



WORLD CLASS ISLAMIC UNIVERSITY
UNISSULA
UNIVERSITAS ISLAM SULTAN AGUNG

KAMPUS
BIRRUL
WALIDAIN

STUDENT LEARNING OUTCOME EVALUATION REPORT

Master of Indonesian Language Education
Sultan Agung Islamic University

ACADEMIC YEAR
2025/2026



INTRODUCTION

A. Background

Evaluation of learning outcomes is an integral part of the implementation of learning and Quality assurance system of the Master of Indonesian Language Education Study Program, University of Sultan Agung Islamic University (UNISSULA). The evaluation was conducted to determine the level of achievement student competencies after participating in the learning process and to ensure achievement of Graduate Learning Outcomes (CPL) as stipulated in the curriculum Study Program. The Master of Indonesian Language Education Study Program implements learning that is oriented towards *Outcome Based Education* (OBE). Therefore, evaluation of learning outcomes is not only directed at achieving final course grades, but also on the relationship between courses, Course Learning Outcomes (CPMK), and Graduate Learning Outcomes (CPL). This report is prepared based on the final results of students in seven courses implemented in the Odd Semester of the 2025/2026 Academic Year, namely Critical Discourse Analysis, Curriculum, Evaluation and Development of Language Teaching Materials and Indonesian Literature, Applied Linguistics, Character Education and Islamic Academic Culture (BudAI), BIPA Development, Digital Literature, and Literary Theory. The value data comes from Final report of students of the Master of Indonesian Language Education Study Program UNISSULA. Each course is attended by 14 students. The grade document contains the following components: assessment in the form of assignments, mid-term exams, and final exams with weights adjusted to each each course. The evaluation results are used as a basis for determining the level of learning success, identifying good achievements, finding aspects which still need to be strengthened, as well as preparing follow-up actions to improve learning in a sustainable.

B. Objectives

Evaluation of learning outcomes aims to:

1. to find out the learning outcomes of students in the odd semester of the academic year 2025/2026;
2. analyze students' final grades in each course;
3. knowing the level of CPL achievement through relevant courses;
4. identify students who have not achieved learning outcome targets;

5. knowing which courses show high learning outcomes and which ones

requires reinforcement;

6. provide data as material for evaluating the learning process; and

7. formulate follow-up actions to improve the quality of learning in the Study Program.

C. Scope

The evaluation covers the following seven courses.

Course No.		Amount Student
1	Literary Theory	14
2	Curriculum, Evaluation and Development of Language and Language Teaching Materials Indonesian Literature	14
3	Critical Discourse Analysis	14
4	Digital Literature	14
5	Islamic Academic Character and Culture Education (BudAI)	14
6	BIPA Development	14
7	Applied Linguistics	14
	Total value data	98

GRADUATES LEARNING OUTCOMES

Evaluation of learning outcomes refers to the five CPLs of the Master of Education Study Program Indonesian.

CPL 1

Mastering Indonesian language and literature education policy, development theory learning Indonesian language and literature, and the philosophy of linguistics and being able to implementing and developing learning at every level of education with the basis of cutting-edge theory and technology through internalization of academic ethics and national character Indonesia.

CPL 2

Mastering the theory of language, literature and the theory of developing language and literature learning Indonesia and able to implement and develop Indonesian language learning with the latest models and using information technology through internalization of ethics academic and character development of the Indonesian nation.

CPL 3

Mastering literacy theory and language skills (listening, speaking and writing) presenting, reading and viewing, and writing) and being able to apply and develop innovative learning, cutting-edge learning models, devices pedagogical technology-based learning through educational, research, and teaching activities community service based on academic ethics, religious values, legal norms, spirit of nationalism, the principle of cooperation, and the spirit of caring.

CPL 4

Mastering research and development methodology with an interdisciplinary approach or multidisciplinary in the field of language and literature education that is innovative and capable applying and developing the latest science and technology to address learning problems Indonesian language and literature that has received national or international recognition based on academic ethics.

CPL 5

Mastering the principles of entrepreneurial development and being able to apply and developing entrepreneurship in the fields of education, language, literature and literacy through internalization of academic ethics, religious values, legal norms, spirit of nationalism, principles cooperation, and a spirit of caring.

