Universitas Islam Negeri
Walisongo
Semarang

M&E REPORT
START OF LECTURES

Odd Semester 2026/2027



QUALITY ASSURANCE INSTITUTE
UIN Walisongo Semarang

2026

PREFACE

All praise is due to Allah SWT, by whose grace the early-semester lecture Monitoring and Evaluation activity for the Odd Semester of 2026/2027 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, 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 early-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, 7 October 2026
Head of LPM

Dr. Saminanto, M.Sc

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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 early-semester monitoring and evaluation (M&E) of lectures for the Odd Semester of the 2026/2027 Academic Year focuses on lecture preparation and the delivery of lectures in the first week of the semester. It is intended to ensure the readiness and smooth implementation of lectures at the beginning of the semester, in terms of both the readiness of facilities and infrastructure and the preparedness of the lecturers teaching each course. In addition, this M&E aims to ensure discipline in commencing lecture activities.

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 examine whether lecture preparation and implementation have proceeded as planned, and to identify and resolve problems arising during the first week of lectures at the beginning of each semester.

The objective of this activity is to obtain valid data on the preparation and implementation of lectures in the Odd Semester of the 2026/2027 Academic Year, particularly during the first week of lectures. 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 lecture-preparation M&E cover three aspects, namely:

1. Preparation for lecture delivery, including the responsiveness of online learning applications and the obstacles encountered;
2. Lecturer attendance in the first week of lectures; and
3. The structure and content of the Semester Learning Plan (RPS)/syllabus, as part of the lecturers' preparation for conducting lectures.

CHAPTER II

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

A. FACULTY OF EDUCATION AND TEACHER TRAINING

1. Follow-up

a. Coordination between faculty leaders and study programs regarding schedules and ensuring the alignment of lecturer competence with the courses taught
b. Repair and maintenance of in-class lecture facilities
c. Coordination between Heads of Study Programs and course cluster coordinators in revising the RPS
d. Communicating to and urging all lecturers to attend classes and complete the lecture log at the beginning of the semester

2. Control

a. Faculty leaders coordinate with the scheduling team and Heads of Study Programs regarding schedules and teaching assignments
b. Faculty leaders, together with the Head of the Administrative Subdivision, oversee the repair and preparation of lecture facilities for the start of the odd semester
c. Faculty leaders communicate with Heads of Study Programs regarding the readiness of RPS revisions
d. Faculty leaders coordinate with Heads of Study Programs to communicate and ensure the attendance of all lecturers at the beginning of the semester

3. Improvement

a. Lecture schedules are better prepared, and teaching assignments are increasingly aligned with lecturer competence
b. Lecture facilities are improving and becoming more comfortable
c. Lecturers have the opportunity to revise their RPS
d. Lecturer attendance at the beginning of the semester has increased compared with the previous year

B. FACULTY OF SHARIA AND LAW

1. **Follow-up**
    a. In response to the finding that some lecturers were absent at the beginning of lectures, the faculty provided direction at the lecturers' preparatory meeting and conducted classroom monitoring at the start of lectures.
    b. In response to the finding that some RPS did not meet the standard, the faculty provided a standard RPS format to lecturers as a reference before lectures began.
    c. In response to suboptimal facilities and infrastructure, efforts were made to clean the restrooms thoroughly, students were urged not to leave litter in classrooms, the Vice Dean II arranged for the repair of the malfunctioning air conditioner in Room 308, and parking arrangements were coordinated with campus security.
2. **Control**
    a. Regular monitoring through periodic review meetings held every Tuesday, chaired by the Dean and attended by the Vice Deans, Heads and Secretaries of Departments, and teaching staff, with minutes and official records prepared by the Dean's expert staff.
    b. Adjustment of strategies or plans when problems or obstacles are identified during the implementation of follow-up actions.
3. **Improvement**
    a. Performance evaluation to measure the impact of the implemented recommendations, including their effectiveness and efficiency.
    b. Collection of feedback from all parties involved in the implementation of the recommendations.
    c. Adjustment of policies, procedures, or practices based on the results of performance evaluation and feedback.

C. FACULTY OF USHULUDDIN AND HUMANITIES

1. **Follow-up**

a. Calling in technicians to repair the WiFi as a follow-up to the recommendation on maintaining classroom facilities and the WiFi network.
b. Regular servicing of air conditioners to improve classroom comfort.
c. Regular inspection and maintenance of LCD projectors.
d. Regulation of parking through the installation of barriers separating car and motorcycle areas and the repainting of parking lines.
e. Inspection and maintenance of the cleanliness of the lecture environment by cleaning staff.
f. Meetings of faculty leaders, study programs, and the scheduling team to ensure that final schedules do not overlap across classes or lecturers.
g. Inviting the LPM team to provide orientation on OBE-based RPS before the start of lectures.
h. The recommendation to provide facilities supporting architecture instruction (architecture drafting tables and laboratory rooms for art and architecture practicums) has not yet been followed up.

2. Control

a. Scheduled programs for WiFi repair, air conditioner maintenance, LCD projector maintenance, and cleanliness of the lecture environment.
b. Supervision of motorcycle and car parking.
c. Establishment of a scheduling meeting before the start of the semester.
d. Encouraging course coordinators to upload the RPS to the academic information system.

3. Improvement

a. Internet/WiFi facilities have improved.
b. Classrooms have become more comfortable for learning owing to air conditioner maintenance and environmental cleanliness.
c. Nearly all LCD projectors in each classroom function properly, and Smart TVs have been added to several classrooms.
d. Parking is more orderly and scheduling is better organized.
e. The number of RPS uploaded to the academic information system has increased.

D. FACULTY OF DA'WAH AND COMMUNICATION

1. Follow-up

a. Facility and infrastructure constraints (air conditioners/fans, classroom equipment, damaged facilities, and WiFi): some follow-up actions have been carried out, including repairing restroom taps, replacing air conditioners in several classrooms, replacing projector cables, and providing markers. Repairs to some facilities and the stability of the WiFi have not yet been completed, while the roof damage to the IsDB SosHum Building has not been addressed because the building is no longer used for lectures.

b. Uniformity of the OBE-based RPS format: orientation on the RPS format has been conducted and lecturers have been directed to align their learning documents with the applicable guidelines; review and alignment of the RPS still need to be continued.

c. Uploading of the RPS to the academic information system: monitoring has been carried out, but some lecturers had not completed their RPS input at the beginning of lectures.

d. Lecturer attendance in the first week and completeness of lecture logs: reminders and reprimands have been issued, and it has been reported that some lecturers completed their logs for up to 16 meetings.

e. Integration of research and community service outcomes and references to works by UIN Walisongo lecturers in the RPS: it has been reported that works by UIN Walisongo lecturers are now cited in reference lists and that research and community service collaborations between lecturers and students have taken place.

2. Control

a. Faculty leaders forward findings on facilities and infrastructure to the relevant facilities division or technical implementation unit (UPT) and assign a person in charge (PIC) to inventory problematic facilities; supervision of the WiFi network is carried out by the dean’s office and the Head of Administration.

b. Faculty leaders have asked study programs to review all RPS to ensure the conformity and alignment of OBE-based learning documents.
c. Faculty leaders have requested a recapitulation of lecturer attendance in the first week as a basis for monitoring; follow-up actions remain limited to reminders and have not yet extended to firm sanctions.

3. Improvement

a. Inspection of facilities and infrastructure at the beginning of the semester, strengthening of damage reporting and preventive maintenance, and periodic monitoring of internet network quality.
b. Periodic audits and reviews of the RPS, clinics or mentoring for developing OBE-based RPS, and the use of standardized templates.
c. Optimization of the monitoring of lecturer attendance and lecture log completion, as well as periodic compliance evaluation.
d. Strengthening coordination among the GKM, GPM, and quality assurance units so that every M&E finding is followed up in a planned, documented, and sustainable manner.

E. FACULTY OF SCIENCE AND TECHNOLOGY

1. Follow-up

a. A lecture preparation meeting held before the start of the Odd Semester of 2026/2027, comprising reports from the Dean and Vice Deans as well as discussions on resolving problems related to the learning process, facilities and infrastructure, cleanliness, and plans for improving new student admissions (PMB).
b. Meeting the demand for lecture rooms by merging two class groups and using the theater room for the courses PPKN, Indonesian Language, Qur'anic Studies, and Philosophy of the Unity of Sciences, as well as adding lecture rooms 1-8, 2-9, 2-10, and the IsDB FITK theater room.
c. Facilitation of RPS alignment through Course Clusters (RMK) by the heads of study programs, including lecturer discussions to improve course materials and to evaluate and develop the RPS.

2. Control

a. Monitoring of lecture delivery by faculty leaders and monitoring of lecture facilities and infrastructure by the Head of Administration.
b. Issuing written reminders to complete lecture logs and academic advising records in the middle of the semester.
c. Approval of the RPS by the Head of Study Program and the head of the course cluster, and RPS input through Walisiadik.
d. Reprimands from the Head of Study Program to lecturers whose teaching performance is less than optimal.

3. Improvement

a. All lecturers prepare their RPS systematically through Walisiadik.
b. Lecturers complete the first-week lecture log through Walisiadik, and the entries have been validated by students.
c. The follow-up and control processes continue.

