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THE EFFECTIVENESS OF ACADEMIC MONITORING AND EVALUATION ON THE LENGTH OF STUDY AT NUSA CENDANA UNIVERSITY

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Abstract:
This study aims to analyze the effectiveness of academic monitoring and evaluation on student study duration at Nusa Cendana University and identify influencing factors. The background of this study is based on the phenomenon of the high number of students who do not graduate on time, which directly impacts the quality of the institution and the accreditation of study programs. Academic monitoring and evaluation are important managerial tools in controlling and accelerating student study completion. This study used a qualitative approach with a case study method. Data were obtained through in-depth interviews, participant observation, and documentation studies of the policies and implementation of academic monitoring and evaluation at Nusa Cendana University. Data analysis was conducted through the stages of data reduction, data presentation, and conclusion drawing. The results indicate that the implementation of academic monitoring and evaluation is not fully effective in influencing the accuracy of student study duration. Several weaknesses were identified, including minimal intensity of academic guidance, weak follow-up on evaluation results, suboptimal utilization of the academic information system, and limited intervention for students experiencing delays in their studies. Factors influencing the effectiveness of monitoring and evaluation include the capacity of the supervisor, academic management, student motivation, and institutional support. This research recommends strengthening the monitoring and evaluation system to be more systematic and responsive, increasing the role of academic advisors, and developing data-driven policies to support students in completing their studies on time.

Keywords: Academic Monitoring, Academic Evaluation, Effectiveness, Length of Study, Higher Education

INTRODUCTION

Higher education institutions (HEIs) are providers of academic education for students, as defined in Government Regulation of the Republic of Indonesia Number 66 of 2010 concerning amendments to Government Regulation Number 17 of 2010 concerning the Management and Implementation of Education. One factor determining the quality of higher education is the percentage of students' ability to complete their studies on time. The goals and direction of higher education in Indonesia, as outlined in Chapter II, Article 2 of Minister of Education Decree No. 232/U/2000, are to prepare students to become members of society with academic abilities to apply, develop, and/or enrich the treasury of science, technology, and/or the arts, as well as to disseminate and utilize these skills to improve the standard of living and enrich national culture. This means that academic performance is required to be competitive and of superior quality.

Nusa Cendana University has several faculties, study programs, and a postgraduate program. According to available data, Nusa Cendana University has 9 faculties and 1 postgraduate program, with a total of 67 study programs spread across 9 faculties and 1 postgraduate program. The faculty with the most study programs is the Faculty of Teacher Training and Education (FKIP) with a total

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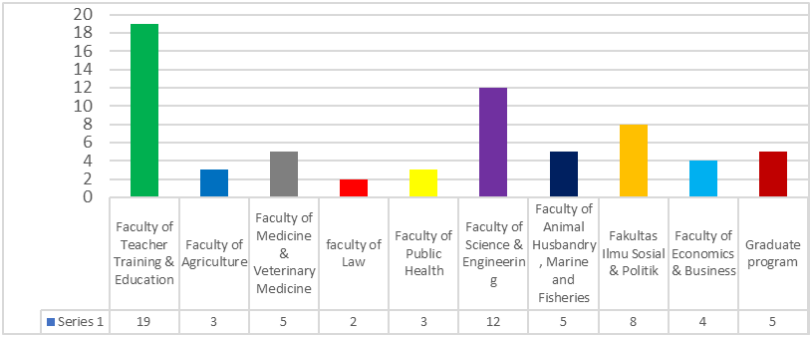
of 19 study programs. Meanwhile, the faculty with the fewest study programs is the Faculty of Law, with only 2 study programs. Previously, all postgraduate programs (S2 and S3 levels) were under the auspices of the Postgraduate Program. However, currently, most postgraduate programs have been handed over to each faculty that oversees the postgraduate field of science. Some faculties that have included postgraduate programs in their total study programs are the Faculty of Social and Political Sciences, the Faculty of Teacher Training and Education, the Faculty of Animal Husbandry, Marine Fisheries, the Faculty of Public Health, the Faculty of Science and Engineering, the Faculty of Economics and Business, and the Faculty of Law. To view faculty data along with data on the number of study programs in each faculty, the data will be displayed as follows:



Source: Academic Affairs Data - UNDANA 2025

Figure 1. Faculties and Number of Study Programs in Each Faculty at UNDANA

In an effort to maintain the quality of higher education and produce timely and high-quality graduates, Nusa Cendana University is supported by a workforce of qualified and competent human resources (lecturers). Nusa Cendana University has a total of 1,032 faculty members. The educational classifications are Master's and Doctoral degrees, and the functional position qualifications are as follows: Not yet holding a functional position, Assistant Professor, Lecturer, Associate Lecturer, and Professor. The following shows lecturer data based on academic level and functional position in each faculty at Nusa Cendana University:

Table 1. Lecturer Data Based on Educational Qualifications and Functional Position per Faculty (as of January 2025)

No	Faculty	Education		Functional					Results
		Master	Doctor	Not yet functional	Aa	L	Lk	Gb	
1	Fkip	213	43	39	77	99	31	10	256
2	Fst	135	46	11	29	98	32	11	181
3	Fkpkp	70	34	14	14	41	30	5	104
4	Faperta	57	24	5	15	27	23	11	81
5	Fh	53	17	9	21	22	17	1	70
6	Fisip	100	23	15	37	41	28	2	123
7	Fkm	44	17	2	11	32	14	2	61
8	Feb	70	7	22	13	37	5	0	77
9	Fkkh	67	12	8	24	34	10	3	79
	Jumlah	**809**	**223**	**125**	**241**	**431**	**190**	**45**	**1032**

Source: UNDANA 2025 Personnel Data

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Based on the above data, the number of lecturers at Nusa Cendana University is 1,032. This includes 809 lecturers with Master's degrees and 223 with Doctoral degrees. The Faculty with the most lecturers holding doctoral degrees is the Faculty of Science and Engineering, with 46, while the Faculty with the fewest is the Faculty of Economics and Business. The above data also indicates that Nusa Cendana University currently has 45 lecturers holding the functional position of Professor and 190 lecturers holding the functional position of Associate Lecturer.

Based on the above data, the quality of the teaching staff at Nusa Cendana University is quite good. With the high quality of these lecturers, it is hoped that they will also produce graduates who are on time. Based on available data, the number of active students for the odd semester of 2023/2024 was 14,812. With 1,032 lecturers, the lecturer-to-student ratio at Nusa Cendana University is 1:15, which meets the optimal criteria. The following data shows the number of students per faculty at Nusa Cendana University:

Table 2. Number of Students per Faculty at Nusa Cendana University

No	Faculty/Study Program	July to December 2024				Total
		July - Dec	July - Dec	July - Dec	July - Dec	
		13	11	9	7	
1	Teaching & Education Science	367	715	1641	1587	4310
2	Law	98	204	458	417	1177
3	Faculty of Social and Political Sciences	216	379	600	1026	2221
4	Agriculture	150	279	502	346	1277
5	Livestock, Maritime Affairs and Fisheries	105	221	479	295	1100
6	Science and Engineering	296	636	591	626	2149
7	Public health	131	258	467	350	1206
8	Medicine & Veterinary Medicine	8	19	21	162	210
9	Economy	98	178	366	445	1087
10	Postgraduate	0	0	0	47	47
11	Doctoral Program	5	5	10	8	28
Total		**1.474**	**2.894**	**5.135**	**5.309**	**14.812**
Total Students in Semesters 9-13				**9.503**		
Total Students of Semesters 11 & 13			**4.368**			

Source: Academic Division Data - UNDANA 2023/2024

The data above shows that of the total 14,812 students, 9,503 of them failed to graduate on time (semester 9 and above). A more detailed look reveals that 4,368 students in advanced semesters (semesters 11-13) have not yet graduated. Meanwhile, 1,474 students are at risk of dropping out after entering semester 13. This raises a serious need to identify the causes and find solutions to this problem.

The following shows the graduation data for Nusa Cendana University students, as seen by their semester level:

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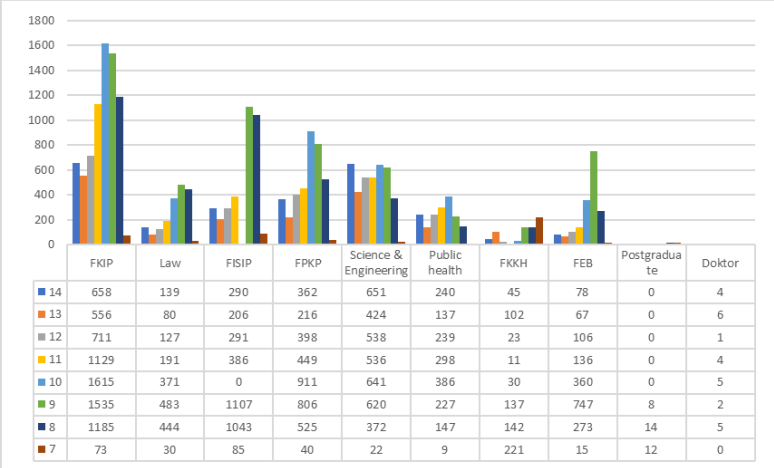

