvement

No report submitted

CHAPTER III

IMPLEMENTATION AND RESULTS OF MONITORING AND EVALUATION

A. Schedule and Objects of Activities

The monitoring and evaluation of academic activities for the Even Semester of the 2025/2026 Academic Year was conducted according to the following schedule and locations:

Table 1. Schedule and Objects of Activities

Activity	Time	Place
Development and preparation of M&E instruments	8–15 June 2026	LPM
Coordination Meeting of GPM and GKM; data retrieval from EDOM covering: 1. Average number of meetings/lecture log entries in one semester, 2. Characteristics of the learning/lecture process, 3. Characteristics of lecturers' grading of student learning, 4. Evaluation of lecturers' teaching performance by students (EDOM), 5. Implementation of the instillation of UIN Walisongo's distinctive values 6. Average academic advising	19 June 2026	Theatrical Hall, 4th Floor, Rectorate Building
Implementation of M&E by GKM	1–7 July 2026	Faculty/Study Program
Report preparation by GPM and submission to LPM	8–13 July 2026	Faculty
Presentation of M&E Results	15 July 2026	Online
Preparation of the University Report	16 July 2026	LPM

B. Monitoring and Evaluation Team

Table 2. Monitoring and Evaluation Team

No	Name/Employee ID (NIP)	Rank/ Grade	Position
1	Dr. Saminanto, S.Pd., M.Sc. 197206042003121002	Pembina (IV/a)	Head of LPM
2	Dr. Mulyatun, M. Si 198305042011012008	Pembina Tk.I (IV/b)	Secretary of LPM
3	Dr. Joko Budi Poernomo, M. Pd. 197602142008011011	Penata Tk. I (III/d)	Head of PSAMI Center
4	Sayyidatul Fadlilah, S.Pd.I, M.Pd 198109082007102001	Penata Tk.I (III/d)	Head of Admissions Center
5	Prof. Dr. Fahrurrozi, M.Ag. 197708162005011003	Pembina Tk.I (IV/b)	Head of PKP Center
6	Dr. Anila Umriana, M.Pd 197904272008012012	Penata Tk.I (III/d)	Head of ASP Center
7	Nasrul Fahmi Zaki Fuadi, M.Si. 198607182019031007	Penata Tk.I (III/d)	Head of PPMMA Center
8	Khotijah, S.Ag 196911132000032001	Penata Tk. I (III/d)	Head of Administrative Subdivision, LPM
9	Eka Vasia Anggis, M.Pd. 19890706 201903 2014	Penata Tk. I (III/d)	LPM Support Team
10	Dwimei Ayudewandari P.,S.Si.,M.Sc. 19920502 201903 2031	Penata Tk. I (III/d)	LPM Support Team
11	Kirana Nur Lyansari, S.Sos., M.A. 199504232022032001	Penata Tk. I (III/b)	LPM Support Team
12	Eko Purnomo, M.Si. 198604232019031006	Penata Tk. I (III/d)	LPM Support Team
13	Nadia Rosliani, S.Psi., M.Psi., Psikolog. 199303232025052005	Penata Muda Tk.I (III/b)	LPM Support Team
14	Muhammad Labib Fahmi Arif, M.E. 199412072025051001	Penata Muda Tk.I (III/b)	LPM Support Team
15	Sri Murni, S.Kom 198409082025212030	-	Program and Budget Implementation Officer
16	Ihsannudin	-	General Administrative Staff, LPM
17	GPM and GKM within UIN Walisongo Semarang.		

C. Methods, Variables, and Related Scoring

Three methods were employed in this activity: observation, document checklists, and online checklists. The data were subsequently compiled and processed through the Quality Assurance System (SiJamu) of UIN Walisongo Semarang.

D. Monitoring and Evaluation Results

The following monitoring and evaluation results have been summarized by the LPM Monitoring and Evaluation Team based on the M&E Reports for the Even Semester of the 2025/2026 Academic Year prepared by each Quality Control Group (GKM). These results were then compared with the data in the M&E Report for the Odd Semester of the 2025/2026 Academic Year to obtain a more comprehensive picture of the changes occurring between semesters.

1. Average Number of Student Meetings in One Semester

The average number of meetings in one semester was calculated for all courses taught by lecturers. The data were retrieved from the WaliSiAdik website. The average number of student meetings in one semester is presented below

Table 3. Average Number of Student Meetings

No	Faculty	Percentage
1	Faculty of Education and Teacher Training	99.86%
2	Faculty of Sharia and Law	100%
3	Faculty of Ushuluddin and Humanities	99.76%
4	Faculty of Da'wah and Communication	97.21%
5	Faculty of Science and Technology	99.87%
6	Faculty of Social and Political Sciences	100%
7	Faculty of Psychology and Health	100%
8	Faculty of Islamic Economics and Business	99.5%
9	Faculty of Medicine	100%

10	Postgraduate Program	No report submitted

A comparison of the average number of student meetings in one semester reported in the 2025/2026 Academic Year is presented in the following chart.

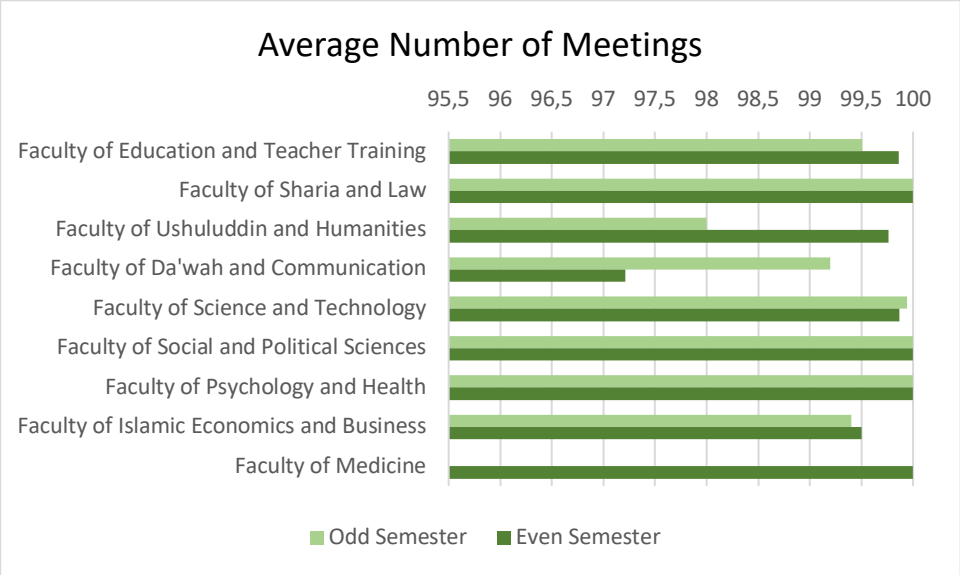


Figure 1. Comparison Chart of the Average Number of Meetings Academic Year 2025/2026