F. FACULTY OF SOCIAL AND POLITICAL SCIENCES

G. FACULTY OF PSYCHOLOGY AND HEALTH

1. Follow-up

a. The insufficient integration of research and community service in the RPS was followed up through discussions in scientific field groups (KBK) at the beginning of the semester and increased research collaboration with lecturers in the same field.
b. The suboptimal description of structured assignments, independent assignments, and UoS content in the RPS was followed up by re-communicating the proportion of assignments as well as the agreed format and substance of the RPS.
c. Scheduling problems up to the schedule input deadline were followed up by the scheduling team together with the study programs by improving schedule management in line with the set timeline.
d. Malfunctioning LCD projectors in the FPK and IsDB Buildings and dirty whiteboards were followed up with periodic facility control cards and requests for required facilities submitted to the faculty and the General Affairs Division.

e. The mismatch between courses and classes offered was followed up by informing students in each cohort.
f. The inadequate capacity of classroom IsDB 308 was followed up by having the scheduling teams of the Nutrition and Psychology Study Programs use the room alternately.
g. The considerable distance between Building B and the IsDB Building was followed up through coordination with the UIN Walisongo transportation team.
h. Lecturers who changed schedules unilaterally or forgot to complete the first-week lecture log were addressed through direction in internal study program meetings and reminders from the Head of Study Program.

2. Control

a. Teaching and administrative staff respond directly to complaints about facilities and infrastructure at the beginning of lectures, such as insufficiently cool air conditioning, dirty whiteboards, and unavailable LCD remote controls.
b. A detailed checklist of lecture facilities and infrastructure one week before lectures begin (LCD projectors, air conditioners, lights, whiteboards, and stationery), together with monitoring of facilities and infrastructure throughout the semester.
c. Coordination between study programs and lecturers so that lecture hours are not moved outside the schedule.

3. Improvement

a. Courses are available as needed with well-coordinated schedules, and lecturers are more orderly and do not change schedules too frequently.
b. Classrooms are equipped with properly functioning LCD projectors, dirty whiteboards have been replaced, and the cleanliness of buildings and classrooms has improved.
c. The RPS are available at the beginning of lectures, and lecturer attendance in the first week approaches 100%.

H. FACULTY OF ISLAMIC ECONOMICS AND BUSINESS

1. Follow-up

a. Standardization of course RPS has been carried out through faculty-facilitated discussions among lecturers within the same scientific cluster.

b. Regarding the attendance of lecturers and students at the beginning of lectures, faculty leaders urged lecturers to ensure student attendance, conducted early-semester M&E through field observation, and contacted lecturers who did not teach as scheduled.

c. The recommendation to integrate SiJamu data for classes taught by lecturers outside their homebase has been submitted to the LPM; as an interim solution, the GKM accesses the account of the other study program serving as the lecturer's homebase.

d. The recommendation to configure Siadik so that grade transcripts can only be viewed after students complete the EDOM has been submitted to the LPM.

e. The recommendation to synchronize data on adjunct lecturers (DLB) and contract lecturers in SiJamu has been submitted to the LPM; FEBI leaders monitor the beginning of lectures for all lecturers, including adjunct and contract lecturers, and study programs periodically evaluate adjunct lecturers based on information from students.

f. Updating of data and synchronization of lecturers' homebase in SiJamu have been completed by PTIPD.

g. Rewards are given to lecturers with the highest EDOM scores at the end of each semester and are taken into consideration when providing training opportunities, whereas punishment is left to the policy of the faculty and its leaders.

h. Information on conducting academic advising at least three times per semester and on completing advising logs factually was provided at the lecturers' preparatory meeting for the Odd Semester of 2026/2027 and reiterated through the faculty WhatsApp group.

2. Control

a. Ensuring that lecturer scheduling corresponds to competence and field of expertise, and applying cross-scheduling to distribute teaching loads evenly.
b. Reactivating discussions among lecturers within the same scientific cluster to standardize the RPS.
c. Monitoring and mentoring lecturers who face difficulties in teaching, including those pursuing further studies.
d. Maintaining lecturers' EDOM scores above 4.
e. Ensuring a budgeting scheme for training on OBE-based curricula and the measurement of learning outcome (LO) attainment for lecturers in the 2026 fiscal year.
f. Developing guidelines for a reward and punishment system based on lecturers' academic performance.
g. Ensuring the finalization of lecture schedules and rooms before the first day of lectures and establishing an official information channel for any room changes.

3. Improvement

a. Targeting all lecturers to obtain EDOM scores above 4.
b. Increasing the number of lecturers who complete advising logs at least three times per semester, with reference to the faculty's academic advising calendar.
c. Implementing a reward and punishment system based on lecturers' academic performance.
d. Planning and implementing the enhancement of lecturer competence in line with the OBE-based curriculum in 2026.

I. FACULTY OF MEDICINE

J. POSTGRADUATE PROGRAM

1. Follow-up

a. Coordination of the preparation and announcement of lecture schedules: improved; the schedule score rose from 3.50 to 3.79, and complaints about sudden schedule changes are no longer prominent.
b. Review of online, offline, or hybrid lecture formats for working students and students from outside the city: not yet completed.
c. Provision of an institutional video conferencing platform (Zoom): not yet completed, despite having been proposed for two consecutive semesters.
d. Optimization of classroom capacity and room scheduling: improved; complaints about limited capacity no longer arise.
e. Improvement of the course registration (KRS) system: improved; no KRS-related problems were reported this semester.
f. Communication among the academic division, lecturers, and students: partially improved, although there is still input that students should be notified earlier when lecturers are unable to attend.
g. Provision of a digital library, e-books, and access to indexed scientific journals: not yet completed and constitutes the largest cluster of input in the Doctoral Program in Islamic Studies.
h. Coordination among lecturers in assigning coursework: improved; complaints about overlapping assignments are no longer prominent.

2. Control

a. Maintaining and continuously monitoring achievements in scheduling, classroom capacity, the KRS system, and coordination of assignments among lecturers.
b. Strengthening the SOP for confirming lectures when lecturers are unable to attend.
c. Designating the provision of an institutional Zoom platform, accommodating lecture formats, and access to international journals as follow-up priorities of the Postgraduate Program.

3. Improvement

a. The schedule readiness score increased from 3.50 to 3.79, and the overall average score of the Postgraduate Program reached 3.82 on a 4-point scale.
b. The number of M&E respondents increased from 50 to 86 students.
c. Five of the eight recommendations from the previous M&E showed improvement.

CHAPTER III

IMPLEMENTATION AND RESULTS OF MONITORING AND EVALUATION

A. Schedule and Objects of Activities

The monitoring and evaluation of academic activities for the Odd Semester of the 2026/2027 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	20–23 August 2026	LPM
Coordination Meeting of GPM and GKM	24 August 2026	Online
Implementation of M&E by GKM	1–7 September 2026	Faculty/Study Program
Report preparation by GPM and submission to LPM	8–21 September 2026	Faculty
Presentation of M&E Results	22 September 2026	Online
Preparation of the University Report	25 September 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/c)	Head of PKP Center
6	Dr. Anila Umriana, M.Pd 197904272008012012	Penata Tk.I (III/d)	Head of AS 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, M.Psi., Psikolog. 199303232025052005	Penata Muda Tk.I (III/b)	LPM Support Team
14	Agus Wayan Yulianto, M.Sc. 198907162019031007	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 variables of this M&E comprise three areas: preparation for lecture delivery, including the responsiveness of online learning applications and the obstacles encountered; lecturer attendance in the first week of lectures; and the structure and content of the Semester Learning Plan (RPS)/syllabus as part of lecturers' preparation for conducting lectures. 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 Early-Semester M&E Reports for the Odd Semester of the 2026/2027 Academic Year prepared by each Quality Control Group (GKM). These results were then compared with the data in the Early-Semester M&E Report for the Even Semester of the 2025/2026 Academic Year to obtain a more comprehensive picture of the changes occurring between semesters.

1. Semester Learning Plan

The M&E of the Semester Learning Plan (RPS) was conducted by assessing the structure and content of lecturers' RPS against the 22 components of the LPM instrument, including course identity, graduate learning outcomes (CPL) and course learning outcomes (CPMK), study materials, implementation of the paradigm of the unity of knowledge (*Unity of Sciences*), integration of research/community service, learning methods and assessment systems, time allocation, and references. The average RPS achievement of each faculty is presented below.

Table 3. Average Achievement of the Semester Learning Plan (RPS)

No	Faculty	Percentage
1	Faculty of Education and Teacher Training	97%
2	Faculty of Sharia and Law	99%
3	Faculty of Ushuluddin and Humanities	87%
4	Faculty of Da'wah and Communication	84%
5	Faculty of Science and Technology	90%
6	Faculty of Social and Political Sciences	83%
7	Faculty of Psychology and Health	94%
8	Faculty of Islamic Economics and Business	98%
9	Faculty of Medicine	89%
10	Postgraduate Program	n/a

A comparison of the average RPS achievement reported in the early-semester M&E of the Even Semester of the 2025/2026 Academic Year and the Odd Semester of the 2026/2027 Academic Year is presented in the following chart.

