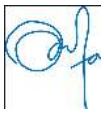
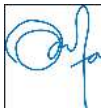
REPORT

MONITORING AND EVALUATION OF LEARNING PROCESS

ODD SEMESTER 2019/2020

MECHANICAL ENGINEERING STUDY PROGRAM

Process	Person in charge		
	Name	Position	Signature
1. Formulator	Dr. I Made Parwata,ST,MT	Chairman of Quality Asurance	
2. Examinator	Dr.Ir.I Wayan Bandem Adnyana,M.Erg.	Coordinator of Mecahnical Engineering Study Program\	
3. Controler	Dr. I Made Parwata,ST,MT	Chairman of Quality Asurance	

CHAPTER I
INTODUCTION

1.1 BACKGROUND

Monitoring and evaluation is one way to determine the success of a learning process. Learning is a process of interaction between students and lecturers and learning resources in a learning environment. National Education Standards ensure that learning in the study program can achieve quality according to the criteria. The National Education Standards also encourage higher education institutions in all jurisdictions of the Republic of Indonesia (NKRI) to achieve quality learning, even being able to exceed the criteria set in the National Higher Education Standards.

The implementation of the learning process takes place by involving interactions between lecturers, students, and learning resources in a particular learning environment.. The learning process in each subject is carried out in accordance with the Semester Learning Plan (RPS). The learning process through curricular activities must be carried out systematically and structurally through various courses with a measurable learning load.

The learning process through curricular activities must use effective learning methods in accordance with the characteristics of the course. This is done to achieve certain abilities defined in the course, where the fulfillment of graduate learning outcomes can be known.

The learning questionnaire in the Mechanical Engineering Study Program (PSTM) can be used as a survey tool to determine the level of effectiveness and level of student satisfaction with the services provided during the learning process. This learning questionnaire uses google form to answer each question. The indicators that have been formulated are then poured into questions, where each question will be measured its value based on a certain scale (scale range 1-5). The results of this evaluation will be used as guidelines as well as input for the development of the learning process in the Mechanical Engineering Study Program of Udayana University in the future.

1.2. Objectives and benefits

In general, the purpose of learning evaluation is to determine the effectiveness of the learning process that has been implemented. Indicators of effectiveness can be seen from changes in behavior that occur in students. This change in behavior will be compared with the expected change in behavior, according to the competence, objectives and content of the learning program.

In particular, the objectives of the evaluation can be described as follows.

a. Knowing the difficulties experienced by students in the learning process, so that this kind of problem can be anticipated and handled as well as possible, one of which is by providing remedial teaching.
b. Knowing the efficiency and effectiveness of the instructional strategies carried out by the lecturers regarding methods, media and learning resources.

The results of this evaluation can be used as guidelines and material for consideration in continuous learning process activities.

CHAPTER II
RESULTS OF LEARNING PROCESS ACTIVITIES

2.1 General Description

The learning process questionnaire was distributed via google form to 105 students of the Mechanical Engineering Study Program (MESP) Udayana University. There are 10 questions with a score range of 1 to 5 (1 = very dissatisfied, 2 = less satisfied, 4 = satisfied, 5 = very satisfied). This questionnaire is analyzed to see student satisfaction with MESP Udayana University services.

2.2. Evaluation result

This learning evaluation is an evaluation carried out within the scope of the study program. Learning evaluation is carried out to collect information that can be used as a basis for knowing the level of progress, development and achievement of student learning, as well as the effectiveness of lecturers in giving lectures.

The statements in the questionnaire are as follows:

NO	STATEMENTS	ANSWERS
1	Does the lecturer make a clear Study Contract at the beginning of the lecture?	a. Not clear
		b. Unclear
		c. Quite clear
		d. Very clear
2	Does the lecturer when giving lectures can explain the course material well?	a. Not good
		b. Not good
		c. Quite good
		d. Very good
3	Does the lecturer provide examples in the delivery of course material?	a. Never
		b. Sometimes
		c. Often
		d. Always
4	Does the lecturer give good responses to questions from students?	a. Never
		b. Sometimes
		c. Often
		d. Always
5	How is the lecturer discipline in the punctuality of lectures?	a. Incorrect
		b. Less precise
		c. Quite right
		d. Very precise
6	Does the teaching method able to increase student interest in learning?	a. Not capable
		b. Less fortunate
		c. Quite capable

		d. Very capable
7	Does the lecturers able to create a class atmosphere that is conducive to learning?	a. Not capable
		b. Less fortunate
		c. Quite capable
		d. Very capable
8	Does the lecturers able to make a link between science and diversity in learning?	a. Not capable
		b. Less fortunate
		c. Quite capable
		d. Very capable
9	Does the lecturer use clear lecture references?	a. Not clear
		b. Unclear
		c. Quite clear
		d. Very clear
10	Does the lecturer deliver lecture material systematically according to the Semester Learning Plan?	a. Not Suitable
		b. Not quite right
		c. Quite appropriate
		d. Very suitable