As shown in the chart, the Faculty of Sharia and Law, the Faculty of Social and Political Sciences, and the Faculty of Psychology and Health consistently reported a meeting completion rate of 100% in both the Odd and Even Semesters of the 2025/2026 Academic Year. Meanwhile, the Faculty of Education and Teacher Training, the Faculty of Ushuluddin and Humanities, and the Faculty of Islamic Economics and Business showed an increase in the meeting completion rate in the Even Semester, although it has not yet reached 100%. Conversely, the Faculty of Da'wah and Communication and the Faculty of Science and Technology reported a decline compared with the previous semester. The Faculty of Medicine reported a meeting completion rate of 100% in the Even Semester but did not submit a report for the Odd Semester. The Postgraduate Program did

not submit reports for either semester as it is still undergoing a transition in its academic structure.

2. Characteristics of the Learning/Lecture Process

The M&E of the characteristics of the learning process was drawn from student evaluation data (EDOM) on indicator number 9 (the ability to create enjoyable, inclusive, collaborative, creative, and effective learning). In accordance with Regulation of the Minister of Education, Culture, Research, and Technology No. 53 of 2023, the learning process shall be conducted by creating an enjoyable, inclusive, collaborative, creative, and effective learning environment. The results of the assessment of the learning/lecture process are presented below.

Table 4. Average Score of the Learning/Lecture Process

No	Faculty	Score
1	Faculty of Education and Teacher Training	4.36
2	Faculty of Sharia and Law	4.27
3	Faculty of Ushuluddin and Humanities	4.23
4	Faculty of Da'wah and Communication	4.22
5	Faculty of Science and Technology	4.37
6	Faculty of Social and Political Sciences	4.17
7	Faculty of Psychology and Health	4.40
8	Faculty of Islamic Economics and Business	4.26
9	Faculty of Medicine	4.82
10	Postgraduate Program	No report submitted

A comparison of learning/lecture process scores reported in the 2025/2026 Academic Year is presented in the following chart.

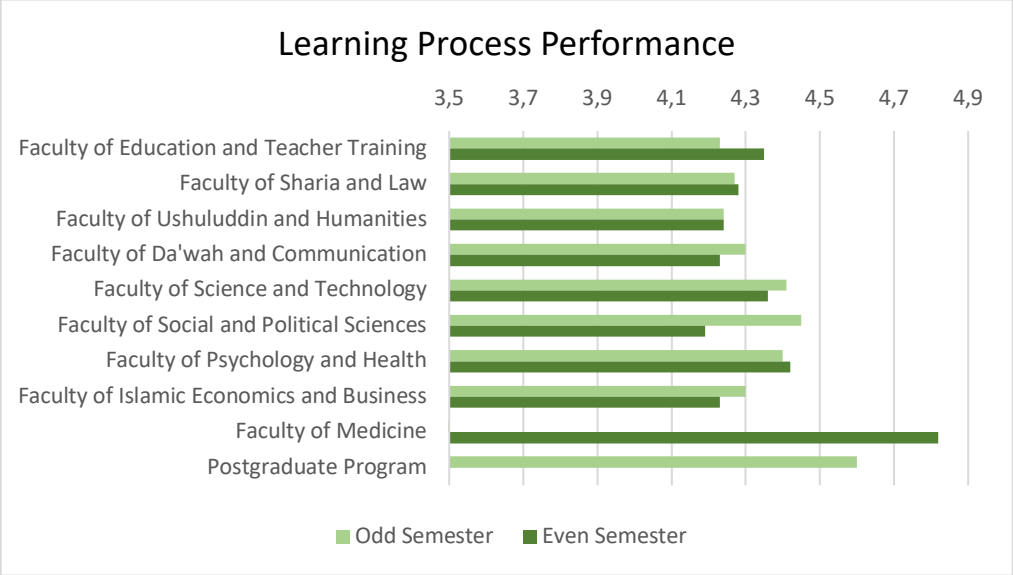


Figure 2. Comparison Chart of Average Learning Process Scores
Academic Year 2025/2026

As shown in the chart, the Faculty of Education and Teacher Training (FTIK), the Faculty of Sharia and Law (FSH), and the Faculty of Psychology and Health (FPK) showed an increase in average scores in the Even Semester compared with the Odd Semester of the 2025/2026 Academic Year. The Faculty of Ushuluddin and Humanities (FUHUM) maintained relatively stable average scores in both semesters. Meanwhile, the Faculty of Da'wah and Communication (FDK), the Faculty of Science and Technology (FST), the Faculty of Social and Political Sciences (FISIP), and the Faculty of Islamic Economics and Business (FEBI) experienced a decline in average scores in the Even Semester. The Faculty of Medicine (FK) obtained an average score of 4.82 in the Even Semester but did not submit data for the Odd Semester. The Postgraduate Program submitted data only for the Odd Semester, with an average score of 4.60; therefore, no comparison between semesters could be made.