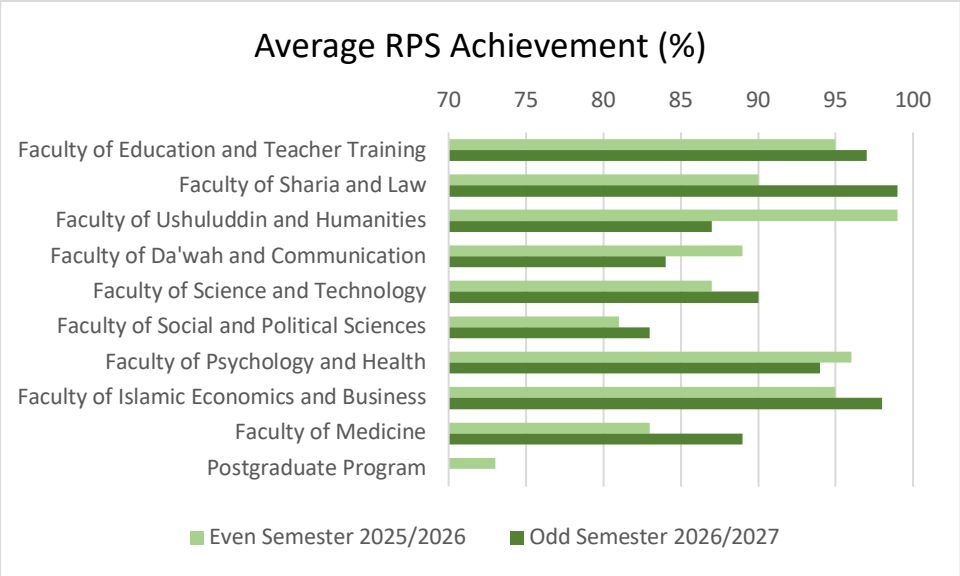


Figure 1. Comparison Chart of Average RPS Achievement
Even Semester 2025/2026 and Odd Semester 2026/2027

As shown in the chart, RPS achievement increased in six faculties, namely FSH, FK, FST, FEBI, FTIK, and FISIP, with the largest increase in FSH. Declines occurred in FUHUM, FDK, and FPK. The largest decline, in FUHUM, was attributable to the RPS of the ILHA Study Program, most of whose substantive components had not yet been completed, whereas the FDK average was pulled down by the low achievement of the BPI, MD, and MHU Study Programs. The Postgraduate Program did not assess the RPS separately, as this aspect was combined with lecturer attendance; the Postgraduate GPM noted that the RPS for a number of courses had not been uploaded to the academic information system and were only distributed via WhatsApp. Across faculties, the RPS components most frequently receiving low scores were the explanation of the integration of research/community service into learning, the implementation of the Unity of Sciences, the clarity of the assessment system for structured and independent assignments, and

references that do not yet include works by the lecturers themselves or by other UIN Walisongo lecturers.

2. Lecture Preparation

The M&E of lecture preparation covers two components: the readiness of lecture schedules and the suitability of the lecturers assigned to courses. Schedule readiness is assessed against four criteria: the schedule has been approved, announced to students and lecturers before lectures begin, is complete in content, and remains unchanged after lectures begin. The suitability of assigned lecturers is assessed on the basis of appointment by decree (SK), mentoring for lecturers who do not yet hold a national lecturer identification number (NIDN), alignment of academic competence with the courses taught, and the provision of mentoring/team teaching where necessary. The values in the table represent the average of the two components converted into percentages.

Table 4. Average Score of Schedule and Teaching Staff Preparation

No	Faculty	Percentage
1	Faculty of Education and Teacher Training	98%
2	Faculty of Sharia and Law	94%
3	Faculty of Ushuluddin and Humanities	97%
4	Faculty of Da'wah and Communication	99%
5	Faculty of Science and Technology	n/a
6	Faculty of Social and Political Sciences	90%
7	Faculty of Psychology and Health	94%
8	Faculty of Islamic Economics and Business	91%
9	Faculty of Medicine	75%
10	Postgraduate Program	95%

A comparison of schedule and teaching staff preparation scores reported in the Even Semester of 2025/2026 and the Odd Semester of 2026/2027 is presented in the following chart.

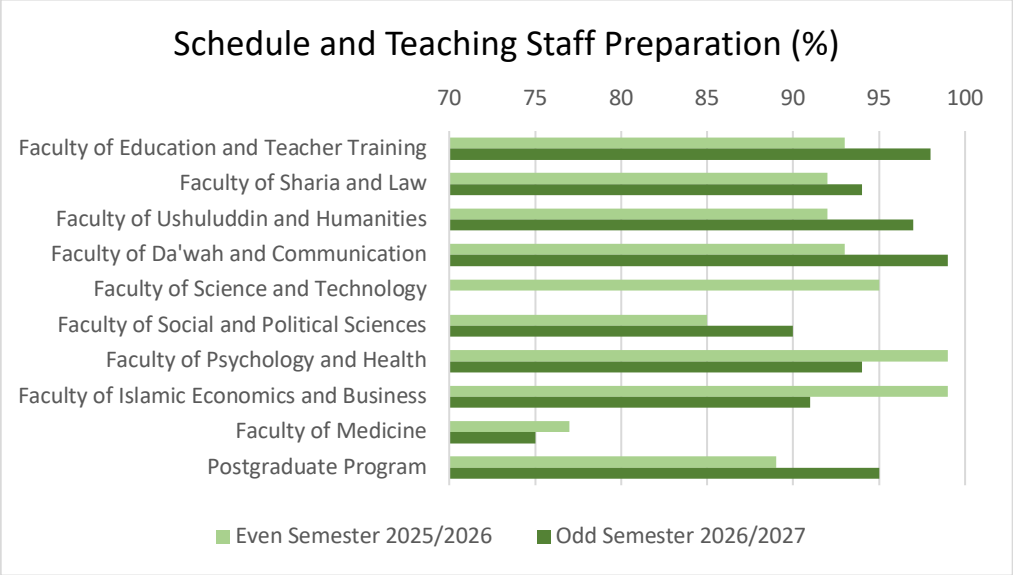


Figure 2. Comparison Chart of Average Schedule and Teaching Staff Preparation Scores Even Semester 2025/2026 and Odd Semester 2026/2027

As shown in the chart, schedule and teaching staff preparation scores increased in FDK, the Postgraduate Program, FTIK, FUHUM, FISIP, and FSH. Conversely, declines occurred in FEBI, FPK, and FK. The decline in FEBI was due to room changes that continued to occur after lectures had begun in the Bachelor's Programs in Sharia Accounting, Management, and Digital Business, as well as to lecturers in the Bachelor's Program in Sharia Accounting teaching courses outside their area of expertise. FK obtained the lowest score because of changes to lecturer schedules after lectures had begun and because lecturers had not received their teaching decrees in the first week. Mismatches between lecturer competence and assigned courses were also reported in the S1 PGMI Study Program (FTIK) and the Environmental Engineering Study Program (FST). FST reported schedule readiness qualitatively, in the very good category, without a score, noting that changes to schedules and assigned lecturers still occurred in the first week in several study programs. The FSH score for the previous semester covered only the lecture schedule component.

3. Facilities and Infrastructure

The M&E of facilities and infrastructure covers three components: building and classroom facilities (lecture facilities), the safety and comfort of buildings and classrooms, and the condition of internet facilities (UIN Walisongo WiFi). The data were obtained through observation and surveys of lecturers and students. The values in the table represent the average of the three components converted into percentages.

Table 5. Average Score of Facilities and Infrastructure Readiness

No	Faculty	Percentage
1	Faculty of Education and Teacher Training	94%
2	Faculty of Sharia and Law	83%
3	Faculty of Ushuluddin and Humanities	87%
4	Faculty of Da'wah and Communication	78%
5	Faculty of Science and Technology	93%
6	Faculty of Social and Political Sciences	88%
7	Faculty of Psychology and Health	90%
8	Faculty of Islamic Economics and Business	76%
9	Faculty of Medicine	92%
10	Postgraduate Program	96%

A comparison of facilities and infrastructure readiness scores reported in the Even Semester of 2025/2026 and the Odd Semester of 2026/2027 is presented in the following chart.

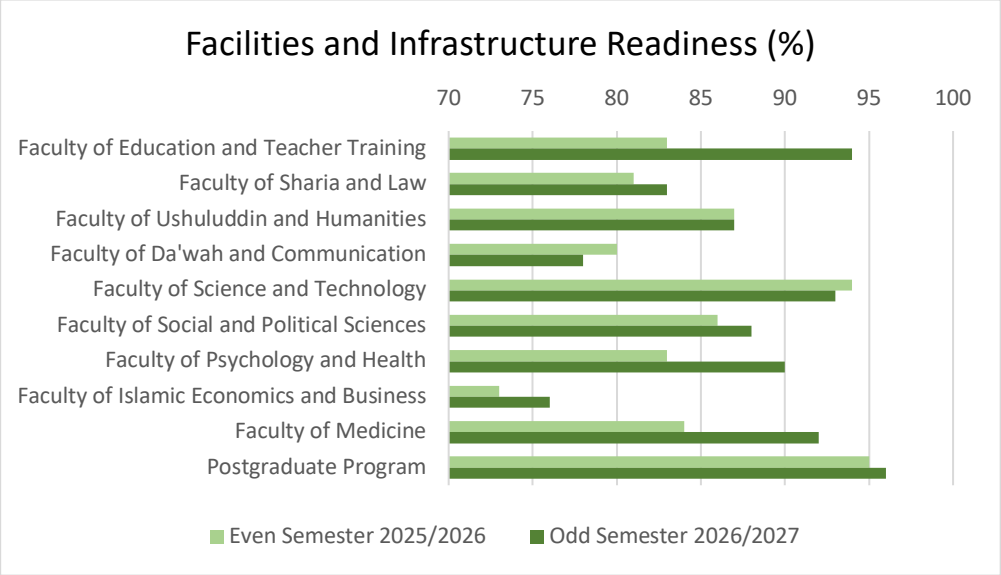


Figure 3. Comparison Chart of Average Facilities and Infrastructure Scores, Even Semester 2025/2026 and Odd Semester 2026/2027