	FKIP	Law	FISIP	FPKP	Science & Engineering	Public health	FKKH	FEB	Postgraduate	Doktor
14	658	139	290	362	651	240	45	78	0	4
13	556	80	206	216	424	137	102	67	0	6
12	711	127	291	398	538	239	23	106	0	1
11	1129	191	386	449	536	298	11	136	0	4
10	1615	371	0	911	641	386	30	360	0	5
9	1535	483	1107	806	620	227	137	747	8	2
8	1185	444	1043	525	372	147	142	273	14	5
7	73	30	85	40	22	9	221	15	12	0

Source: Academic Affairs, Nusa Cendana University

Figure 2. Student Graduation Data per Faculty at UNDANA By Semester Level (January 2021 – February 2025)

The data above shows that the majority of Nusa Cendana University graduates are students in semesters 9-14 across various faculties and Doctoral Programs. The number of students graduating in the upper semesters is 2,575, while only 791 students graduated in semesters 7 and 8 (the on-time category). Comparing the data between students who graduated on time and those who graduated late, the disparity is clear.

Based on the explanation above, it is clear that the punctuality of student graduation is a crucial component of University Accreditation and is also used to assess the quality of the University and its graduates. Therefore, it is crucial to ensure that every student graduates on time. However, based on the data, the most active students at Nusa Cendana University are students in semesters 9-13. This indicates that most students at Nusa Cendana University who are still active are classified as students who graduate late. On the other hand, if we look at the number of graduates or those who graduated, most are also students in semester 9 and above, while students in semesters 7 and 8 are still relatively few. What happened above indicates that the system used to ensure the punctuality of student graduates at Nusa Cendana University is not optimal. The system in question in this case is the monitoring and evaluation system. When monitoring and evaluation are implemented optimally, the desired condition, namely the timely graduation of students, can be achieved. Monitoring is carried out in an effort to ensure every step to accelerate graduates is continuously taken to ensure timely graduation. Meanwhile, an evaluation is carried out to identify weaknesses in the system to be immediately corrected to improve the punctuality of graduates. Therefore, it is important to analyze the effectiveness of academic monitoring and evaluation at Nusa Cendana University in its efforts to influence the length of student study to be timely.

METHODS

In this study, the researcher employed qualitative research. Creswell (2009) stated that qualitative research allows researchers to understand phenomena holistically and comprehensively, and explore the complex social context related to the effectiveness of academic monitoring and evaluation of student study duration, both empirically, in real-life contexts, to build an ontological basis for the case study.

Data were obtained through interviews with informants, observations, and document review. Informants were selected purposively based on their skills and knowledge related to the research

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problem. Data sources consisted of primary data (interviews and direct observations) and secondary data (documents, official reports, and academic literature). To ensure the validity of the findings, triangulation techniques were used, including data sources, techniques, and collection time. Data analysis was conducted through categorization, thematic interpretation, and inductive reasoning to formulate collaborative patterns, so that the research results are presented systematically and can be scientifically justified.

RESULT AND DISCUSSION

Effectiveness of Academic Monitoring and Evaluation: Monitoring. The implementation of academic monitoring in the Mathematics Study Program at Nusa Cendana University has been systematic, continuous, and adaptive, through a mechanism of dividing academic performance into four semesters. This practice emphasizes that academic monitoring is not merely an administrative process but an integral part of the higher education quality management system, aimed at ensuring the achievement of learning plans and accelerating student study time. When analyzed using Systems Theory in Public Administration (Kast & Rosenzweig, 1974), academic monitoring at UNDANA demonstrates the characteristics of a dynamic and responsive open system. In systems theory, an organization is viewed as an entity that receives input, processes it, and produces output, which is then evaluated through feedback mechanisms. An effective system is one that is able to respond to change and continuously improve itself.

In the context of this research, the input is the learning plan outlined in the Semester Learning Plan (RPS), the process is the implementation of lectures supervised through regular monitoring, and the output is the achievement of learning outcomes and the punctuality of student study time. Monitoring conducted in each term serves as an active and recurring feedback mechanism, enabling study programs to detect problems as early as possible and implement immediate improvements in the following term.

The implemented academic monitoring system also demonstrates that Nusa Cendana University adheres to the basic principles of quality management based on the Plan–Do–Check–Act (PDCA) cycle. At the Plan stage, study programs establish Semester Learning Plans (RPS) and monitoring schedules; at the Do stage, lectures are conducted according to the established plan; at the Check stage, the Quality Control Group (GKM) monitors compliance with the learning plan; and at the Act stage, corrective actions are taken for any monitoring findings that do not meet standards.

This PDCA cycle is implemented consistently every semester, creating continuous quality improvement (CQI), a key characteristic of an effective academic quality management system. This approach aligns with Deming's (1986) view that "quality improvement must be a continuous process based on a systematic cycle of planning, doing, checking, and acting." In the context of higher education, this cycle serves as a managerial framework to ensure that all academic processes not only proceed according to plan but are also continuously evaluated and improved.