3. Lecturer Grading

The assessment of lecturers' grading is based on aspect 10 of the 17 EDOM aspects. It examines whether lecturers conduct assessment that is educative (supporting self-reflection), authentic (oriented toward both process and

outcomes), objective (in accordance with rubrics and standards), accountable (techniques, instruments, and rubrics based on clear procedures and assessment criteria), and transparent (communication of procedures, documentation of process and outcome assessment, and disclosure of assessment results). The results of the assessment of lecturers' grading are presented below.

Table 5. Average Score of Lecturer Grading Performance

No	Faculty	Score
1	Faculty of Education and Teacher Training	4.35
2	Faculty of Sharia and Law	4.28
3	Faculty of Ushuluddin and Humanities	4.24
4	Faculty of Da'wah and Communication	4.23
5	Faculty of Science and Technology	4.36
6	Faculty of Social and Political Sciences	4.19
7	Faculty of Psychology and Health	4.42
8	Faculty of Islamic Economics and Business	4.23
9	Faculty of Medicine	4.82
10	Postgraduate Program	No report submitted

A comparison of lecturer grading performance scores reported in the 2025/2026 Academic Year is presented in the following chart.

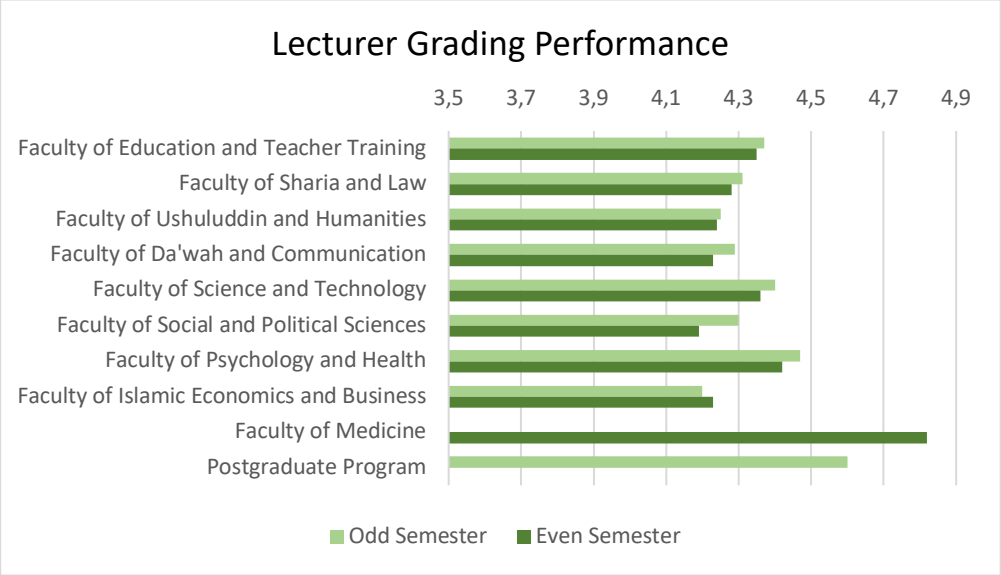


Figure 3. Comparison Chart of Average Lecturer Grading Performance Scores, Academic Year 2025/2026

As shown in the chart, most faculties experienced a decline in average scores for lecturer grading in the Even Semester compared with the Odd Semester of the 2025/2026 Academic Year. The decline occurred in the Faculty of Education and Teacher Training (FTIK), the Faculty of Sharia and Law (FSH), the Faculty of Ushuluddin and Humanities (FUHUM), the Faculty of Da'wah and Communication (FDK), the Faculty of Science and Technology (FST), the Faculty of Social and Political Sciences (FISIP), and the Faculty of Psychology and Health (FPK). Conversely, the Faculty of Islamic Economics and Business (FEBI) showed an increase in average scores in the Even Semester. The Faculty of Medicine (FK) obtained an average score of 4.82 in the Even Semester but did not submit data for the Odd Semester. The Postgraduate Program submitted data only for the Odd Semester, with an average score of 4.60; therefore, no comparison between semesters could be made.

4. Evaluation of Lecturers by Students (EDOM)

The Evaluation of Lecturers by Students (EDOM) is an assessment of lecturers based on 17 EDOM aspects covering professional, pedagogical, social, and attitudinal competence and the instillation of UIN Walisongo's

character values (UoS, religious moderation, and *Green Campus*). The results for EDOM performance are presented below.

Table 6. Average EDOM Performance Score

No	Faculty	Score
1	Faculty of Education and Teacher Training	4.37
2	Faculty of Sharia and Law	4.31
3	Faculty of Ushuluddin and Humanities	4.26
4	Faculty of Da'wah and Communication	4.22
5	Faculty of Science and Technology	4.40
6	Faculty of Social and Political Sciences	4.18
7	Faculty of Psychology and Health	4.44
8	Faculty of Islamic Economics and Business	4.27
9	Faculty of Medicine	4.82
10	Postgraduate Program	No report submitted

A comparison of EDOM scores reported in the 2025/2026 Academic Year is presented in the following chart.