CHAPTER III
ANALISIS PEMBELAJARAN
PADA PROGRAM STUDI TEKNIK MESIN
SEMESTER GENAP 2018/2019

Table 2. 1. Score data for each question

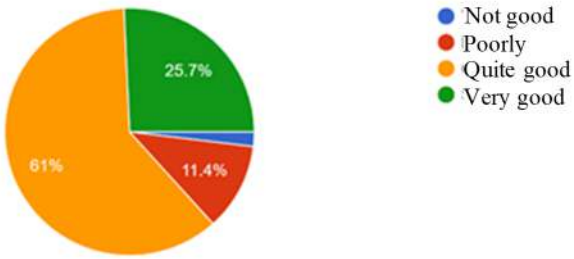
NO	STATEMENTS	ANSWERS	SCORE			
			1	2	4	5
1	Does the lecturer make a clear Study Contract at the beginning of the lecture?	a. Not clear	1			
		b. Unclear		2		
		c. Quite clear			59	
		d. Very clear				43
2	Does the lecturer when giving lectures can explain the course material well?	a. Not good	2			
		b. Poorly		12		
		c. Quite good			64	
		d. Very good				27
3	Does the lecturer provide examples in the delivery of course material?	a. Never	0			
		b. Sometimes		33		
		c. Often			50	
		d. Always				22
4	Does the lecturer give good responses to questions from students?	a. Never	0			
		b. Sometimes		20		
		c. Often			47	
		d. Always				38
5	How is the lecturer discipline in the punctuality of lectures?	a. Incorrect	2			
		b. Less precise		17		
		c. Quite right			69	
		d. Very precise				17
6	Does the teaching method able to increase student interest in learning?	a. Not capable	2			
		b. Less capable		28		
		c. Quite capable			53	
		d. Very capable				22
7	Does the lecturers able to create a class atmosphere that is conducive to learning?	a. Not capable	0			
		b. Less fortunate		16		
		c. Quite capable			58	
		d. Very capable				31
8	Does the lecturers able to make a link between science and diversity in learning?	a. Not capable	3			
		b. Less fortunate		13		
		c. Quite capable			65	

		d. Very capable				24
9	Does the lecturer use clear lecture references?	a. Not clear	2			
		b. Unclear		9		
		c. Quite clear			69	
		d. Very clear				25
10	Does the lecturer deliver lecture material systematically according to the Semester Learning Plan?	a. Not Suitable	1			
		b. Not quite right		10		
		c. Quite appropriate			59	
		d. Very suitable				35

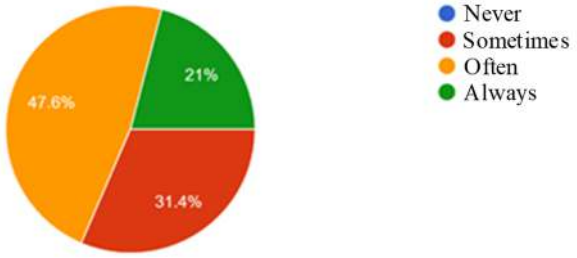
From table 2.1, the data were analyzed using pie charts taken from google form

Does the lecturer make a clear Study Contract at the beginning of the lecture?

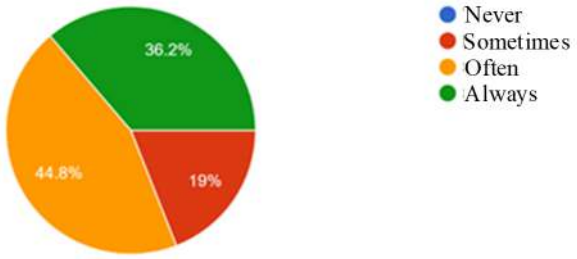
Does the lecturer when giving lectures can explain the course material well?



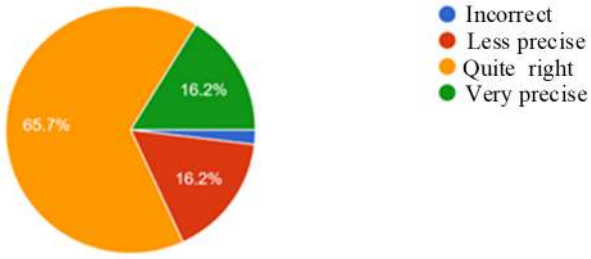
Does the lecturer provide examples in the delivery of course material?



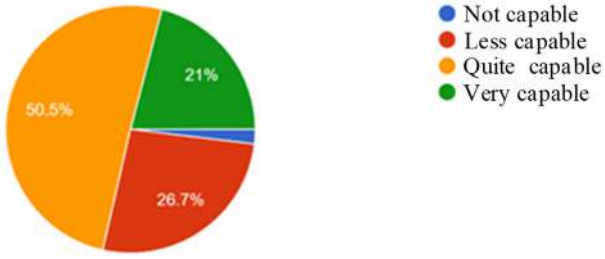
Does the lecturer give good responses to questions from students?