As shown in the chart, facilities and infrastructure scores increased in seven faculties, with the largest increases in FTIK, FK, and FPK, followed by FEBI, FISIP, FSH, and the Postgraduate Program. Relatively small declines occurred in FDK and FST, while FUHUM remained relatively stable. FEBI and FDK remain the two faculties with the lowest scores. In FEBI, the most frequent complaints concerned malfunctioning air conditioners/fans and unstable WiFi, particularly in Buildings L and ISDB; in FDK, the safety and comfort of rooms were rated as poor owing to inadequate air circulation, malfunctioning air conditioners and fans, and damaged projector cables. In general, building safety and comfort and WiFi facilities were the lowest-scoring components in most faculties. The most frequently reported problems were unavailable or malfunctioning classroom equipment (air conditioner and LCD remote controls, markers, erasers, HDMI cables), incomplete emergency safety signage and fire extinguishers (APAR), the cleanliness of rooms and restrooms, limited parking, and accessibility for persons with disabilities.

4. Lecturer Attendance

The M&E of lecturer attendance was conducted in the first week of lectures, in terms of both the percentage of attendance and the quality of attendance, namely whether lecturers introduced themselves, explained the introductory material and the RPS, established a learning contract, and explained the relevance of the course to the vision and mission. The data were drawn from lecture logs in SiJamu/Walisiadik and student questionnaires. The results for lecturer attendance are presented below.

Table 6. Average Percentage of Lecturer Attendance in the First Week

No	Faculty	Percentage
1	Faculty of Education and Teacher Training	96%
2	Faculty of Sharia and Law	83%
3	Faculty of Ushuluddin and Humanities	89%
4	Faculty of Da'wah and Communication	100%
5	Faculty of Science and Technology	95%
6	Faculty of Social and Political Sciences	91%
7	Faculty of Psychology and Health	100%
8	Faculty of Islamic Economics and Business	100%
9	Faculty of Medicine	92%
10	Postgraduate Program	97%

A comparison of lecturer attendance in the first week reported in the Even Semester of 2025/2026 and the Odd Semester of 2026/2027 is presented in the following chart.

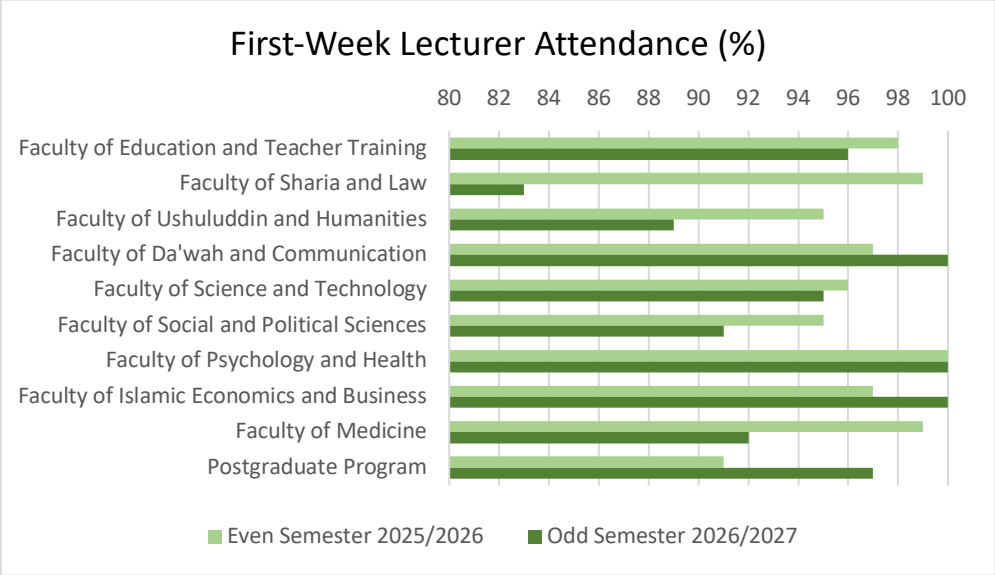


Figure 4. Comparison Chart of Average Lecturer Attendance in the First Week
Even Semester 2025/2026 and Odd Semester 2026/2027

As shown in the chart, lecturer attendance in the first week generally remained high. FPK, FEBI, and FDK achieved or approached full attendance, followed by FTIK and FST. Attendance increased in FDK and FEBI, while FPK remained stable. The largest declines occurred in FSH, FK, and FUHUM. In FSH, lecturer attendance varied considerably across study programs, with the lowest achievement in the Sharia Economic Law Study Program, and the GPM noted that not all lecturers had completed the first-week lecture log, so the attendance data may be biased. A similar issue was reported by FST, while in FUHUM the lowest attendance was found in the SAA and ILHA Study Programs, and some first-week lectures had to be cancelled because they coincided with the community service program (KKN) withdrawal and the Studium Generale. Accordingly, the decline in attendance figures does not entirely reflect lecturer absence but also incomplete lecture logs and conflicts with university activity schedules.

Based on the analysis of each monitoring and evaluation aspect, the differences in each faculty's achievement between the Odd Semester of 2026/2027 and the Even Semester of 2025/2026 were recapitulated to

facilitate the identification of upward and downward trends between semesters. A summary of the results is presented in the following table.

Table 7. Summary of Monitoring and Evaluation Results Comparison

Faculty	Assessment Aspect			
	1	2	3	4
FTIK	+2	+5	+11	−2
FSH	+9	+2	+2	−16
FUHUM	−12	+5	0	−6
FDK	−5	+6	−2	+3
FST	+3	n/a	−1	−1
FISIP	+2	+5	+2	−4
FPK	−2	−5	+7	0
FEBI	+3	−8	+3	+3
FK	+6	−2	+8	−7
POSTGRADUATE PROGRAM	n/a	+6	+1	+6

Notes:
1. Semester Learning Plan,
2. Schedule and Teaching Staff Preparation,
3. Facilities and Infrastructure,
4. Lecturer Attendance,
*n/a: data not available for one of the semesters.

CHAPTER IV

FINDINGS AND RECOMMENDATIONS

A. Faculty Findings and Recommendations

1. FACULTY OF EDUCATION AND TEACHER TRAINING

a. Findings

In general, all study programs in FTIK UIN Walisongo have shown good results in terms of academic and operational preparation at the beginning of lectures in the Odd Semester of 2026/2027; however, several findings still require improvement. The findings for the four aspects targeted by the M&E are presented below.

1) Schedule Preparation
   a) Mismatch between lecturers' academic competence and the courses they teach, particularly in the S1 PGMI Study Program.
   b) Mismatch between the number of students and the required number of class groups, particularly in the postgraduate programs.
   c) Sudden changes to the schedule occurred.
2) Facilities and Infrastructure
   a) Insufficient technical guidelines for building use, room nameplates, and emergency safety/evacuation instructions in all buildings, particularly in the study programs with the lowest achievement (S1 PGMI, S1 PAI).
   b) Fire extinguishers (APAR) are not yet available in every building on a regular basis.
   c) Damage to LCD projectors and Smart TVs, particularly in the classrooms of Buildings N, D4, K, and IsDB, which are the most frequently reported as malfunctioning.
   d) Insufficient regular cleanliness and tidiness of classrooms and the campus environment, including cable management and the availability of basic supplies such as markers and erasers.
   e) Weak WiFi signal at certain points (Building K and the second floor of the IsDB Building), and the need to provide backup generators to anticipate power outages.
3) RPS Development
   a) There is no validation by the Course Cluster (RMK) Coordinator or approval by the Head of Study Program.
   b) Research/community service outcomes have not yet been integrated into learning.
   c) References to research/journal articles, including the lecturers' own works or works by other UIN Walisongo lecturers, are not yet included in the RPS reference lists.

4) Recommendations for Improving Lecturer and Student Attendance in the First Week
   a) Some students did not attend in the first week, particularly in study programs with relatively low student attendance, such as S2 MPI (85%).
   b) Some lecturers did not enter their lecture logs on time in the first week.

b. Recommendations for improvement to be followed up

In general, all study programs in FTIK UIN Walisongo have shown good results in terms of academic and operational preparation at the beginning of lectures in the Odd Semester of 2026/2027; however, several aspects still require improvement. The recommendations for improvement in the four aspects targeted by the M&E are presented below.

