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GRADUATED LEARNING OUTCOMES (PLO) ASSESSMENT REPORT

Master's Program in Indonesian Language Education
Sultan Agung Islamic University

**ACADEMIC YEAR
2025/2026**



APPROVAL PAGE

GRADUATE LEARNING OUTCOMES (PLO) ASSESSMENT REPORT

MASTER'S PROGRAM IN INDONESIAN LANGUAGE EDUCATION

ACADEMIC YEAR 2025/2026 – ODD SEMESTER

This Graduate Learning Outcomes (PLO) Assessment Report of the Master's Program in Indonesian Language Education, Faculty of Teacher Training and Education, Universitas Islam Sultan Agung, has been prepared as part of the implementation of academic quality assurance and continuous quality improvement based on the principles of *Outcome-Based Education* (OBE). The report presents the results of the assessment of student learning outcomes for the 2025 cohort during the Odd Semester of the 2025/2026 Academic Year.

Semarang, January 2026

Acknowledged by,

Study Program Quality Assurance Unit



Dr. Leli Nisfi Setiana, S.Pd., M.Pd.

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PREFACE

Praise be to Allah SWT for His blessings and guidance, which have enabled the completion of the Graduate Learning Outcomes (PLO) Assessment Report for the Master's Program in Indonesian Language Education, Faculty of Teacher Training and Education, Universitas Islam Sultan Agung, for the Odd Semester of the 2025/2026 Academic Year. This report constitutes part of the Study Program's academic quality assurance system and is intended to evaluate the achievement of the Program Learning Outcomes (PLOs). The assessment was conducted through the collection and analysis of student learning outcomes from courses mapped to the Program Learning Outcomes.

The assessment involved 14 students from the 2025 cohort and utilized learning outcome data from courses offered during the Odd Semester of the 2025/2026 Academic Year. The results are expected to provide an overview of the level of PLO attainment, identify strengths and areas requiring improvement, and serve as a basis for follow-up actions and continuous quality enhancement. We would like to express our appreciation to all lecturers, students, Study Program leaders, and other parties who contributed to the data collection, evaluation process, and preparation of this report. It is hoped that this report will contribute to the continuous development and improvement of the quality of the Master's Program in Indonesian Language Education and support the implementation of sustainable quality assurance.

Semarang, January 2026

Study Program Quality Assurance Unit
Master's Program in Indonesian
Language Education

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CHAPTER I

INTRODUCTION

1.1 Background

The Master's Program in Indonesian Language Education, Faculty of Teacher Training and Education, Universitas Islam Sultan Agung, implements an educational process oriented toward the achievement of graduate competencies. In implementing an *Outcome-Based Education* (OBE) curriculum, the learning process is designed to ensure that every student has the opportunity to achieve the established Program Learning Outcomes (PLOs). Program Learning Outcomes represent the set of competencies expected to be acquired by students upon completing the entire educational process. Therefore, PLO attainment needs to be measured systematically through planned, documented, and continuous assessment processes.

The PLO assessment is conducted to obtain evidence regarding the level of student competency achievement. Such evidence is obtained through the assessment of student learning outcomes in courses that are relevant to the Program Learning Outcomes. The assessment results are subsequently analyzed to determine the level of target achievement, identify gaps between actual performance and established targets, and formulate improvement measures. This report was prepared based on the student learning outcome evaluation data of the 2025 cohort during the Odd Semester of the 2025/2026 Academic Year. The assessment involved 14 students and utilized learning outcome data from seven courses: Literary Theory; Curriculum, Assessment, and Development of Indonesian Language and Literature Teaching Materials; Critical Discourse Analysis; Digital Literature; BIPA Development; Applied Linguistics; and Character Education and Islamic Academic Culture (BudAI). The evaluation included a total of 98 grade records. The results of the assessment are used as a basis for evaluating PLO attainment during the Odd Semester, identifying areas that require strengthening, and formulating quality improvement programs for the subsequent learning cycle.

1.2 Objectives of the Assessment

The PLO assessment aims to:

1. measure the level of student achievement of the Program Learning Outcomes;
2. identify the contribution of courses to PLO attainment;

- 3.obtain evidence of student competency achievement based on learning assessment results;
4. analyze gaps between established targets and actual achievement;
5. identify strengths and areas requiring improvement;
6. formulate follow-up actions based on the assessment results; and
7. support the implementation of continuous quality improvement in the learning process.