COURSE MAPPING TOWARDS CPL

Based on the substance of the course and the CPL formulation, the initial mapping of the course against CPL can be done as follows.

Subject	CPL 1	CPL 2	CPL 3	CPL 4	CPL 5
Literary Theory	ÿ ÿ ÿ				
Curriculum, Evaluation and Development of Teaching Materials	ÿ ÿ ÿ				
Critical Discourse Analysis		ÿ ÿ ÿ			
Applied Linguistics	ÿ ÿ ÿ ÿ				
BIPA Development	ÿ ÿ ÿ				
Digital Literature		ÿ ÿ ÿ			
Character Education and Culture	ÿ ÿ ÿ				

Note: CPL 5 has not yet obtained direct achievement indicators from the seven subjects.

the courses evaluated in this report because the courses contain these indicators not included in the Odd Semester data for the 2025/2026 Academic Year available at this evaluation stage. Therefore, the achievement of CPL 5 cannot be calculated and analyzed yet in this report. Evaluation of the achievement of CPL 5 will be conducted in the even semester of the year Academic 2025/2026 after the related course data is available.

CHAPTER IV

LEARNING OUTCOME EVALUATION RESULTS

A. Literary Theory

The Literary Theory course was attended by 14 students. The final grades of the students were in the range of 84.80–92.90, with an average of 89.39. Based on the final score, 12 students got an A and 2 students got an AB.

Indicator	Results
Number of students 14	
Average	89.39
The highest score	92.90
Lowest value	84.80
A	12 students (85.71%)
AB	2 students (14.29%)
Score ≥75	14 (100%)

These results show that learning outcomes in the Theory course Literature is in the excellent category. All students achieved the minimum grade. 75.

B. Curriculum, Evaluation and Development of Indonesian Language and Literature Teaching Materials

This course was taken by 14 students. The final grades were in the range of 75.50–95.60, with an average of 88.29. A total of 13 students received an A and one students get AB grades.

Indicator	Results
Number of students 14	

Average	88.29
The highest score	95.60
Lowest value	75.50
A	13 students (92.86%)
AB	1 student (7.14%)
Score ≥75	14 (100%)

This achievement shows that students have been able to understand and implementing curriculum concepts, evaluation, and developing language and literature teaching materials Indonesia very well.

C. Critical Discourse Analysis

The Critical Discourse Analysis course was attended by 14 students. The final grade was The range was 78.40–93.80, with an average of 87.70. A total of 11 students received an A grade. and 3 students got AB grade.

Indicator	Results
Number of students	14
Average	87.70
The highest score	93.80
Lowest value	78.40
A	11 students (78.57%)
AB	3 students (21.43%)
Score ≥75	14 (100%)

The evaluation results showed **excellent** results . All students achieved a score minimum 75.

D. Digital Literature

The Digital Literature course was attended by 14 students. The final grades were in the range 68.00–91.00, with an average of 86.50. A total of 11 students obtained an A, 2 students AB, and 1 student B.

Indicator	Results
Number of students	14
Average	86.50
The highest score	91.00
Lowest value	68.00
A	11 students (78.57%)
AB	2 students (14.29%)
B	1 student (7.14%)
Score ≥75	13 (92.86%)

Overall, the learning outcomes were very good. However, one student scored 68. so it needs to be taken into account in academic evaluation and mentoring.

E. Islamic Character Education and Academic Culture (BudAI)

The Character Education and Culture of AI course was attended by 14 students. Final grades was in the range of 72.50–90.00, with an average of 83.55. Nine students got A, two students AB, and three students B.

Indicator	Results
Number of students	14
Average	83.55
The highest score	90.00

Lowest value	72.50
A	9 students (64.29%)
AB	2 students (14.29%)
B	3 students (21.43%)
Score ≥75	11 (78.57%)

The learning outcomes were generally good. However, there were three students who obtained a score below 75. This indicates the need for strengthening learning and assistance in aspects that are not yet optimal.

F. BIPA Development

The BIPA Development course was attended by 14 students. The final grade was range of 65.00–91.00, with an average of 85.29. A total of 11 students obtained A's and 3 students get B.