1) Recommendations for Improving Schedule Preparation
   a) Improve the alignment of lecturers' academic competence with the courses they teach, particularly in the S1 PGMI Study Program, to prevent mismatches between fields of expertise and assigned courses.
   b) Consistently apply mentoring/team teaching for lecturers whose expertise does not yet fully match the courses they teach.
   c) Ensure schedule stability by taking into account the projected number of new students and the required number of class groups from the early stages of schedule preparation, particularly in the postgraduate programs.
   d) Improve coordination between study programs and at the faculty level in schedule management so that sudden changes can be minimized.
2) Recommendations for Improving Facilities and Infrastructure
   a) Provide technical guidelines for building use, room nameplates, and emergency safety/evacuation instructions in all buildings, particularly in the study programs with the lowest achievement (S1 PGMI, S1 PAI).

b) Provide fire extinguishers (APAR) in every building and ensure that they function properly through regular checks.
c) Carry out routine repair and maintenance of LCD projectors and Smart TVs, particularly in the classrooms of Buildings N, D4, K, and IsDB, which are the most frequently reported as malfunctioning.
d) Improve the regular cleanliness and tidiness of classrooms and the campus environment, including cable management and the availability of basic supplies such as markers and erasers.
e) Improve the quality of the WiFi network at weak points (Building K and the second floor of the IsDB Building) and provide backup generators to anticipate power outages.

3) Recommendations for Improving RPS Development
   a) Provide further orientation on the validation mechanism by the Course Cluster (RMK) Coordinator and approval by the Head of Study Program so that it is applied consistently across all study programs.
   b) Encourage lecturers to better understand and implement the integration of research and community service outcomes into learning, given that this component consistently receives the lowest scores across study programs.
   c) Require lecturers to include research/journal references, including their own works or works by other UIN Walisongo lecturers, in the RPS reference lists to enhance originality and academic quality.
   d) Improve the features of the academic information system (akademik.walisongo.ac.id) so that it can accommodate the entry of all substantive RPS content clearly, completely, and in a manner easily understood by lecturers.
4) Recommendations for Improving Lecturer and Student Attendance in the First Week

a) Increase awareness of the importance of student attendance in the first week, particularly in study programs with relatively low student attendance, such as S2 MPI (85%).
b) Ensure that all lecturers enter their lecture logs on time in the first week to maintain the accuracy of SiJamu data.
c) Provide alternative access to course materials for students who are unable to attend, for example through digital platforms, so that they do not miss the foundational course content.
d) Encourage lecturers to convey the relevance of the course to the vision and mission of the study program more explicitly in the first meeting.

2. FACULTY OF SHARIA AND LAW

a. Findings

Based on the overall data, the main findings can be formulated as follows:

1) Academic readiness at the beginning of the semester is generally good

   Schedules, RPS, and first-week lectures were available and conducted as planned. This indicates that the early-semester preparation system has functioned relatively effectively.

2) The RPS is an aspect with relatively high achievement

   The average RPS score of 3.94/4 indicates a high level of compliance with the instrument. However, several substantive components still require strengthening, particularly the integration of research/community service, time allocation, and the assessment system for assignments.

3) Facilities and infrastructure are the area most in need of follow-up

   Scores of 3.11 for WiFi, 3.31 for safety/comfort, and 3.50 for classroom facilities indicate that the facilities aspect is not yet as strong as the academic aspect.

4) There are operational problems with facilities

The problems identified concern not only facilities that are not yet available but also facilities that are damaged, malfunctioning, incomplete, or not optimally maintained, such as air conditioners, remote controls, HDMI cables, classroom stationery, cleanliness, and doors.

5) WiFi is one of the main weaknesses

   Internet facilities received the lowest score within the facilities and infrastructure group, namely 3.11, with complaints that WiFi access is still frequently difficult.

6) Student attendance is relatively good

   The average student attendance rate reached 93%, although some students were still absent in the first week.

7) Lecturer attendance data require stronger administrative validity

   The documents indicate that not all lecturers completed the first-week lecture log, resulting in potential discrepancies between actual attendance and administrative data.

b. Recommendations for improvement to be followed up

Based on these findings, more operational recommendations for improvement can be formulated as follows:

No.	Findings	Recommendation	Priority
1	Schedule readiness is not yet uniform across study programs	Conduct tiered schedule verification before the semester begins	High
2	Some classroom facilities are not functioning	Develop a classroom facility checklist and conduct daily/weekly inspections	High
3	Problems with air conditioners and remote controls	Inventory all air conditioners/remote controls and schedule periodic maintenance	High
4	Limited learning equipment	Provide HDMI cables, markers, erasers,	High

		projector remote controls, and other standard supporting equipment	
5	Cleanliness of some rooms is not yet optimal	Strengthen cleanliness checks before changes of lecture sessions	Medium
6	Limited parking	Evaluate parking capacity and redesign parking management	Medium
7	The prayer room (musala) is uncomfortable	Improve ventilation, cleanliness, air freshening, and air circulation	High
8	WiFi is frequently difficult to access	Audit network capacity, access points, and connection stability	Very high
9	Integration of research/community service in the RPS is not yet optimal	Workshop on developing research- and community service-based RPS	High
10	The assessment system for assignments is not yet uniform	Develop guidelines/rubrics for assessing structured and independent assignments	High
11	Time allocation in several RPS is still inadequate	Review of the RPS by the Head of Study Program/RMK before approval	Medium
12	Lecturer attendance logs are not yet consistent	Require log completion for every meeting and conduct periodic monitoring	Very high

3. FACULTY OF USHULUDDIN AND HUMANITIES

a. Findings

1) Several RPS have not been entered by the course cluster (RMK) lecturers, and some still contain components that are incomplete or insufficiently detailed.

2) The first-week lecture schedule coincided with the community service program (KKN) withdrawal schedule, so several lectures had to be cancelled.
3) The first day of lectures coincided with the Studium Generale, so lectures for first-semester classes had to be cancelled or rescheduled to allow students to attend the Studium Generale.
4) The first day of lectures followed the first date of the month, which fell on a Tuesday, causing considerable confusion among lecturers and students with Monday schedules.
5) The distribution of class groups was uneven in size, so that some classes reached the maximum capacity (40 students), while others had only 1–4 students.
6) Many students retaking courses did not attend in the first week.
7) Buildings and classrooms are not yet accessible to persons with disabilities.
8) There are too few restrooms.
9) Air conditioners and Smart TVs are sometimes damaged or difficult to operate. During power outages in particular, rooms become very hot, disrupting teaching and learning activities.
10) Several classrooms have unstable WiFi connections.
11) Finding: Lecture facilities must not only be provided but also maintained, particularly classroom equipment such as air conditioner remote controls, markers, and erasers.

b. Recommendations for improvement to be followed up

1) RPS:
    a. Heads of Study Programs should remind course coordinators to complete their RPS promptly in their Walisiadik accounts.
    b. Lecturers should periodically review and refine their RPS to ensure the completeness of components, the alignment of CPL–CPMK–Sub-CPMK, the relevance of materials and learning methods, and the consistency of the assessment

system with the learning outcomes. The RPS should also be updated, particularly in terms of references and case studies, in line with scientific developments and learning needs, and should serve as a consistent reference in the delivery of lectures.

2) Attendance:
    a. Scheduling by the academic division at the university level should be coordinated across units; for example, the scheduling of KKN by the Institute for Research and Community Service (LPPM) should be coordinated with the first lecture schedule set by the academic division, and the academic division should ensure that schedules do not overlap, for instance by ensuring that the first lecture does not coincide with the Studium Generale.
    b. Lectures in the first week should begin on a Monday, regardless of the date.
    c. Class group quotas in the academic information system should be adjusted to the number of students so that class groups are evenly distributed.
    d. Students retaking courses require special attention from the study program and should be reminded to be disciplined so that they do not need to retake the course again in the following semester.

3) Facilities and Infrastructure:
    a. Provision of facilities accessible to persons with disabilities and special attention to students with disabilities.
    b. Addition of restrooms; they need not be large, but they should be sufficient in number and clean.
    c. Addition of ablution facilities.
    d. WiFi facilities still need to be improved, particularly in terms of stability, speed, and coverage within lecture rooms.

Optimization of network capacity, addition of access points, and regular maintenance are required so that the internet can optimally support the learning process.

e. Addition of in-class facilities such as extension cords, air fresheners, and fire extinguishers (APAR)
f. Follow-up actions should not be limited to the addition of new facilities but should include the inspection and maintenance of existing buildings and facilities, covering classroom cleanliness, repair of desks and door handles, the functioning of air conditioners, and the availability of markers, erasers, and air conditioner and LCD remote controls.

4. FACULTY OF DA'WAH AND COMMUNICATION

a. Findings

1) There is a shortage of representative and adequate classrooms. Several students objected to the use of lecture rooms on Campus 1 and Campus 2. In addition, problems were still found with learning support facilities, such as smart TVs, remote controls, LCD projectors, and HDMI connectors.
2) Lecturer attendance in the first week of lectures was generally good, with most lecturers present and conducting initial activities such as introductions, learning contracts, and explanations of the RPS. However, a small number of lecturers only introduced themselves without presenting introductory material or the RPS; hence, further monitoring and a stronger commitment to first-week lecture delivery are needed so that practice becomes more uniform across all study programs. Moreover, some lecturers were found to be absent in the first week of lectures.
3) The readiness of building and classroom facilities and infrastructure, including the safety and comfort of buildings and classrooms, remains in the Poor category. Several classrooms, such as Room L5,

have damaged or non-functioning projector cables, which hinders lectures that should otherwise proceed smoothly. In some rooms, including the FDK library used as a lecture venue, air circulation is poor and the rooms tend to be hot, and the air conditioners and fans do not function properly. Whiteboard markers are often unavailable in classrooms.

b. Recommendations for improvement to be followed up

The following recommendations relate to the findings of the early-semester lecture M&E for the Odd Semester of 2026/2027:

1) Periodically map and evaluate the availability and adequacy of classrooms and learning support facilities, and determine priorities for the provision and repair of facilities based on the needs of each study program. The use of lecture rooms on Campus 1 and Campus 2 should also be evaluated with consideration for students' comfort and learning needs.
2) Strengthen the monitoring of lecture delivery in the first week and reinforce lecturers' understanding that initial lecture activities should include introductions, a learning contract, presentation of the RPS, and introductory material appropriate to the characteristics of the course. The monitoring results should be followed up through coordination with study programs to ensure that first-week lectures are conducted consistently.
3) A thorough cross-check of scheduling is required through coordination among the scheduling team, study programs, and the faculty academic division. Inspection of LCD projectors, the functioning of air conditioners and fans, and the availability of whiteboard markers in every lecture room should be conducted before the first week of lectures by the faculty IT team under the coordination of the Head of Administration. Technically, a checklist of the availability and functioning of facilities and infrastructure in all lecture rooms is required.