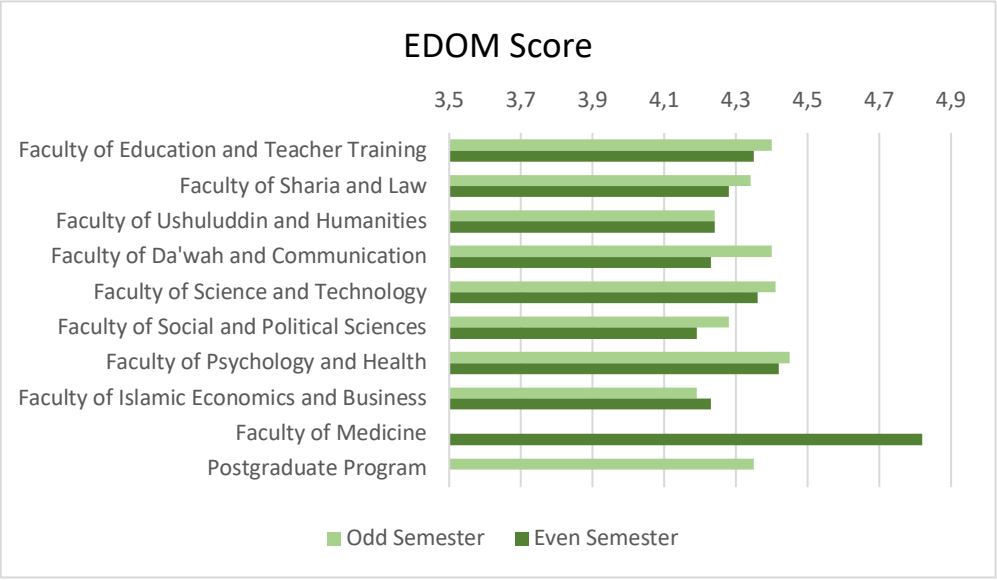


Figure 4. Comparison Chart of Average EDOM Scores

Academic Year 2025/2026

As shown in the chart, most faculties experienced a decline in average scores for the Evaluation of Lecturers by Students (EDOM) in the Even Semester compared with the Odd Semester of the 2025/2026 Academic Year. The decline in average EDOM scores occurred in the Faculty of Education and Teacher Training (FTIK), the Faculty of Sharia and Law (FSH), the Faculty of Da'wah and Communication (FDK), the Faculty of Science and Technology (FST), the Faculty of Social and Political Sciences (FISIP), and the Faculty of Psychology and Health (FPK). Meanwhile, the Faculty of Ushuluddin and Humanities (FUHUM) maintained relatively stable average scores in both semesters, whereas the Faculty of Islamic Economics and Business (FEBI) showed an increase in average scores in the Even Semester. The Faculty of Medicine (FK) obtained an average EDOM score of 4.82 in the Even Semester but did not submit data for the Odd Semester. The Postgraduate Program submitted data only for the Odd Semester, with an average score of 4.35; therefore, no comparison between semesters could be made.

5. Implementation of UIN Walisongo's Distinctive Values

The implementation of UIN Walisongo's distinctive values refers to the application of the Unity of Sciences (UoS), religious moderation and gender, and the Green Campus, based on EDOM items 15, 16, and 17. The results of the assessment of the implementation of UIN Walisongo's distinctive values are presented below.

Table 7. Average Score of the Implementation of UIN Walisongo's Distinctive Values

No	Faculty	Score
1	Faculty of Education and Teacher Training	4.39
2	Faculty of Sharia and Law	4.29

3	Faculty of Ushuluddin and Humanities	4.26
4	Faculty of Da'wah and Communication	4.25
5	Faculty of Science and Technology	4.37
6	Faculty of Social and Political Sciences	4.21
7	Faculty of Psychology and Health	4.29
8	Faculty of Islamic Economics and Business	4.27
9	Faculty of Medicine	4.81
10	Postgraduate Program	No report submitted

A comparison of scores for the implementation of UIN Walisongo's distinctive values reported in the 2025/2026 Academic Year is presented in the following chart.

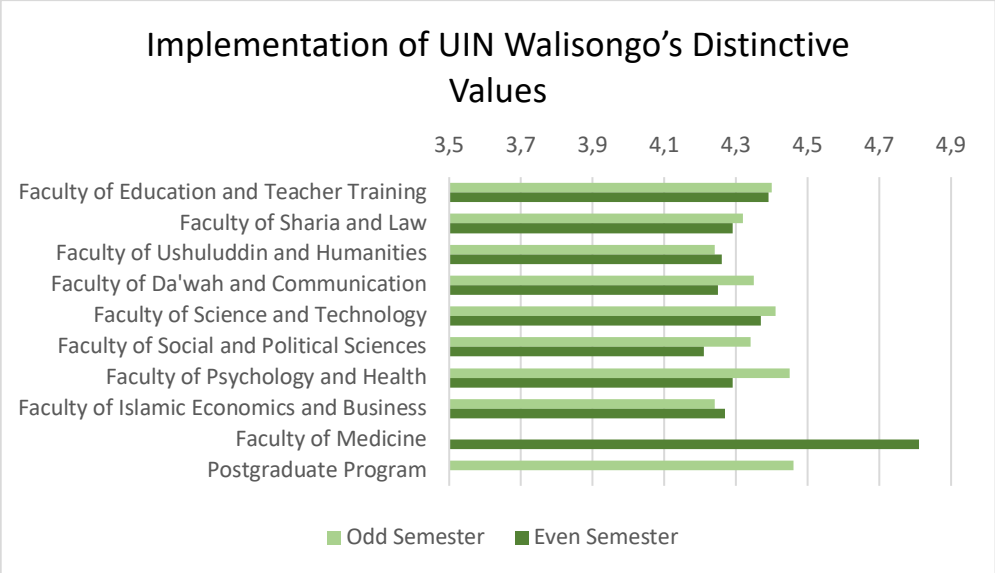


Figure 5. Comparison Chart of the Implementation of UIN Walisongo's Distinctive Values, Academic Year 2025/2026

As shown in the chart, most faculties experienced a decline in average scores for the implementation of UIN's distinctive values in the Even Semester compared with the Odd Semester of the 2025/2026 Academic Year. The decline occurred in the Faculty of Education and Teacher Training (FTIK), the Faculty of Sharia and Law (FSH), the Faculty of Da'wah and

Communication (FDK), the Faculty of Science and Technology (FST), the Faculty of Social and Political Sciences (FISIP), and the Faculty of Psychology and Health (FPK). Meanwhile, the Faculty of Ushuluddin and Humanities (FUHUM) and the Faculty of Islamic Economics and Business (FEBI) showed an increase in average scores in the Even Semester. The Faculty of Medicine (FK) obtained an average score of 4.81 for the implementation of UIN's distinctive values in the Even Semester but did not submit data for the Odd Semester. The Postgraduate Program submitted data only for the Odd Semester, with an average score of 4.46; therefore, no comparison between semesters could be made.

6. Academic Advising Performance

Academic advising, based on data from the WaliSiAdik website, comprises advising sessions at the beginning, middle, and end of the semester. The results for academic advising performance are presented below.