1.3 Benefits of the Assessment

The results of the PLO assessment are expected to provide benefits for the following stakeholders.

1. For the Study Program, as a basis for evaluating the effectiveness of the curriculum and learning process.
2. For lecturers, as a basis for improving learning strategies and assessment practices.
3. For students, as a basis for strengthening competencies in accordance with the established learning outcomes.
4. For the Study Program Quality Assurance Unit, as evidence of the implementation of academic evaluation and quality improvement.
5. For curriculum development, as input for improving the mapping of PLOs, Course Learning Outcomes (CLOs), learning methods, and assessment instruments.

1.4 Assessment Profile

Component	Description
Study Program	Master's Program in Indonesian Language Education
Faculty	Faculty of Teacher Training and Education
University	Universitas Islam Sultan Agung
Academic Year	2025/2026

Component	Description
Semester	Odd Semester
Student Cohort	2025
Number of Students	14 students
Number of Courses Assessed	7 courses
Number of Grade Records	98
Assessment Period	January 2026
Prepared by	Study Program Quality Assurance Unit
Coordinator	Dr. Leli Nisfi Setiana, M.Pd.

CHAPTER II

PROGRAM LEARNING OUTCOMES ASSESSED

The Master's Program in Indonesian Language Education has established five Program Learning Outcomes (PLOs) as the basis for curriculum implementation and learning assessment.

PLO 1

Demonstrate mastery of Indonesian language and literature education policies, theories of Indonesian language and literature learning development, and the philosophy of language science; and demonstrate the ability to apply and develop learning at various educational levels based on contemporary theories and technologies while internalizing academic ethics and the character values of the Indonesian nation.

PLO 2

Demonstrate mastery of theories of language, literature, and the development of Indonesian language and literature learning, as well as the ability to apply and develop Indonesian language learning through contemporary models and information technology while internalizing academic ethics and fostering the character values of the Indonesian nation.

PLO 3

Demonstrate mastery of literacy theories and language skills, including listening, speaking and presenting, reading and viewing, and writing; and demonstrate the ability to apply and develop innovative learning, contemporary learning models, and technology-based pedagogical tools through education, research, and community service activities based on academic ethics, religious values, legal norms, nationalism, collaboration, and social responsibility.

PLO 4

Demonstrate mastery of research and development methodologies using interdisciplinary or multidisciplinary approaches in innovative language and literature education, as well as the ability to apply and develop contemporary science and technology to address problems in

Indonesian language and literature learning that may gain national or international recognition, based on academic ethics.

PLO 5

Demonstrate mastery of entrepreneurship development principles and the ability to apply and develop entrepreneurial initiatives in the fields of education, language, literature, and literacy while internalizing academic ethics, religious values, legal norms, nationalism, collaboration, and social responsibility.

CHAPTER III

ASSESSMENT METHODS AND PROCEDURES

3.1 Assessment Approach

The PLO assessment was conducted using a **direct assessment approach** by utilizing student learning outcomes from courses relevant to the Program Learning Outcomes.

Sources of assessment evidence included:

1. academic assignments;
2. projects or learning products;
3. presentations;
4. Mid-Semester Examinations;
5. Final Examinations; and
6. final course grades.

These assessment results were used as evidence of student achievement in competencies relevant to the respective PLOs.

3.2 Assessment Procedures

The assessment was conducted through the following stages:

1. determining the PLOs to be assessed;
2. identifying courses that contribute to each PLO;
3. collecting student learning outcome data;
4. identifying the number of students who achieved the minimum performance criterion;
5. calculating the percentage of achievement;
6. analyzing the assessment results;
7. identifying performance gaps and areas requiring improvement;
8. preparing follow-up actions; and
9. monitoring the implementation of improvement measures in subsequent assessment cycles.

3.3 Achievement Criteria

For the purposes of this assessment, a student was considered to have met the performance criterion if the student obtained a minimum score of **75**. The PLO attainment

target was established as follows: At least 75% of students must achieve a minimum score of 75 on the assessment evidence used to measure the relevant PLO.

The achievement categories are presented below.

Percentage of Students Achieving a Score of ≥ 75	Category
85–100%	Excellent
75–84%	Good
65–74%	Fair
<65%	Needs Improvement

3.4 Measurement Formula

The percentage of achievement was calculated using the following formula:

Achievement Percentage = Number of students scoring $\geq 75 \div$ Total number of students assessed $\times 100\%$. The resulting percentage was then compared with the established minimum target of 75%.