Indicator	Results
Number of students 14	
Average	85.29
The highest score	91.00
Lowest value	65.00
A	11 students (78.57%)
B	3 students (21.43%)
Score ≥75	11 (78.57%)

Overall learning outcomes are good, but there are three students with lower grades 75. This is a special evaluation material because BIPA Development contributes against CPL 1, CPL 2, and CPL 3.

G. Applied Linguistics

The Applied Linguistics course was attended by 14 students. The final grade was range of 74.50–87.50, with an average of 84.69. A total of 9 students obtained an A, 4 AB students, and 1 B student.

Indicator	Results
Number of students	14
Average	84.69
The highest score	87.50
Lowest value	74.50
A	9 students (64.29%)
AB	4 students (28.57%)
B	1 student (7.14%)
Score ≥75	13 (92.86%)

The evaluation results showed good performance. One student earned a score of 74.50. so it is slightly below the 75 limit and needs attention in follow-up continue learning.

SUMMARY OF LEARNING OUTCOMES

The recapitulation of the evaluation results for the seven courses is as follows.

Course No.		Flat-flat	Highest	Lowest	≥75	Category
1	Literary Theory	89.39	92.90	84.80	100%	Very Good
2	Curriculum, Evaluation And Development of Teaching Materials	88.29	95.60	75.50	100%	Very Good
3	Critical Discourse Analysis	87.70	93.80	78.40	100%	Very Good
4	Digital Literature	86.50	91.00	68.00	92.86%	Very Good
5	BI/PA Development	85.29	91.00	65.00	78.57%	Good
6	Applied Linguistics	84.69	87.50	74.50	92.86%	Very Good
7	Character Education and Culture	83.55	90.00	72.50	78.57%	Good

Overall recapitulation

The number of grade data analyzed was 98 student grade data from seven courses.

The overall average score was: 86.49

A total of: 91 of the 98 value data (92.86%) achieved a value of ≥75, while 7 value data (7.14%) is below 75.

Thus, overall the learning outcomes of students in the Masters Study Program

Indonesian Language Education in the Odd Semester of the 2025/2026 Academic Year is at very good category.

CPL ACHIEVEMENT ANALYSIS

A. CPL Indicator Mapping

Based on the relevance of the course substance, CPL indicators can be evaluated through the following courses.

CPL Course	Indicators
CPL 1	Literary Theory; Curriculum, Evaluation and Development of Teaching Materials; Linguistics Applied; BIPA Development; Character Education and Culture
CPL 2	Literary Theory; Curriculum, Evaluation and Development of Teaching Materials; Analysis Critical Discourse; Applied Linguistics; BIPA Development; Digital Literature; Education Character and BudAI
CPL 3	Literary Theory; Curriculum, Evaluation and Development of Teaching Materials; Analysis Critical Discourse; Applied Linguistics; BIPA Development; Digital Literature; Education Character and BudAI
CPL 4	Curriculum, Evaluation and Development of Teaching Materials; Critical Discourse Analysis; Linguistics Applied; Digital Literature
CPL 5	Not yet evaluated in this report

B. CPL Analysis

Based on the course grades that are indicators, all CPL 1–4 received support from several courses with high learning outcomes.

CPL 1 is supported by courses related to literary theory, curriculum and learning, applied linguistics, BIPA, and character education. In general, the average achievement for supporting courses is in the range of 83.55–89.39.

CPL 2 has the broadest support, including through Literary Theory, Curriculum and Development of Teaching Materials, Critical Discourse Analysis, Applied Linguistics, Development of BIPA, Digital Literature, as well as Character Education and AI Culture. Learning outcomes show that

students have a good mastery of language theory, literature, learning, and utilization of technology.

CPL 3 is also supported by all courses related to skills language, literacy, innovative learning, digital literature, BIPA, and device development learning. The achievement of grades shows generally very good results.

CPL 4 is supported primarily by the Curriculum, Evaluation and Materials Development courses. Teaching, Critical Discourse Analysis, Applied Linguistics, and Digital Literature. Learning outcomes in The course shows that students have a good foundation for develop research-based analysis and development capabilities.