Table 8. Average Score of Academic Advising Performance

No	Faculty	Percentage
1	Faculty of Education and Teacher Training	69%
2	Faculty of Sharia and Law	33.33%
3	Faculty of Ushuluddin and Humanities	30.6%
4	Faculty of Da'wah and Communication	65%
5	Faculty of Science and Technology	100%
6	Faculty of Social and Political Sciences	No report submitted
7	Faculty of Psychology and Health	83%
8	Faculty of Islamic Economics and Business	99.5%
9	Faculty of Medicine	33.33%

10	Postgraduate Program	No report submitted

A comparison of academic advising performance in one semester reported in the 2025/2026 Academic Year is presented in the following chart.

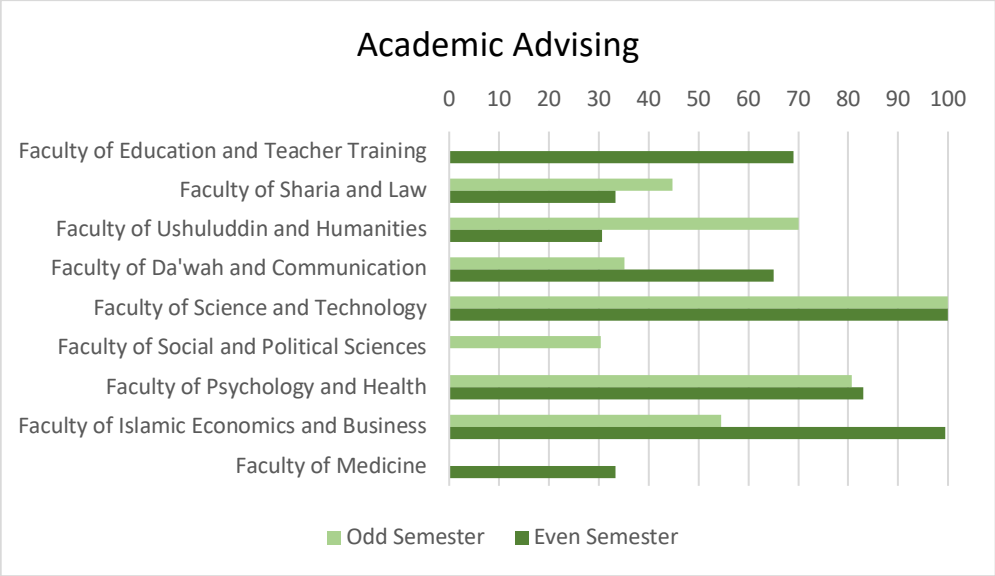


Figure 6. Comparison Chart of the Average Number of Academic Advising Sessions
Academic Year 2025/2026

As shown in the chart, the Faculty of Science and Technology (FST) consistently reported an academic advising performance rate of 100% in both the Odd and Even Semesters of the 2025/2026 Academic Year. Increases in academic advising performance occurred in the Faculty of Education and Teacher Training (FTIK), the Faculty of Da'wah and Communication (FDK), the Faculty of Psychology and Health (FPK), and the Faculty of Islamic Economics and Business (FEBI). Conversely, the Faculty of Sharia and Law (FSH), the Faculty of Ushuluddin and Humanities (FUHUM), and the Faculty of Social and Political Sciences (FISIP) experienced a decline compared with the Odd Semester. The Faculty of

Medicine (FK) reported an academic advising performance rate of 33.33% in the Even Semester but did not submit data for the Odd Semester.

Based on the analysis of each monitoring and evaluation aspect, the changes in each faculty's achievement were recapitulated to facilitate the identification of upward and downward trends in academic performance between semesters. A summary of the results is presented in the following table.

Table 9. Summary of Monitoring and Evaluation Results Comparison

Faculty	Assessment Aspect					
	1	2	3	4	5	6
FTIK	+1.70	+0.12	−0.02	−0.05	−0.01	+69.00
FSH	0.00	+0.01	−0.03	−0.06	−0.03	−11.47
FUHUM	+0.80	0.00	−0.01	0.00	+0.02	−39.40
FDK	−2.20	−0.07	−0.06	−0.17	−0.10	+29.90
FST	−13.00	−0.05	−0.04	−0.05	−0.04	0.00
FISIP	0.00	−0.26	−0.11	−0.09	−0.13	−30.33
FPK	0.00	+0.02	−0.05	−0.03	−0.16	+2.35
FEBI	+15.20	−0.07	+0.03	+0.04	+0.03	+45.03
FK	n/a	n/a	n/a	n/a	n/a	n/a
POSTGRADUATE PROGRAM	n/a	n/a	n/a	n/a	n/a	n/a

Notes:
1. Average Number of Student Meetings in One Semester,
2. Characteristics of the Learning/Lecture Process,
3. Lecturer Grading,
4. Evaluation of Lecturers by Students (EDOM),
5. Implementation of UIN Walisongo's Distinctive Values,
6. Academic Advising Performance

CHAPTER V

FINDINGS, RECOMMENDATIONS, AND CLOSING

A. Faculty Findings

1. FACULTY OF EDUCATION AND TEACHER TRAINING

a. Findings

1) Most lecturers have not documented academic advising in writing or entered it into the Walisiadik system. Although lecturers have in practice provided guidance, mentoring, and advising, they did not record these activities for various reasons, such as forgetting or having a very large number of advisees (requiring considerable time and effort to enter each note into the advising system).
2) There was insufficient orientation or information on completing teaching logs, particularly for 4-credit courses, which must be entered twice in the log.
3) The teaching credits of lecturers with additional duties (DT) are balanced and appropriate; however, the teaching credits of regular lecturers (DS) are not yet balanced. Although some comply with the 12–16 credit regulation, some regular lecturers teach more than 20 credits, which has resulted in low M&E scores in several aspects, such as average attendance and learning characteristics.
4) The M&E results do not yet reflect the performance of all lecturers, both permanent and non-permanent, in all study programs; that is, the M&E has not yet been conducted comprehensively.
5) The EDOM instrument consists only of numerical ratings and does not provide space for a comprehensive evaluation of lecturer performance.
6) Students can view their grades in the system before evaluating the lecturers concerned; consequently, their evaluations may be highly subjective, depending on the grades given by the lecturers.