CHAPTER IV

COURSE-TO-PLO MAPPING

Based on course content and their contribution to graduate competencies, the courses offered during the Odd Semester were mapped to the PLOs as follows.

Course	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
Literary Theory	✓	✓	✓	–	–
Curriculum, Assessment, and Development of Indonesian Language and Literature Teaching Materials	✓	✓	✓	✓	–
Critical Discourse Analysis	–	✓	✓	✓	–
Digital Literature	–	✓	✓	✓	–
BIPA Development	✓	✓	✓	–	–
Applied Linguistics	✓	✓	✓	✓	–
Character Education and Islamic Academic Culture	✓	✓	✓	–	–

Based on this mapping, PLOs 1 through 4 obtained assessment evidence from courses offered during the Odd Semester. PLO 5 did not yet have a direct assessment source during the Odd Semester because no course included in the available assessment data specifically measured entrepreneurship competencies.

CHAPTER V

STUDENT LEARNING OUTCOME EVALUATION RESULTS

5.1 Summary of Course Assessment Results

No.	Course	Average Score	Highest Score	Lowest Score	Students Scoring ≥ 75	Percentage	Category
1	Literary Theory	89.39	92.90	84.80	14	100%	Excellent
2	Curriculum, Assessment, and Development of Teaching Materials	88.29	95.60	75.50	14	100%	Excellent
3	Critical Discourse Analysis	87.70	93.80	78.40	14	100%	Excellent
4	Digital Literature	86.50	91.00	68.00	13	92.86%	Excellent
5	BIPA Development	85.29	91.00	65.00	11	78.57%	Good
6	Applied Linguistics	84.69	87.50	74.50	13	92.86%	Excellent
7	Character Education and Islamic Academic Culture	83.55	90.00	72.50	11	78.57%	Good

Overall, the average student performance was 86.49. Of the 98 grade records analyzed, 91 records, or 92.86%, achieved the minimum score of 75.

5.2 Analysis of Course Assessment Results

The evaluation results indicate that all assessed courses achieved the minimum target of 75%. Three courses achieved a 100% attainment rate: Literary Theory; Curriculum, Assessment, and Development of Indonesian Language and Literature Teaching Materials;

and Critical Discourse Analysis. Digital Literature and Applied Linguistics achieved an attainment rate of 92.86%. Meanwhile, BIPA Development and Character Education and Islamic Academic Culture achieved an attainment rate of 78.57%. Overall, student learning outcomes were categorized as good to excellent. Nevertheless, several courses require additional support to improve the consistency and distribution of student achievement.

CHAPTER VI

PROGRAM LEARNING OUTCOME ASSESSMENT RESULTS

6.1 PLO 1 Assessment Results

PLO 1

Demonstrate mastery of Indonesian language and literature education policies, theories of Indonesian language and literature learning development, and the philosophy of language science, as well as the ability to apply and develop learning based on contemporary theories and technologies while internalizing academic ethics and national character values.

Courses Providing Assessment Evidence

1. Literary Theory
2. Curriculum, Assessment, and Development of Indonesian Language and Literature Teaching Materials
3. Applied Linguistics
4. BIPA Development
5. Character Education and Islamic Academic Culture

Assessment Results

Course	Average Score	Percentage Scoring ≥ 75
Literary Theory	89.39	100%
Curriculum, Assessment, and Development of Teaching Materials	88.29	100%
Applied Linguistics	84.69	92.86%
BIPA Development	85.29	78.57%
Character Education and Islamic Academic Culture	83.55	78.57%

Analysis

All courses providing evidence for PLO 1 exceeded the minimum achievement target of 75%. The results indicate that students demonstrated satisfactory achievement in courses supporting theoretical knowledge, learning development, and academic values.

BIPA Development and Character Education and Islamic Academic Culture recorded an achievement rate of 78.57%. Although the target was achieved, these courses require further attention to improve the consistency of student achievement.

PLO 1 Status: ACHIEVED

6.2 PLO 2 Assessment Results

PLO 2

Demonstrate mastery of language and literature theories and theories of Indonesian language and literature learning development, as well as the ability to apply and develop Indonesian language learning using contemporary models and information technology.