CPL 5 cannot yet be directly assessed from the seven available courses. CPL Evaluation 5 need to use Entrepreneurship courses or other courses that are officially mapped on CPL 5.

EVALUATION FINDINGS

Based on the evaluation results, several important things were found.

1. Learning outcomes in general are very good

The average grade for all courses reached 86.49, demonstrating academic achievement. high students.

2. Three courses achieved 100% achievement

Literary Theory, Curriculum-Evaluation-Development of Teaching Materials, and Discourse Analysis Critical has 100% of students with a minimum score of 75.

3. Digital Literature and Applied Linguistics show very good achievements

Each reached 92.86% of students with a minimum score of 75.

4. Development of BIPA and Character Education and BudAI needs to be a priority strengthening

Both courses had a student achievement rate of ≥ 75 of 78.57%.

Therefore, both need to receive attention in learning evaluation. next.

5. There are still seven data values below 75

The data comes from: Applied Linguistics: 1 student; Character Education and Culture: 3 students; BIPA Development: 3 students.

These conditions form the basis for carrying out academic follow-up.

CHAPTER VIII

FOLLOW-UP

The Study Program formulates the following follow-up actions.

No.	Findings	Follow-up
1	Grades <75 in some courses	Academic mentoring and providing feedback come back
2	BIPA Development own achievement of 78.57%	Strengthening authentic practices, projects, and assessments BIPA
3	Character Education and Culture has an achievement of 78.57%	Strengthening internalization of values, reflection, and implementation of BudAI
4	Applied Linguistics has one value 74.50	Individual mentoring and material reinforcement
5	Digital Literature has one value of 68	Strengthening digital literacy and task-based project
6	CPL 5 not yet measured	Using officially recognized courses support CPL 5 in the next evaluation
7	CPL mapping needs to be more measurable	Constructing the CPL–CPMK–Sub-CPMK matrix assessment
8	CPL evaluation needs to be ongoing	Conduct CPL evaluation every semester

RECOMMENDATIONS FOR IMPROVING THE QUALITY OF LEARNING

Based on the evaluation results, it is recommended:

1. maintain learning strategies in courses that have achieved 100% achievement;
2. conduct a more in-depth evaluation of courses with achievement below 85%;
3. improve project */problem-based learning learning*);
4. strengthen authentic assessment;
5. increase the use of technology in learning;
6. provide individual feedback to students;
7. provide assistance to students whose achievements are below target;
8. Strengthen BIPA learning based on practice and technology;
9. strengthening the integration of BudAI values in the learning process;
10. carry out more measurable mapping of CPL–CPMK; and
11. Use evaluation results as a basis for improving RPS, learning methods, and assessment instruments.

CONCLUSION

Evaluation of student learning outcomes in the Master of Language Education Study Program Indonesia UNISSULA Odd Semester Academic Year 2025/2026 shows that

The students' academic achievements are generally in the very good category. From 98 data

The scores for the seven courses yielded an overall average of 86.49. 92.86% of the data

The score reaches a minimum score of 75. Three courses, namely Literary Theory, Curriculum, Evaluation and Development of Indonesian Language and Literature Teaching Materials, and Discourse Analysis Critical, achieving a 100% achievement level. Digital Literature and Applied Linguistics courses

also showed very good achievements with an achievement level of 92.86% each.

Meanwhile, BIPA Development and Character Education and BudAI have a high level of achievement of 78.57% so it needs to get further attention in the process

improving the quality of learning. From the CPL perspective, the evaluation results provide evidence that learning has made a good contribution to CPL 1, CPL 2, CPL 3, and CPL

4. Meanwhile, CPL 5 cannot be evaluated directly based on eye data.

courses available because courses that specifically support CPL 5 are not yet available

included in this data set. The results of the evaluation will then form the basis for the Program

Studies to carry out follow-up through strengthening learning, mentoring

students, improving the quality of assessments, updating the CPL–CPMK mapping, and

continuous improvement of learning within the framework of Outcome Based Education (OBE) and the PPEPP quality assurance cycle.

Attachment

Student Grade List

<https://drive.google.com/drive/folders/1AYwLt722pvu-340b95AWWYdfXFpxczsB?usp=sharing>