b. Recommendations for improvement to be followed up

1) Strengthening the implementation of learning standards and improving lecturer performance through:
   a) Urging every lecturer to deliver lectures in accordance with the number of meetings required by the assigned credits, with due regard to the credit load assigned and a limited variety of courses;
   b) Urging every lecturer to conduct student advising at least three times per semester and to complete advising logs factually; to this end, the completion of advising logs in the Siadik system should be made easier;
   c) Implementing a reward and punishment system based on lecturer performance;
   d) Continuous orientation on quality assurance instruments at the lecturers' meeting at the beginning of lectures to motivate lecturers to fulfill the required number of meetings, learning process characteristics, grading, attendance performance, teaching and advising, and the instillation of UIN Walisongo's distinctive values in the form of the Unity of Sciences and religious moderation in lectures.
   e) Holding regular discussions or sharing sessions among lecturers within the same scientific cluster to update the OBE-based RPS, covering learning methods, assessment aspects and components, Unity of Sciences and religious moderation content, and the updating of course references with publications from the research and community service of FITK UIN Walisongo lecturers;
   f) *Sharing sessions* should be held twice per semester, for example before the first week of lectures and after the midterm examinations;

g) Facilitating and supporting activities to enhance lecturer competence, in terms of organization, funding support, and assignments, such as training to improve learning quality;

h) To follow up on the latest arrangement of lecturers and their homebase, the FITK Academic Division of UIN Walisongo may coordinate with PTIPD and submit the latest decree so that the system can be updated and synchronized;

i) To maintain the objectivity of student evaluations of lecturer performance (EDOM), the EDOM instrument should be revised so that it does not consist solely of numerical ratings but also provides students with space to evaluate lecturer performance more comprehensively;

2) To implement more comprehensive quality assurance for all lecturers, both permanent and adjunct, the Quality Assurance Institute of UIN Walisongo may consider coordinating with PTIPD to synchronize adjunct lecturer (DLB) data and display the M&E features for these lecturers in SiJamu.

2. FACULTY OF SHARIA AND LAW

a. Findings

1) The recording or reporting of academic advising activities in the academic information system is not yet optimal (only one advising session recorded), even though most lecturers have in practice conducted advising.

b. Recommendations for improvement to be followed up

1) Strengthening the culture of academic documentation, optimizing the monitoring and evaluation system, developing a more structured advising schedule, and improving lecturers' discipline in recording every academic activity carried out.

2) Innovation in learning, improvement in assessment quality, and the strengthening of the implementation of UIN Walisongo's distinctive

values should continue to be developed so that they become an increasingly integral part of the learning process.

3. FACULTY OF USHULUDDIN AND HUMANITIES

a. Findings

1) Lecturer attendance in the learning process has met the administrative requirements; however, several courses did not reach 16 meetings owing to adjustments to the academic calendar.
2) Low scores in the Evaluation of Lecturers by Students (EDOM) may be attributable to insufficient orientation of students regarding the assessment system.
3) Lecturers' teaching performance based on EDOM falls into the good to very good category. The average EDOM score is 4.26; however, six lecturers obtained relatively lower scores than their peers and therefore require attention and mentoring from the relevant leaders.
4) In the ISAI Study Program, the academic advising load among lecturers is relatively high and varied, with 49–66 advisees per lecturer. This condition may affect the intensity of advising and the completeness of advising records.
5) Academic advising scores remain low, and many lecturers have not yet recorded their advising sessions; hence, the M&E results for academic advising are not yet optimal.
6) Academic advising data for the Even Semester of 2025/2026 can only be accessed for students who have paid their tuition (UKT) for the Odd Semester of 2026/2027.
7) Lecturer data in SiJamu have not been updated for the AFI, SAA, and Master's IAT Study Programs.

b. Recommendations for improvement to be followed up

1) Developing a scheduled strategy for replacement lectures so that all courses meet the required number of meetings.
2) Providing simultaneous orientation to students on the EDOM assessment at the end of lectures.

3) Conducting periodic mentoring and monitoring of lecturers whose EDOM scores fall below the study program average, particularly with regard to the learning process, teaching strategies, and interaction with students, so that the quality of learning continues to improve.
4) Evaluating the ratio of academic advisors to advisees so that advising loads are more proportional. Where possible, advisees should be redistributed or additional academic advisors assigned so that academic advising becomes more effective.
5) Reminding lecturers of the importance of academic advising and encouraging them to improve communication with their advisees in order to support students' academic success.
6) The academic advising system for the semester under evaluation should remain accessible during the M&E period.
7) Updating lecturer data in SiJamu through coordination with PTIPD

4. FACULTY OF DA'WAH AND COMMUNICATION

a. Findings

1) Some lecturers still conducted fewer than 16 meetings.
2) Some lecturers still have EDOM scores below 4.0, indicating problems with attendance, clarity of assignments, and transparency of assessment.
3) Most lecturers have not completed the advising log in Walisiadik at least three times per semester.

b. Recommendations for improvement to be followed up

1) Faculty/study program leaders need to supervise and control lecturers to ensure that each lecturer conducts at least 16 meetings, through information (instructions) at the beginning, middle, and end of the teaching period, and completes the lecture log.
2) Continuous evaluation and mentoring of lecturers with below-standard EDOM scores are required, accompanied by strengthened discipline in teaching attendance, clarity of assignments,

transparency of the assessment system, and completion of lecture logs.