Courses Providing Assessment Evidence

1. Literary Theory
2. Curriculum, Assessment, and Development of Indonesian Language and Literature Teaching Materials
3. Critical Discourse Analysis
4. Digital Literature
5. BIPA Development
6. Applied Linguistics
7. Character Education and Islamic Academic Culture

Analysis

All courses providing evidence for PLO 2 demonstrated attainment rates ranging from 78.57% to 100%. The highest levels of attainment were observed in Literary Theory;

Curriculum, Assessment, and Development of Teaching Materials; and Critical Discourse Analysis.

Digital Literature provides evidence of students' ability to engage with technology-based learning and contemporary developments. Courses related to language, literature, and learning development support students' theoretical mastery and their ability to apply such knowledge in educational contexts.

Overall, the available assessment evidence indicates that the minimum target for PLO 2 was achieved.

PLO 2 Status: ACHIEVED

6.3 PLO 3 Assessment Results

PLO 3

Demonstrate mastery of literacy theories and language skills and the ability to apply and develop innovative learning, contemporary learning models, and technology-based pedagogical tools.

Courses Providing Assessment Evidence

1. Literary Theory
2. Curriculum, Assessment, and Development of Indonesian Language and Literature Teaching Materials
3. Critical Discourse Analysis
4. Digital Literature
5. BIPA Development
6. Applied Linguistics
7. Character Education and Islamic Academic Culture

Analysis

All courses providing evidence for PLO 3 achieved results above the minimum target. Strong performance in Curriculum, Assessment, and Development of Teaching Materials, Critical

Discourse Analysis, and Digital Literature provides evidence supporting students' competencies in learning development and the use of technology.

However, because PLO 3 covers a broad range of competencies, future assessment cycles should include more specific evidence related to literacy, language skills, innovative learning, pedagogical technology, collaboration, and the application of relevant values.

PLO 3 Status: ACHIEVED

6.4 PLO 4 Assessment Results

PLO 4

Demonstrate mastery of research and development methodologies using interdisciplinary or multidisciplinary approaches and the ability to apply and develop science and technology to address problems in Indonesian language and literature education.

Courses Providing Assessment Evidence

1. Curriculum, Assessment, and Development of Indonesian Language and Literature Teaching Materials
2. Critical Discourse Analysis
3. Digital Literature
4. Applied Linguistics

Assessment Results

Course	Average Score	Percentage Scoring ≥ 75
Curriculum, Assessment, and Development of Teaching Materials	88.29	100%
Critical Discourse Analysis	87.70	100%
Digital Literature	86.50	92.86%

Course	Average Score	Percentage Scoring ≥ 75
Applied Linguistics	84.69	92.86%

Analysis

All courses providing evidence for PLO 4 achieved attainment rates ranging from 92.86% to 100%. These results provide strong preliminary evidence of students' ability to conduct academic analysis, develop ideas, and utilize scientific and technological approaches.

However, the assessment evidence for PLO 4 during the Odd Semester should be strengthened through more direct evidence, such as research proposals, research instruments, research reports, scientific articles, and thesis-related work in subsequent semesters.

PLO 4 Status: ACHIEVED

6.5 PLO 5 Assessment Results

PLO 5

Demonstrate mastery of entrepreneurship development principles and the ability to apply and develop entrepreneurial initiatives in the fields of education, language, literature, and literacy.

Assessment Results

Based on the course data available for the Odd Semester, no direct assessment evidence was available specifically to measure PLO 5.

Therefore, the achievement of PLO 5 could not yet be measured during the Odd Semester of the 2025/2026 Academic Year.

PLO 5 Status: NOT YET ASSESSED

Future Assessment Plan

PLO 5 will be assessed in subsequent semesters through courses or learning activities explicitly mapped to entrepreneurship competencies in the fields of education, language, literature, and literacy.

CHAPTER VII

SUMMARY OF PLO ASSESSMENT RESULTS

PLO	Number of Courses Providing Evidence	Target	Achievement Result	Status
PLO 1	5	75%	78.57%–100%	Achieved
PLO 2	7	75%	78.57%–100%	Achieved
PLO 3	7	75%	78.57%–100%	Achieved
PLO 4	4	75%	92.86%–100%	Achieved
PLO 5	Not available	75%	Not yet measured	Not Yet Assessed

Based on the assessment results, PLOs 1 through 4 achieved the established minimum target of 75% during the Odd Semester of the 2025/2026 Academic Year.

PLO 5 could not yet be assessed because no direct assessment evidence was available from the courses included in the Odd Semester assessment.