5. FACULTY OF SCIENCE AND TECHNOLOGY

a. Findings

The early-semester lecture M&E of the Faculty of Science and Technology for the Odd Semester of the 2026/2027 Academic Year was conducted well. The findings are as follows.

1) The review of lecture schedule preparation based on the Dean's decree showed very good results, with courses assigned in accordance with lecturers' fields of expertise. Scheduling proceeded smoothly and involved collaboration among study programs, the faculty, and PTIPD. Scheduling was supported by the Walisiadik system, whose features are continuously developed to facilitate the monitoring of rooms, lecturers, schedules, and course packages. However, the following findings were noted:
    a. Biology Education Study Program
        i. The distribution of lecturer schedules is less effective and efficient, so improvement in the efficiency of lecturer schedule distribution is needed
        ii. Practicum courses were scheduled before theory courses, so scheduling should be reviewed for the following semester
        iii. Students have consecutive classes alternating between Campus 2 and Campus 3, so scheduling should be reviewed for the following semester
    b. Physics Education Study Program, Chemistry Education Study Program, Information Technology Study Program
        i. Several courses had their schedules changed in the first week of lectures, so greater attention should be paid to schedule preparation in the following semester.
    c. Chemistry Study Program
        i. Teaching schedules should be communicated to lecturers well in advance.

ii. The lecture period in the academic calendar should be allocated for more than 16 meetings to accommodate potential obstacles in lecture delivery.

d. Environmental Engineering Study Program

i. Several courses are assigned to lecturers whose fields of expertise do not match, which should be taken into account in schedule preparation for the following semester

2) The preparation of lecture facilities and infrastructure in FST was very good, with scores above 90 in all aspects. Several matters require attention and improved readiness, namely: 1) maintenance and repair of air conditioners and LCD projectors; 2) additional LCD projectors for use in laboratories, particularly the Campus 2 laboratories; 3) expansion and organization of parking facilities; 4) additional whiteboards in the mathematics laboratory; 5) maintenance of desks and basic software (Microsoft Word, Excel, etc.) in the computer laboratory; 6) increased bandwidth and internet speed; 7) theory lectures should be held in lecture rooms rather than laboratories; and 8) the cleanliness of classrooms, lecturers' rooms, the Campus 2 and Campus 3 laboratories, and restrooms should be improved.

3) The RPS prepared by lecturers in the Faculty of Science and Technology are very good, with a score of 90.23. Several RPS still require improvement in the explanation of how research/community service is integrated into learning; several RPS components still need refinement, including the alignment of course descriptions, CPMK, Sub-CPMK, and assessment percentages with the academic manuscript; the UoS implementation content has not been described with reference to the three UoS implementation strategies (namely humanization, spiritualization, and the revitalization of local wisdom); the description of learning experiences does not yet explain the three domains of learning

processes/outcomes, particularly the psychomotor domain for theory/non-practicum courses; several RPS mention assessment of the psychomotor/performance domain but do not explain its assessment system/weighting; several RPS do not yet provide a clear description and assessment system for structured and independent assignments; and the references do not yet cite the research/community service outcomes or reference books of the lecturers concerned.

4) Lecturer attendance in the first week was very good, with a score of 95.21, a decrease from the previous M&E score of 98.00. This means that lecturers were present, introduced themselves, explained the introductory material and the RPS, established a learning contract, and explained the relevance of the course to the vision and mission of the institution. Student attendance was very good at 91.56%.

b. Recommendations for improvement to be followed up

The findings and recommendations for improvement are presented in the following table.

NO	Findings	Recommendation
1	The review of lecture schedule preparation based on the Dean's decree showed very good results, with courses assigned in accordance with lecturers' fields of expertise. Scheduling proceeded smoothly and involved collaboration among study programs, the faculty, and PTIPD. Scheduling was supported by the Walisiadik system, whose features are continuously developed to facilitate the monitoring of rooms, lecturers, course schedules, and course packages/class groups. However, several findings	Faculty leaders, study program leaders, the scheduling team, and PTIPD should maintain and improve coordination and schedule improvements for the following semester so that scheduling continues to run well and improves further.

	were noted, namely: a. scheduling that is less effective and efficient in terms of timetable arrangement; b. practicum schedules preceding theory schedules; d. schedule changes in the first week of lectures; e. mismatches between assigned lecturers and their fields of expertise.	
2	Facilities and infrastructure were better prepared than in the previous semester, but several shortcomings remain: facilities need to be improved, ranging from the availability of classroom equipment (air conditioner remote controls, LCD projector remote controls, markers, and erasers), the cleanliness of classrooms and restrooms, parking availability, and sufficient waste bins, to a more stable WiFi connection. Air circulation in the Campus 2 laboratory is poor, and the computer network laboratory on Campus 2 requires additional equipment.	Faculty leaders should conduct supervision through periodic inspections of all lecture rooms and take several actions, namely: inventorying equipment that is still inadequate, followed by periodic maintenance and inspection.
3	The results show that most RPS components have obtained optimal scores. However, several items in the RPS assessment rubric still require improvement, including the explanation of how research/community service is integrated into learning, the clarity of the description and assessment system for structured and independent assignments, and the use of references.	Every lecturer is expected to enhance their capacity in developing the RPS so that the quality of learning becomes increasingly optimal. In addition, continuous orientation or workshops are needed for several components to strengthen lecturers' capacity in developing sound RPS. Faculty and study program leaders should improve the quality

		of the RPS by optimizing the role of the RMK.
4	a. The quality of lecturers in the first week of lectures was very good: most lecturers were present, introduced themselves, explained the introductory material and the Semester Learning Plan (RPS), established a learning contract, and explained the relevance of the course to the vision and mission, although not all of these were carried out optimally. Lecturer attendance in the first week of lectures was not yet 100% in some cases because lecturers forgot to complete the lecture log in the first week. b. Student attendance was not yet 100% owing to illness and excused absences.	a. Faculty leaders should consistently remind lecturers to be present, introduce themselves, explain the introductory material and the Semester Learning Plan (RPS), establish a learning contract, and explain the relevance of the course to the vision and mission. b. Students should be encouraged to always attend lectures in the first week.

6. FACULTY OF SOCIAL AND POLITICAL SCIENCES

a. Findings

No report submitted

b. Recommendations for improvement to be followed up

The recommendations for improvement that can be implemented are as follows:

1) Maintaining aspects that have been rated well

   Elements or aspects that have received high ratings should be maintained consistently so that the quality of service/performance is preserved.

2) Identifying the causes of scores of 2

A total of 9 respondents gave a score of 2. Further evaluation is required to identify the areas still considered to fall short of expectations, for example through open-ended questions, brief interviews, or evaluation forums.

3) Improving the quality of aspects that are not yet optimal
   The evaluation results can be used to determine the aspects requiring improvement, whether in terms of service speed, accuracy of information, ease of access, responsiveness, or the quality of interaction with users.
4) Improving service consistency
   Differences in respondents' experiences should be minimized so that good quality is experienced consistently by all respondents rather than by only some users.
5) Conducting periodic evaluations
   Similar surveys should be conducted periodically to track the progress of improvements and to ensure that quality gains are sustained.

7. FACULTY OF PSYCHOLOGY AND HEALTH

a. Findings

The internal M&E of the Faculty of Psychology and Health at the beginning of the Odd Semester of the 2026/2027 Academic Year was conducted well. The conclusions are as follows.

1) The average score for the highest quality of lecturer attendance (lecturers were present, introduced themselves, explained the introductory material and the Semester Learning Plan (RPS), established a learning contract, and explained the relevance of the course to the vision and mission) was 3.00 for the Psychology Study Program and 3.73 for the Nutrition Study Program. Overall, this indicates good quality of attendance.
2) Lecturer attendance in the first week was 100% for the Psychology Study Program and 100% for the Nutrition Study Program.

3) Student attendance in the first week was 99% for the Psychology Study Program and 93% for the Nutrition Study Program.
4) A number of lecturers still use references older than 10 years, and few works by the lecturers themselves or by other UIN Walisongo lecturers are used as references in learning.

b. Recommendations for improvement to be followed up

Based on the above conclusions of the M&E, the following recommendations for improvement are made.