3) The policy on lecture log completion needs to be reinforced through the establishment of obligations, clear deadlines, mentoring for lecturers who face difficulties, and periodic monitoring, together with technical improvements or upgrades by PTIPD to make advising entry in the Walisiadik system easier and more effective.
4) The content and items of the EDOM assessment need to be reviewed so that they are clearer and more objective

5. FACULTY OF SCIENCE AND TECHNOLOGY

a. Findings

1) In practice, the number of meetings met the requirement of 16. Lapses occurred in completing the lecture log for the 16th meeting (final examination) in the Chemistry, Biology Education, and Physics Education Study Programs. This result represents an improvement over the end-of-semester M&E results for the Odd Semester of 2025/2026.
2) Most FST lecturers have delivered learning using varied strategies and methods, fostered higher-order thinking skills, and conducted learning in an enjoyable, inclusive, collaborative, creative, and effective manner.
3) The characteristics of lecturers' grading in FST declined compared with the previous semester. Nevertheless, the average score obtained was 4.36, equivalent to 87.22 (very good). This indicates that lecturers have conducted assessment that is educative (supporting self-reflection), authentic (oriented toward both process and outcomes), objective (in accordance with rubrics and standards), accountable (techniques, instruments, and rubrics based on clear procedures and assessment criteria), and transparent.
4) There is a tendency toward decline compared with the previous M&E results. The number of lecturers with EDOM scores below 4 has

increased to six. The Environmental Engineering Study Program is not yet available in the faculty's SiJamu account, so EDOM results must be checked by filtering for each lecturer's name.

5) The trend in the assessment of the implementation of UIN Walisongo's distinctive values has declined.
6) The number of advisees and the advising activities conducted by each lecturer could not be determined because the student tuition (UKT) payment period was ongoing. The assessment of academic advising was therefore conducted through interviews with academic advisors.

b. Recommendations for improvement to be followed up

1) Continuously monitoring and periodically reminding lecturers to complete their lecture logs. Monitoring can be carried out twice per semester, namely at the 8th and 16th meetings.
2) Lecturers should continuously maintain the quality of and improve the learning process so as to foster students' higher-order thinking skills through a variety of methods, learning activities, and learning media, with due regard to the established learning outcomes.
3) Lecturers should continuously update and strengthen the available assessment rubrics. Faculty and study program leaders should give lecturers opportunities to participate in workshops or training on developing learning assessment instruments and evaluation. In addition, the role of the RMK should be optimized in developing high-quality assessments, maintaining the quality of test items, and ensuring transparency in grading
4) PTIPD is requested to provide a menu for the Environmental Engineering Study Program in the faculty's SiJamu account. It is recommended that faculty leaders reprimand and support lecturers whose EDOM scores have been below 4 consecutively so that they can improve their competence. Lecturers should continuously conduct self-evaluation of both the outcomes and the process of their lectures as a basis for preparing the next semester's teaching.

5) Lecturers should continuously increase the variety of learning resources used and deepen the integration of the concepts of UoS, the green campus, and religious moderation into learning
6) It is recommended that the system be improved so that academic advising data can be accessed and observed during the monitoring and evaluation period.

6. FACULTY OF SOCIAL AND POLITICAL SCIENCES

a. Findings

1) Lecturer data in the SiJamu application for the Sociology and Political Science Study Programs have not been fully updated, resulting in discrepancies between the lecturers actively teaching and the data available in the system.
2) Student participation in completing the Monitoring and Evaluation questionnaire (EDOM) is not yet optimal; therefore, the data obtained do not fully represent the evaluation of the learning process.

b. Recommendations for improvement to be followed up

1) Study programs should coordinate with the faculty, the Quality Assurance Institute (LPM), and the SiJamu application administrators to update lecturer data periodically so that they reflect actual conditions and support quality assurance monitoring and reporting.
2) Completion of the M&E/EDOM questionnaire should be integrated into the academic information system and made a prerequisite for students to open or access their Study Result Card (KHS). This policy is expected to increase student participation so that the evaluation results become more comprehensive and representative and can be optimally used as a basis for improving learning quality.

7. FACULTY OF PSYCHOLOGY AND HEALTH

a. Findings

1) EDOM scores in the Even Semester of the 2025–2026 Academic Year declined for the Psychology Study Program.
2) A number of psychology lecturers still obtained EDOM scores below 4 (fair category), which requires attention.
3) Some lecturers still forget to complete online academic advising records. On the advising page, lecturers must click on each student's name individually to check whether three advising sessions have been recorded. This poses some difficulty given the large number of advisees, averaging 40 students per lecturer.

b. Recommendations for improvement to be followed up

1) Conducting a *blind survey* of students to obtain input on aspects of lecturers' performance that still require improvement (pedagogical, personal, or professional). The survey results can be used as a basis for private mentoring by the Dean's office or the Head of Study Program to improve the quality of learning
2) Issuing periodic reminders via WhatsApp groups and personal broadcast messages, and adjusting the Walisiadik platform to make it easier for lecturers to enter advising logs

8. FACULTY OF ISLAMIC ECONOMICS AND BUSINESS

a. Findings

1) The averages for the number of meetings, the learning/lecture process, the assessment of student learning (lecturer grading), and EDOM scores declined slightly compared with the Odd Semester of the 2025/2026 Academic Year.
2) In general, lecturers have effectively linked their fields of study with the vision of the Unity of Sciences, religious moderation, and gender.
3) Lecturers' teaching attendance shows a very good achievement. However, compliance with academic advising standards remains low.

b. Recommendations for improvement to be followed up

1) The faculty and study programs need to identify the causes of the decline in several indicators compared with the Odd Semester of the 2025/2026 Academic Year. The findings should be followed up through measurable improvement plans. The faculty may also give recognition to lecturers and study programs that maintain or improve their performance.
2) Study programs need to maintain 100% teaching attendance. A compensation mechanism for missed meetings is needed to ensure the integrity of the learning process.
3) The Bachelor's Programs in Sharia Accounting and Management need to improve the quality of the learning process, particularly among lecturers whose EDOM scores fall below the study program average. Follow-up can take the form of pedagogical mentoring, classroom observation, and periodic evaluation.
4) The faculty needs to organize training on learning assessment covering rubric development, objective and transparent assessment, and the provision of feedback. The faculty also needs to establish minimum assessment standards applicable to all study programs.
5) The faculty needs to establish a learning quality improvement team involving lecturers with high EDOM scores. The team can organize teaching demonstrations, peer mentoring, and the sharing of best practices. Lecturers who may be involved include Mardhiyaturrositaningsih, M.E.; Elysa Najachah, M.A.; Liafatra Nurlaily, M.Acc.; Luksi Visita; Prof. Dr. H. Ali Murtadho, M.Ag.; and Dr. Farah Amalia, M.M.
6) The faculty needs to set realistic and gradual EDOM improvement targets for the following semester. Improvement priorities should focus on lecturer–student communication, variety in learning methods, the provision of feedback, and responsiveness to students' learning needs.
7) The integration of the values of the Unity of Sciences, religious moderation, and gender should be strengthened through the

development of practical guidelines, refinement of the Semester Learning Plan, provision of application examples for each field of study, and regular training for lecturers.