CHAPTER VIII

ANALYSIS OF RESULTS AND GAP IDENTIFICATION

8.1 Strengths

The assessment identified several strengths:

1. The overall average student performance was 86.49.
2. A total of 92.86% of grade records achieved the minimum score of 75.
3. Three courses achieved a 100% attainment rate.
4. Two courses achieved a 92.86% attainment rate.
5. All assessed courses achieved the minimum target of 75%.
6. PLOs 1 through 4 obtained assessment evidence during the Odd Semester.

8.2 Areas Requiring Improvement

The following areas require further attention:

1. BIPA Development achieved an attainment rate of 78.57%.
2. Character Education and Islamic Academic Culture achieved an attainment rate of 78.57%.
3. Some students received scores below 75 in several courses.
4. The assessment system should be strengthened through more detailed mapping from PLOs to CLOs and Sub-CLOs.
5. PLO 5 has not yet obtained direct assessment evidence.
6. PLO 4 should be strengthened through direct evidence of student research performance.

8.3 Gap Analysis

PLO	Target	Minimum Achievement	Gap
PLO 1	75%	78.57%	+3.57%
PLO 2	75%	78.57%	+3.57%
PLO 3	75%	78.57%	+3.57%
PLO 4	75%	92.86%	+17.86%
PLO 5	75%	Not yet measured	Not applicable

The results demonstrate that PLOs 1 through 4 exceeded the established minimum target. However, PLOs with achievement levels only slightly above the target require further strengthening to ensure more consistent and equitable student achievement.

CHAPTER IX

FOLLOW-UP PLAN AND CONTINUOUS IMPROVEMENT

9.1 Principles of Follow-Up Actions

Follow-up actions are implemented as part of a continuous quality improvement process. Assessment results are not limited to measurement but are used as a basis for improving learning processes, assessment practices, student support, and assessment instruments.

The improvement cycle is implemented as follows:

Target Setting → Learning Implementation → Assessment → Evaluation → Analysis → Follow-Up Action → Monitoring → Continuous Improvement

9.2 Follow-Up Plan

No.	Finding	Analysis	Improvement Action	Person in Charge	Timeline
1	BIPA Development achieved 78.57%	Some students did not reach the minimum score	Strengthen practical and project-based learning	Course Lecturer	Next semester
2	Character Education and Islamic Academic Culture achieved 78.57%	Student achievement was not yet evenly distributed	Strengthen case-based learning and reflective activities	Course Lecturer	Next semester
3	Some students scored below 75 in Digital Literature	Digital competencies were not evenly distributed	Provide additional mentoring and enrichment assignments	Course Lecturer	Next semester
4	Some students	Variations in	Provide tutorials	Course	Next

No.	Finding	Analysis	Improvement Action	Person in Charge	Timeline
	scored below 75 in Applied Linguistics	students' prior knowledge and mastery	and academic support	Lecturer	semester
5	PLO 4 requires stronger direct evidence	Research performance has not yet become the primary source of assessment evidence	Use research proposals, scientific articles, and research portfolios	Study Program and Lecturers	Next semester
6	PLO 5 has not yet been assessed	No direct source of assessment evidence is currently available	Establish a course or project explicitly mapped to PLO 5	Head of Study Program and Quality Assurance Unit	Even Semester
7	Assessment mapping needs strengthening	The PLO–CLO–Sub-CLO relationship has not yet been fully documented in this report	Develop a standardized assessment matrix and rubric	Quality Assurance Unit and Study Program	2026
8	Continuous monitoring is required	Assessment data currently cover only one semester	Conduct PLO assessment and evaluation meetings every semester	Quality Assurance Unit and Study Program	Continuous

CHAPTER X

CONCLUSION

10.1 Conclusion

The Program Learning Outcomes Assessment of the Master's Program in Indonesian Language Education, Faculty of Teacher Training and Education, Universitas Islam Sultan Agung, for the Odd Semester of the 2025/2026 Academic Year was conducted involving 14 students from the 2025 cohort. The assessment utilized student learning outcome data from seven courses, comprising a total of 98 grade records. The overall average student score was 86.49, and 92.86% of the grade records achieved the minimum score of 75.