1) Some lecturers still require active monitoring by the study program regarding the evaluation of their RPS; discussions and mentoring are needed to address the obstacles they face.
2) The established graduate learning outcomes (CPL) need to be communicated to lecturers. In addition, the RPS must be reviewed by the Scientific Field Groups (KBK) at the beginning of each semester before lectures commence.
3) Provide comprehensive facilitation for lecturers' research and community service based on scientific field groups.
4) Encourage lecturers to integrate their own scholarly works and those of other UIN Walisongo lecturers (whether in the form of research, community service, books, etc.) into the learning process.
5) Introduce a control card/control system for lecture facilities on a periodic basis (weekly/monthly) to ensure the availability of adequate learning media.

8. FACULTY OF ISLAMIC ECONOMICS AND BUSINESS

a. Findings

Based on the monitoring and evaluation results in Chapter III, the main findings on the implementation of the beginning of lectures in the Odd Semester of the 2026/2027 Academic Year are as follows:

1) Lecture Schedule Preparation and Suitability of Teaching Staff

Study Program	Lecture Schedule	Course Lecturers	Average

Bachelor's Program in Islamic Economics	4	4	4.0
Bachelor's Program in Islamic Banking	4	4	4.0
Bachelor's Program in Sharia Accounting	3	3	3.0
Bachelor's Program in Management	3	4	3.5
Bachelor's Program in Digital Business	3	4	3.5
Master's Program in Sharia Economics	4	4	4.0
FEBI Average	3.5	3.8	3.7

a. At the faculty level, lecture schedule readiness and the suitability of teaching staff obtained an average of 3.7 on a 4-point scale. Schedules had been approved, were complete in content, and were accessible to lecturers and students before lectures began.

b. Schedule stability still needs improvement. The Bachelor's Programs in Sharia Accounting, Management, and Digital Business obtained a score of 3 for the schedule component because room changes continued to occur after lectures had begun.

c. The suitability of course lecturers reached an average of 3.8. Five study programs obtained a score of 4. The Bachelor's Program in Sharia Accounting obtained a score of 3 because some lecturers taught courses outside their competence or expertise and were assigned too wide a variety of courses.

2) Completeness of Facilities, Safety and Comfort of Lecture Facilities, and Use of Online Learning Applications

Dimension	Student Survey Score (n=101)	Category

Building and Classroom Facilities	3.45	Good
Safety and Comfort of Buildings/Rooms	2.76	Fair
Internet Facilities (WiFi)	2.88	Fair
Composite Average	3.03	Fair–Good

a. The basic physical completeness of classrooms falls into the good category with a score of 3.45. The safety and comfort of buildings or rooms obtained a score of 2.76, while WiFi facilities obtained a score of 2.88. The composite average of 3.03 indicates that facilities and infrastructure are in the fair-to-good category, though not yet evenly distributed.
b. There were 35 ratings with scores of 0 to 1, originating from 15 responses, or 14.9% of respondents. These low ratings comprised 5 in the building facilities dimension, 14 in safety and comfort, and 16 in WiFi facilities. This finding indicates the existence of classrooms requiring targeted intervention.
c. The ISDB Building obtained a composite average of 2.06 and Building L 2.24, making them the locations most in need of attention. Buildings M and G showed the most stable conditions, with composite scores above 3.3. The Bachelor's Program in Sharia Accounting was the most affected, as it uses many rooms in Building L. The data for the Bachelor's Programs in Islamic Banking and Digital Business each came from only one response and are therefore not yet representative for comparison across study programs.
d. The complaints most frequently raised by students were malfunctioning air conditioners or fans and hot rooms, with 38 mentions, and slow, unstable, or unavailable WiFi, with 24 mentions. These complaints were concentrated mainly in Buildings L and ISDB.

e. Other complaints concerned inadequate desks and chairs (12 mentions), power outlets or electrical installations (6), the completeness of whiteboards and classroom stationery (5), room cleanliness (4), LCD projectors (3), and the condition of building structures (2 mentions). The two reports concerning building structures require further technical verification.

f. The UIN Walisongo e-learning platform was ready for use from the first day of lectures and has been used by some lecturers as a medium to support face-to-face lectures.

3) Structure and Content of the Semester Learning Plan (RPS)

Study Program	Average Score (max. 88)	Conformity Percentage
Bachelor's Program in Islamic Economics	87.2	99.0%
Bachelor's Program in Islamic Banking	88.0	100%
Bachelor's Program in Sharia Accounting	87.3	99.2%
Bachelor's Program in Management	88.0	100%
Bachelor's Program in Digital Business	88.0	100%
Master's Program in Sharia Economics	76.6	87.0%
FEBI Average	85.9	97.5%

a. The faculty-level average conformity of RPS structure and content reached 97.5%, with an average score of 85.9 out of a maximum of 88. A total of 53 of the 66 RPS evaluated, or 80.3%, achieved a perfect score on all 22 components.

b. The Master's Program in Sharia Economics recorded the lowest achievement at 87.0%. None of the five RPS evaluated achieved a perfect score. All RPS included an explanation of

the integration of research and community service, but the quality of this content remained low, with an average score of 1 on a 4-point scale. In addition, none of the RPS specified the time allocation for each lecture.

c. In the undergraduate study programs, the components still requiring strengthening are the explanation of the integration of research and community service into learning and the implementation of the paradigm of the unity of knowledge, or Unity of Sciences. This pattern is consistent with the findings of the previous semester.

d. The Bachelor's Program in Digital Business achieved a score of 88 on the three RPS evaluated; however, three scheduled courses did not yet have an RPS, namely Database System, Decision Thinking and Business Model, and Financial Management. Accordingly, the 100% achievement of this study program applies to the available RPS, not to all scheduled courses.

4) Lecturer and Student Attendance in the First Week of Lectures

Study Program	Quality of Lecturer Attendance	Lecturer Attendance Percentage	Student Attendance Percentage
Bachelor's Program in Islamic Economics	4	100%	97.88%
Bachelor's Program in Islamic Banking	4	100%	95.46%
Bachelor's Program in Sharia Accounting	4	100%	97.98%
Bachelor's Program in Management	4	100%	97.00%
Bachelor's Program in Digital Business	4	100%	95.00%

Master's Program in Sharia Economics	4	100%	100%
FEBI Average	4.0	100%	97.2%

a. In all six study programs, the quality of lecturer attendance obtained a score of 4, and lecturer attendance reached 100% of scheduled classes. Lecturers were present, introduced themselves, explained the introductory material and the RPS, established a learning contract, and explained the relevance of the course to the vision and mission of the study program.
b. Student attendance ranged from 95.00% to 100%, with a FEBI average of 97.2%. The Master's Program in Sharia Economics recorded the highest attendance at 100%, while the Bachelor's Program in Digital Business recorded 95.00% and the Bachelor's Program in Islamic Banking 95.46%.
c. Across the five undergraduate study programs, the average student attendance reached 96.7%. Most absences were recorded without explanation, while a small proportion were due to illness or excused leave.
d. Lecturer and student attendance represents a strong achievement at the beginning of this semester. This achievement should be sustained through routine monitoring so that the quality of attendance in the first week continues in the following weeks.

b. Recommendations for improvement to be followed up

Based on these findings, the recommendations for improvement have been organized according to the four M&E aspects and directed toward follow-up actions that can be monitored within the quality assurance cycle:

1) To improve lecture schedule readiness and the suitability of teaching staff:
   a. The faculty shall ensure that lecture schedules and room assignments are finalized before the first day of lectures.

Room changes after lectures begin shall be limited to genuinely necessary circumstances and communicated to lecturers and students through a single official information channel.

b. The faculty and study programs shall review course assignments in the Bachelor's Program in Sharia Accounting, taking into account the competence, expertise, and number of different courses taught by each lecturer.
c. A team teaching system shall be used where mentoring is required for courses that do not yet fully match the competence of the assigned lecturer.
d. The Academic Division, study programs, GKM, and GPM shall use a checklist of schedule readiness and lecturer suitability before the first week, followed by re-verification after the first week to ensure that room changes and assignments have been resolved.

2) To improve the completeness of facilities, the safety and comfort of lecture facilities and infrastructure, and support for online learning applications:
    a. Immediate priority shall be given to Buildings L and ISDB through the inspection and repair of air conditioners, fans, and air circulation, as complaints about hot rooms were the most frequently raised by students.
    b. The faculty, together with PTIPD, shall improve the quality of the WiFi network, particularly in Buildings L and ISDB, and then test signal strength and internet access in the rooms that have been addressed.
    c. The General Affairs or Facilities Division shall inventory and repair desks, chairs, power outlets, electrical installations, whiteboards, markers, and erasers in the rooms reported as problematic.

d. The condition of LCD projectors, particularly the projectors reported as blurry in the ISDB Building, shall be inspected and repaired. Information on relocation to substitute rooms shall also be communicated clearly and uniformly.
e. An audit of room safety and comfort shall be conducted using the criteria of the M&E instrument, including the functioning of fire extinguishers, evacuation instructions, air circulation, and noise disturbance, so that scores in the safety and comfort dimension can be improved in the next M&E.
f. Classroom cleanliness shall be maintained routinely, particularly in rooms affected by dust from construction or renovation activities.
g. The GPM shall conduct a follow-up survey of facilities and infrastructure at the end of the semester with a more balanced distribution of respondents across study programs and buildings. The follow-up survey should increase the representation of the Bachelor's Programs in Islamic Banking and Digital Business and consistently record substitute rooms such as the American Corner and the two rooms on Campus 1.