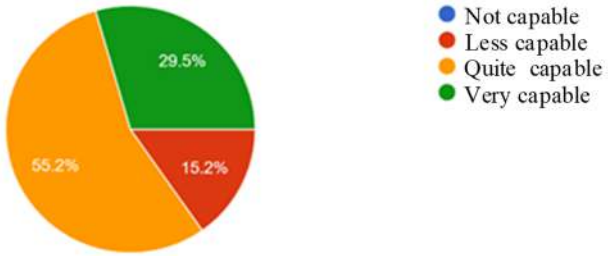
How is the lecturer discipline in the punctuality of lectures?



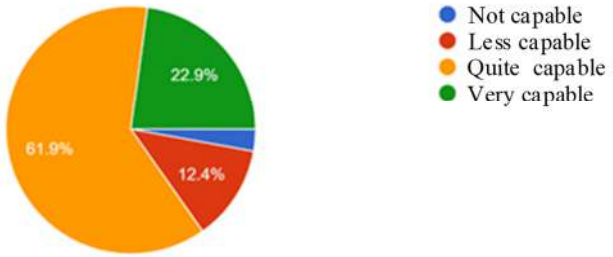
Does the teaching method able to increase student interest in learning?



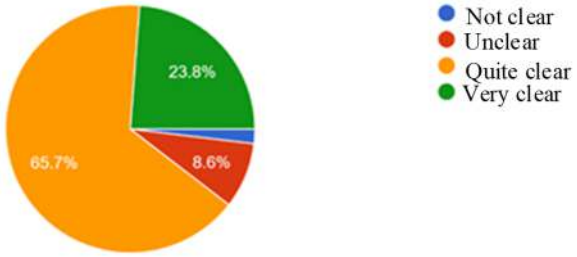
Does the lecturers able to create a class atmosphere that is conducive to learning?



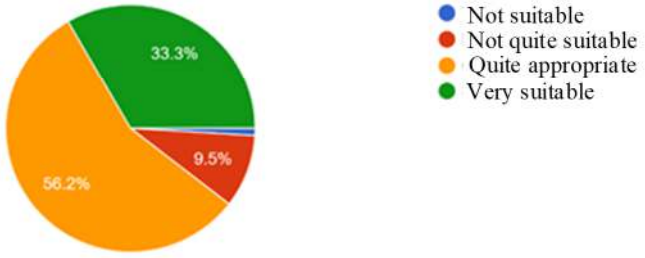
Does the lecturers able to make a link between science and diversity in learning?



Does the lecturer use clear lecture references?



Does the lecturer deliver lecture material systematically according to the Semester Learning Plan?



From a total of 105 student respondents, the results of the total satisfaction index at MESP are as shown in table 2.2

Table 2.2. Total satisfaction index of the learning process for the Odd semester 2019/2020

Satisfaction	SCORE (S)	Question nth									
		1	2	3	4	5	6	7	8	9	10
Very dissatisfied	1	1	2	0	0	2	2	0	3	2	1
Not satisfied	2	2	12	33	20	17	28	16	13	9	10
Satisfied	4	59	64	50	47	69	53	58	65	69	59
Very satisfied	5	43	27	22	38	17	22	31	24	25	35
Jumlah		105	105	105	105	105	105	105	105	105	105

Total (T)	S x T	INDEX = (SxT)/T
13	13	3.93
160	320	
593	2372	
284	1420	
1050	4125	

Table 2.3 Satisfaction index per item for the learning process question for Odd semester 2019/2020

NO	QUESTIONS	SATISFACTION INDEX
1	Does the lecturer make a clear Study Contract at the beginning of the lecture?	4.3
2	Does the lecturer when giving lectures can explain the course material well?	4.0
3	Does the lecturer provide examples in the delivery of course material?	3.6
4	Does the lecturer give good responses to questions from students?	4.0
5	How is the lecturer discipline in the punctuality of lectures?	3.8
6	Does the teaching method able to increase student interest in learning?	3.6
7	Does the lecturers able to create a class atmosphere that is conducive to learning?	4.0
8	Does the lecturers able to make a link between science and diversity in learning?	3.9

9	Does the lecturer use clear lecture references?	4.0
10	Does the lecturer deliver lecture material systematically according to the Semester Learning Plan?	4.1

CHAPTER IV
FINALITY

4.1 Conclusions

There was a decrease in the ability of the learning process in all activities in the odd semester 2018/2019 at the Mechanical Engineering Study Program. Efforts to improve the learning process need to be carried out by the academic community into the teaching and learning process, especially in each subject.

4.2 Suggestions

The results of this evaluation are worthy of being used as benchmarks that are able to provide an overview for lecturers, students, and all academic parties of the entire learning process. Hopefully, throughout the academic authorities would together for mutual clean up and improve underperformance.

It is necessary to analyze the causes of the decline in the learning process so that in the future it is hoped that there will be an increase.