Based on the mapping of assessment evidence and the results obtained, PLOs 1, 2, 3, and 4 achieved the established minimum target of 75%. PLO 5 could not yet be assessed during the Odd Semester because no direct assessment evidence was available from the courses included in the assessment data. Overall, the assessment results indicate that the learning process during the Odd Semester made a positive contribution to the development and achievement of student competencies. Nevertheless, the Study Program should continue strengthening its assessment system to establish a more explicit and measurable relationship between PLOs, Course Learning Outcomes, Sub-Course Learning Outcomes, assessment instruments, rubrics, and evidence of student performance.

10.2 Recommendations

Based on the assessment results, the following recommendations are proposed:

1. maintain and further develop effective learning practices in courses with excellent achievement;
2. provide additional support and academic mentoring in courses with achievement levels close to the minimum target;
3. strengthen authentic and project-based assessment;
4. expand the integration of technology into learning activities;
5. develop student research portfolios as direct evidence for PLO 4;
6. establish clear assessment evidence for PLO 5;

7. develop a comprehensive PLO–CLO–Sub-CLO–Assessment–Instrument–Rubric Matrix;
8. conduct PLO assessments on a regular basis each semester; and
9. document follow-up actions as evidence of continuous quality improvement.

APPENDIX 1

PROGRAM LEARNING OUTCOMES ASSESSMENT MATRIX

A. PLO Assessment Mechanism

The PLO assessment process follows the sequence below:

Program Learning Outcome



Courses Providing Assessment Evidence



Competency Indicators Assessed



Assessment Methods



Assessment Instruments



Student Performance Evidence



Measurement Result



Achievement Analysis



Follow-Up Actions

B. PLO 1 Assessment Matrix

Component	Description
PLO	Demonstrate mastery of Indonesian language and literature education policies, theories of learning development, and philosophy of language science, and apply and develop learning based on contemporary theories and technologies while internalizing academic ethics and national character values.
Courses Providing Evidence	Literary Theory; Curriculum, Assessment, and Development of Teaching Materials; Applied Linguistics; BIPA Development; Character Education and Islamic Academic Culture
Assessment Indicators	Analyze theoretical foundations; develop learning or teaching materials; apply technology; demonstrate academic ethics
Assessment Methods	Assignments, projects, presentations, tests, and product evaluation
Instruments	Written tests, assignment rubrics, project rubrics, and presentation rubrics
Assessment Evidence	Final grades and student assignments/projects
Number of Students	14
Target	At least 75% of students achieve a score of ≥ 75
Achievement	78.57%–100% of students achieved a score of ≥ 75
Status	ACHIEVED

C. PLO 2 Assessment Matrix

Component	Description
PLO	Demonstrate mastery of language and literature theories and theories of learning development and apply and develop Indonesian language learning using contemporary models and information technology.
Courses Providing Evidence	All seven assessed courses
Assessment Indicators	Demonstrate mastery of language and literature theories; apply theories in learning; develop learning models; use information technology
Assessment Methods	Tests, analysis, projects, product development, and presentations
Instruments	Written tests, analytical rubrics, project rubrics, and product rubrics
Assessment Evidence	Final grades and student academic products
Number of Students	14
Target	At least 75% of students achieve a score of ≥ 75
Achievement	78.57%–100% of students achieved a score of ≥ 75
Status	ACHIEVED

D. PLO 3 Assessment Matrix

Component	Description
PLO	Demonstrate mastery of literacy theories and language skills and apply and develop innovative learning and technology-based pedagogical tools.
Courses Providing Evidence	All seven assessed courses
Assessment Indicators	Apply literacy and language theories; analyze academic problems; develop innovative learning; develop technology-based learning tools
Assessment Methods	Assignments, projects, analysis, presentations, instructional development, and tests
Instruments	Project rubrics, analytical rubrics, presentation rubrics, and product assessment instruments
Assessment Evidence	Assignments, projects, learning products, and final course grades
Number of Students	14
Target	At least 75% of students achieve a score of ≥ 75
Achievement	78.57%–100% of students achieved a score of ≥ 75
Status	ACHIEVED