3) To improve the structure, content, and completeness of the Semester Learning Plan:
   a. Study programs shall set a deadline for uploading the RPS to SiJamu before lectures begin and verify completeness for all scheduled courses, not only for the RPS already available.
   b. The Bachelor's Program in Digital Business shall promptly complete the RPS for Database System, Decision Thinking and Business Model, and Financial Management so that all scheduled courses have complete learning documents.
   c. The Master's Program in Sharia Economics shall provide mentoring in RPS development, focusing on the inclusion of time allocation for each meeting and on improving the quality

of the explanation of the integration of research and community service into learning.

d. The faculty shall provide good examples of how to complete the components on the integration of research and community service and on the paradigm of the unity of knowledge, or Unity of Sciences, as these two components remain recurring weaknesses in the undergraduate study programs.

e. Discussions among lecturers within the same scientific cluster shall continue as a mechanism for aligning the RPS. These activities shall be directed toward consistency in learning outcomes, learning methods, assessment, up-to-date references, and the implementation of an outcome-based education curriculum.

4) To maintain the quality of lecturer and student attendance at the beginning of lectures:

a. The faculty and study programs shall maintain first-week monitoring so that lecturer attendance remains at 100% and the quality of the first meeting continues to meet all elements of the M&E instrument.

b. Lecturers shall continue to complete lecture logs in Walisiadik on time so that attendance data can serve as a consistent basis for monitoring.

c. Records of sick leave and excused absences shall be kept in an orderly manner so that attendance data can distinguish between excused and unexplained absences.

d. The online attendance control system integrated with Siadik and SiJamu shall be maintained and used consistently by all study programs.

9. FACULTY OF MEDICINE

a. Findings

The internal M&E of the Faculty of Medicine at the beginning of the Odd Semester of the 2026/2027 Academic Year was conducted well. The conclusions are as follows:

1) Lecture schedule preparation obtained a score of 3.00 because several changes were made to lecturer schedules after the lecture period had begun.
2) The suitability of course teaching staff obtained a fairly good score of 3.00; however, the faculty's schedule decree had not been delivered to lecturers in the first week.
3) The completeness of facilities, the safety and comfort of lecture facilities, and the use of online learning applications in the Medical Study Program obtained an average score of 3.67, although there are still no technical guidelines for building and room use, room nameplates, or emergency evacuation instructions in the FK building.
4) The structure and content of the Semester Learning Plan (RPS) still obtained an insufficient score of 3.54. This result is due to several RPS components/aspects that have not been fully met, such as course codes, semester and academic year, lecturers' signatures, course descriptions, descriptions of final competencies, explanation of the implementation of the paradigm of the unity of knowledge (Unity of Sciences), explanation of the integration of research/community service into learning, time allocation for the learning process, clarity of the description and assessment system for structured assignments, clarity of the description and assessment system for independent assignments, and references/bibliography.
5) The quality of lecturer attendance in the first week of lectures was very good, with a score of 4.00.
6) Lecturer attendance in the first week was good, with an average of 91.55%, although some lecturers were still absent from lectures in the first week.

7) Student attendance in the first week was good, with an average of 99.81%, although one student was unable to attend three substantive course meetings due to illness.

b. Recommendations for improvement to be followed up

Based on the above conclusions of the M&E, the following recommendations for improvement are made.

1) A timeline for issuing teaching decrees at the beginning of each new semester is needed so that teaching decrees can be issued on time.
2) The provision of a dedicated building for the Faculty of Medicine, separate from other study programs, should be expedited, together with the fulfillment of facilities and technical guidelines for building use.
3) Guidance/Focus Group Discussions (FGD) from the LPM of Universitas Islam Negeri Walisongo Semarang for the FK GPM-GKM Team and the RPS Development Team are needed so that all components/aspects of the RPS of the Medical Study Program can meet the university's RPS standards.
4) The Head of Study Program should issue reminders to lecturers who were absent from lectures in the first week
5) The use and integration of the Quality Assurance System application (SIJAMU) among FK lecturers, educational staff, and PTIPD should be improved.
6) Several suggestions and inputs from students regarding facilities and infrastructure should be promptly followed up and addressed to the greatest extent possible.

10. POSTGRADUATE PROGRAM

a. Findings

The internal M&E of the Postgraduate Program at the beginning of the Odd Semester of 2026/2027 was conducted well, based on the recapitulation of the reports of the GKM of the Master's Program in

Islamic Religious Studies and the GKM of the Doctoral Program in Islamic Studies. The conclusions are as follows.

1) Lecture schedule readiness obtained an average score of 3.79 out of 4, an increase compared with the previous semester (3.50), with the Master's program (3.88) scoring slightly higher than the Doctoral program (3.78).
2) The suitability of course lecturers obtained an average score of 3.79, indicating a very good category in both study programs.
3) Building and classroom facilities obtained an average score of 3.83, safety and comfort 3.84, and internet facilities 3.83. All three fall into the good-to-very-good category, although there are still reports of problems with cleanliness and the completeness of equipment in a number of Doctoral program classrooms.
4) Lecturer attendance and preparedness in the first week of lectures obtained an average score of 3.87; however, the RPS were still largely distributed to students via WhatsApp rather than through Siakad.
5) The overall average score of the Postgraduate Program in this semester's M&E was 3.82 on a 0–4 scale, an improvement over the overall achievement of the previous semester.
6) Of the eight recommendations from the previous semester's M&E, five showed good improvement, whereas the provision of an institutional Zoom platform and access to international journals/a digital library have not yet been realized and have become the most prominent issues this semester, particularly in the Doctoral Program in Islamic Studies.
7) Students' criticisms and suggestions from both study programs were mapped into six main issue clusters, with requests for a canteen/campus amenities emerging consistently in both programs, while issues concerning an institutional Zoom platform, journal access, building cleanliness, the academic information system, and

academic policies/services were raised predominantly by students of the Doctoral Program in Islamic Studies.

b. Recommendations for improvement to be followed up

Based on the above findings, the Postgraduate GPM provides the following recommendations for improvement, organized according to the urgency and recurrence of issues over the last two semesters.

1) Expedite the procurement of an institutional video conferencing platform (Zoom) and/or LMS for online lectures within the Postgraduate Program, given that this issue has been proposed since the previous semester and has not yet been realized.
2) Propose the procurement or expansion of subscriptions to reputable international journals (Scopus, Emerald, ScienceDirect) and research tools to the UIN Walisongo Library/LPPM, given the increasing need and its high relevance to the research productivity of doctoral students.
3) Review more accommodating lecture formats (hybrid/evening classes/weekend classes) for working students and students from outside the city, particularly in the Doctoral Program in Islamic Studies.
4) Require all lecturers to upload their RPS to the academic information system, rather than merely sharing them via WhatsApp, so that RPS documentation is more orderly and officially accessible to students.
5) Improve coordination with the campus housekeeping/cleaning division for the maintenance of cleanliness and the repair of physical facilities in the Postgraduate building, particularly on the upper floors.
6) Follow up on the proposal to provide a canteen/food and beverage service point within the Postgraduate building area, given that this request emerged consistently in both study programs.
7) Review the proposed academic policy regarding publication in reputable journals (Q1/Q2) for doctoral students and review the

front-office service SOPs across units (PTIPD, Library, Language Center).

8) Maintain the good achievements in scheduling, classroom capacity, the KRS system, and coordination of assignments among lecturers, and continue to monitor them in the following semester.

B. UNIVERSITY FINDINGS AND RECOMMENDATIONS

1. Findings

Based on the reports of the Faculty and Postgraduate Quality Assurance Groups, the general findings of the early-semester lecture monitoring and evaluation for the Odd Semester of the 2026/2027 Academic Year are as follows:

a. RPS
   1) Insufficient integration of research and community service outcomes and of the distinctive values of UIN into the RPS
   2) Very limited inclusion of the teaching lecturers' own publications in RPS references

b. Schedule
   1) Some lecturers still teach courses outside their field of competence
   2) Insufficient consideration of transition time between sessions for mobile classes

c. Facilities and infrastructure
   1) Insufficient lecture rooms
   2) Weak safety and comfort of classrooms, particularly for persons with disabilities
   3) WiFi in several locations requires attention

2. Recommendations for improvement to be followed up

a. RPS

Coordination with the vice deans for academic affairs and heads of study programs regarding RPS revision, particularly concerning

1) The integration of research and community service outcomes and the distinctive values of UIN into the RPS
2) The inclusion of works by the teaching lecturers in RPS references

b. Schedule

Coordination with the vice deans for academic affairs and heads of study programs regarding recommendations for schedule improvement, particularly concerning

1) The alignment of lecturer competence with the courses taught and team teaching
2) Schedule management that provides transition time between sessions for mobile classes

c. Facilities and infrastructure

Coordination with the vice deans for facilities and infrastructure and PTIPD regarding the improvement of the quality of facilities and infrastructure, particularly concerning

1) The adequacy of lecture rooms
2) The safety and comfort of classrooms, particularly for persons with disabilities
3) The improvement of WiFi in several locations

CHAPTER V
CLOSING

This concludes the report on the Monitoring and Evaluation of the Beginning of Lectures for the Odd Semester of the 2026/2027 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, 7 October 2026
Head of LPM

Dr. Saminanto, M.Sc.