8) The faculty needs to organize the distribution of teaching loads by prioritizing homebase lecturers to teach courses that match their competence. Particular attention should be given to the Bachelor's Program in Digital Business, which still relies on many lecturers from other study programs.
9) Additional homebase lecturers for the Bachelor's Program in Digital Business should be recruited gradually, taking into account student numbers, course needs, areas of competence, and the lecturer-to-student ratio.
10) The faculty needs to strengthen the implementation of academic advising through an official advising calendar that sets at least three meetings per semester. Study programs need to issue reminders, monitor implementation, and ensure that lecturers record advising activities completely in the system.

9. FACULTY OF MEDICINE

a. Findings

1) The analysis of the average number of meetings (lecture logs) in one semester was conducted using the course recapitulation data for Semester 2, owing to limited data on the number of meetings in the SiJamu application and differences in the credit and course calculation systems between the Medical Study Program and other faculties of UIN Walisongo Semarang.
2) The analysis of the number of meetings and of EDOM implementation, covering the characteristics of the learning process, lecturers' grading of student learning, the assessment of student

performance by lecturers, and the implementation of UIN Walisongo's distinctive values, was conducted for only three permanent civil servant lecturers, because the SiJamu application displays data for only these three lecturers. Consequently, the M&E could not be conducted comprehensively.

3) The analysis of academic advising for the semester was conducted using the advising recapitulation data of the Medical Study Program for Semester 2, owing to limited advising data in the SiJamu application.

b. Recommendations for improvement to be followed up

1) Strengthening the implementation of learning standards and improving lecturer performance through:
   a) Granting rewards to lecturers with the highest EDOM scores
   b) Orientation on quality assurance instruments at the lecturers' meeting at the beginning of lectures to motivate lecturers to fulfill the required number of meetings, learning process characteristics, grading, attendance performance, teaching and advising, and the instillation of UIN Walisongo's distinctive values in the form of the Unity of Sciences, religious moderation, and the Green Campus in lectures.
   c) Holding regular discussions or sharing sessions among lecturers within the same scientific cluster to update the RPS, covering learning methods, assessment aspects and components, Unity of Sciences and religious moderation content, and the updating of course references with publications from the research and community service of FK UIN Walisongo lecturers.
   d) Sharing sessions should be held twice per semester, for example before the first week of lectures and after the midterm examinations.
   e) Facilitating and supporting activities to enhance lecturer competence, in terms of organization, funding support, and assignments.

2) To follow up on the arrangement of lecturers and their homebase in accordance with Rector's Decree Number 1928/Un. 10.0/R/HK.01.13/7/2023, the FK Academic Division of UIN Walisongo may coordinate with PTIPD and submit the decree so that the system can be updated and synchronized.
3) To implement more comprehensive quality assurance for all lecturers, including permanent civil servant lecturers, permanent non-civil servant lecturers, and adjunct lecturers,
4) the Quality Assurance Institute of UIN Walisongo may consider coordinating with PTIPD to synchronize lecturer data and display the M&E features for these lecturers in SiJamu.
5) Integration of credit and course calculation system data between the Medical Study Program and PTIPD of UIN Walisongo Semarang is needed to enable a comprehensive analysis of attendance (lecture logs) in one semester.
6) Comprehensive integration of data on permanent civil servant lecturers, permanent non-civil servant lecturers, and adjunct lecturers (DLB) between the Medical Study Program and PTIPD of UIN Walisongo Semarang in the SiJamu application is needed so that the analysis of EDOM implementation data can be conducted comprehensively
7) Comprehensive integration of academic advising data for permanent civil servant lecturers, permanent non-civil servant lecturers, and adjunct lecturers (DLB) between the Medical Study Program and PTIPD of UIN Walisongo Semarang in the SiJamu application is needed so that the analysis of lecturers' academic advising data can be conducted comprehensively.

10. POSTGRADUATE PROGRAM

a. Findings

No report submitted

b. Recommendations for improvement to be followed up

No report submitted

B. UNIVERSITY FINDINGS

a. Findings

Most study programs at UIN Walisongo exhibit the following:

1. The average level of academic advising remains low. This is because there is not yet a system that directs students to undertake academic advising in accordance with the standard.
2. The objectivity of student evaluations of lecturers is questionable. This is because there is not yet a system that ensures the objectivity of student evaluations.
3. The implementation of the distinctive values of UIN Walisongo Semarang is not yet optimal. This is because there are not yet guidelines for implementing UIN Walisongo's distinctive values.

b. Recommendations for improvement to be followed up

Based on the above findings and their causes, the recommendations for improvement to be followed up are as follows

1. Developing a system that directs students to undertake academic advising in accordance with the standard.
2. Developing a system that ensures the objectivity of student evaluations
3. Developing guidelines for implementing UIN Walisongo's distinctive values.

CHAPTER VI

CLOSING

This concludes the report on the End-of-Semester Monitoring and Evaluation of Lectures for the Even Semester of the 2025/2026 Academic Year. We extend our gratitude to all parties involved in this activity, particularly the faculty leaders, for their excellent cooperation and contributions. It is our hope that the results of this monitoring and evaluation will serve as data and a basis for improving academic quality at UIN Walisongo.

Semarang, 22 July 2026
Head of LPM

Dr. Saminanto, M.Sc