E. PLO 4 Assessment Matrix

Component	Description
PLO	Demonstrate mastery of research and development methodologies using interdisciplinary or multidisciplinary approaches and apply science and technology to address problems in Indonesian language and literature education.
Courses Providing Evidence	Curriculum, Assessment, and Development of Teaching Materials; Critical Discourse Analysis; Digital Literature; Applied Linguistics
Assessment Indicators	Identify problems; conduct academic analysis; develop solutions; utilize science and technology; demonstrate academic ethics
Assessment Methods	Case analysis, projects, academic assignments, presentations, and tests
Instruments	Analytical rubrics, project rubrics, and academic writing rubrics
Assessment Evidence	Analytical assignments, projects, academic products, and final grades
Number of Students	14
Target	At least 75% of students achieve a score of ≥ 75
Achievement	92.86%–100% of students achieved a score of ≥ 75
Status	ACHIEVED

F. PLO 5 Assessment Matrix

Component	Description
PLO	Demonstrate mastery of entrepreneurship development principles and the ability to develop entrepreneurial initiatives in the fields of education, language, literature, and literacy.
Courses Providing Evidence	Not yet available during the Odd Semester
Planned Assessment Indicators	Identify entrepreneurial opportunities; design products or services; prepare business development plans; integrate innovation and technology
Assessment Methods	Projects, business plans, product development, presentations, and portfolios
Instruments	Project rubrics and presentation rubrics
Assessment Evidence	Business plans, products/services, and portfolios
Status for the Odd Semester	NOT YET ASSESSED
Follow-Up Action	Establish courses or learning activities as direct assessment evidence for PLO 5 in subsequent semesters

APPENDIX 2

SUMMARY OF THE PLO ASSESSMENT MATRIX

PLO	Courses Providing Assessment Evidence	Number of Students	Target	Assessment Result	Status
PLO 1	5 courses	14	75%	78.57%–100%	Achieved
PLO 2	7 courses	14	75%	78.57%–100%	Achieved
PLO 3	7 courses	14	75%	78.57%–100%	Achieved
PLO 4	4 courses	14	75%	92.86%–100%	Achieved
PLO 5	Not yet available	14	75%	No assessment evidence	Not Yet Assessed

APPENDIX 3

TARGET, ACHIEVEMENT, GAP, AND FOLLOW-UP MATRIX

PLO	Target	Achievement	Gap	Status	Follow-Up Action
PLO 1	75%	Minimum 78.57%	+3.57%	Achieved	Strengthen learning development based on contemporary theories and technology
PLO 2	75%	Minimum 78.57%	+3.57%	Achieved	Strengthen the integration of theories, learning models, and technology
PLO 3	75%	Minimum 78.57%	+3.57%	Achieved	Develop specific rubrics for literacy and pedagogical technology
PLO 4	75%	Minimum 92.86%	+17.86%	Achieved	Strengthen direct evidence through research proposals and research outputs
PLO 5	75%	Not yet measured	Not applicable	Not Yet Assessed	Establish courses and assessment instruments for entrepreneurship competencies

APPENDIX 4

CONTINUOUS IMPROVEMENT PLAN BASED ON PLO ASSESSMENT RESULTS

No.	Finding	Improvement Action	Success Indicator	Person in Charge	Timeline
1	BIPA Development achieved 78.57%	Strengthen practical and project-based learning	At least 85% of students achieve a score of ≥ 75	Course Lecturer	Next semester
2	Character Education and Islamic Academic Culture achieved 78.57%	Strengthen case-based and reflective learning	At least 85% of students achieve a score of ≥ 75	Course Lecturer	Next semester
3	Some students scored below 75 in Digital Literature	Provide mentoring and enrichment assignments	More equitable student achievement	Course Lecturer	Next semester
4	Some students scored below 75 in Applied Linguistics	Provide tutorials and academic mentoring	At least 85% of students achieve a score of ≥ 75	Course Lecturer	Next semester
5	PLO 4 does not yet rely fully on direct assessment evidence	Use research proposals, scientific articles, and research portfolios as assessment evidence	Research portfolios are available for all students	Study Program and Lecturers	Next semester
6	PLO 5 has not yet been assessed	Establish courses or projects explicitly designed to measure PLO 5	PLO 5 can be assessed in the next cycle	Head of Study Program and Quality Assurance	Even Semester

No.	Finding	Improvement Action	Success Indicator	Person in Charge	Timeline
				Unit	
7	Assessment mapping requires further strengthening	Develop a PLO–CLO–Sub-CLO–Instrument–Rubric Matrix	Standardized assessment instruments are available	Quality Assurance Unit and Study Program	2026
8	Continuous monitoring is necessary	Conduct PLO assessments and evaluation meetings every semester	Periodic PLO assessment reports are available	Quality Assurance Unit and Study Program	Continuous