Furthermore, according to Gaspersz (2011), PDCA is not merely a tool for short-term quality control, but rather a "strategic framework for building a sustainable quality culture in educational organizations." Therefore, the implementation of the PDCA cycle in the monitoring system at UNDANA confirms the institutional commitment to adaptive and responsive internal quality management. Furthermore, the monitoring process, which involves lecturers, Academic Advisors (PA), and the Quality Control Group (GKM), reflects the interaction between components within the organizational system, as explained in open systems theory, which states that all parts of the organization are interconnected and influence one another. PA lecturers not only provide administrative guidance but also provide academic and strategic support to students. Information

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obtained from monitoring is also shared in evaluation meetings as a space for collective reflection and coordinated decision-making. The findings of this study reinforce the view that effective academic monitoring must function as an active, structured, and responsive feedback system. The effectiveness of monitoring does not lie in the number of documents produced, but in how the monitoring data is interpreted, evaluated, and followed up in a timely manner to support the acceleration of students' study period.

Evaluation. Research findings indicate that academic evaluations in the Mathematics Study Program at Nusa Cendana University have been conducted systematically towards the end of the semester, particularly at the 12th meeting. This evaluation covers aspects of material achievement, lecturer and student attendance, administrative completeness, and readiness for the Final Semester Examination (UAS). Evaluations not only assess procedural compliance but also address the quality of the learning process.

From the perspective of Performance Management Theory in Public Administration, evaluation is a key element in measuring and improving the performance of public organizations. According to Behn (2003), performance management aims not only to measure but also to motivate, inform decision-making, and continuously improve work processes. Evaluations at UNDANA have been conducted using this approach: each evaluation result is used as a basis for decision-making at the study program level, including adjusting learning and providing interventions for struggling students. For example, suppose evaluations reveal that material delivery has not met targets. In that case, lecturers are encouraged to accelerate or adjust the schedule to ensure learning outcomes are met before the final exam. If student attendance declines, the Academic Advisor (PA) lecturer immediately provides individual mentoring. This demonstrates that academic performance indicators are used as a control tool to maintain the quality and efficiency of the learning process.

Behn (2003) explains that in public organizations, performance measures are meaningless if not linked to action. Therefore, an effective evaluation system is based on measurable performance indicators, used in strategic decision-making, and followed up through correction and reinforcement mechanisms. This is reflected in UNDANA's academic evaluation model, which integrates evaluation data into coordination forums, monitoring of academic advisors (PAs), and strategies for accelerating student learning. Furthermore, the performance management approach also requires that evaluation results be interpreted reflectively and not used solely for administrative purposes. This is evident in research findings, where evaluation results are not only recorded but also discussed collectively in study program evaluation meetings involving the teaching faculty and the GKM team. Evaluation is also used as a tool to differentiate the treatment of students, both those who excel (encouraged to take the maximum number of credits) and those at risk of failing (provided special mentoring). This strategy reflects an outcome-oriented evaluation orientation, not simply adherence to procedures. Thus, the academic evaluation carried out by UNDANA is in line with the basic principles of performance management in public administration, namely: (1) Based on performance indicators (for example, material achievement, attendance, UAS readiness), (2) Oriented towards improving the quality and learning outcomes of students (3) Producing strategic decisions based on evaluative data (4) Carrying out control and motivation functions adaptively for all academic implementers.

Study Period. As of the first semester of 2023/2024, the number of active students at Nusa Cendana University reached 14,812. However, of this number, 64% (9,503 students) were in their ninth semester or higher, with 4,368 students in semesters 11–13, and 1,474 students having reached their thirteenth semester and at risk of dropping out. This indicates a relatively low proportion of students completing their studies on time, posing a serious challenge to the effectiveness of academic

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administration at UNDANA. From the perspective of Public Accountability Theory, as explained by Romzek and Dubnick (1987), accountability in public organizations is not only about adherence to procedures but also includes the ability to account for the results and impact of policies on the public. In this context, a student's study period is a measure of an educational institution's success in fulfilling its obligations to the community and the state as a provider of higher education services. Late graduation indicates challenges in academic governance, such as a mismatch between the learning system and student needs, a weak academic guidance system, or a lack of corrective action from study programs for students who exhibit signs of delay in their studies. These findings demonstrate that accountability is not merely administrative but also substantive, namely accountability for the outcomes resulting from the academic process. Therefore, in the context of students' length of study at UNDANA, public accountability becomes the primary framework for understanding the institution's responsibility for achieving academic outcomes, not merely procedural compliance. Higher education institutions are required not only to provide services but also to ensure that these services result in publicly accountable outcomes: quality, timely graduates.

Influencing Factors. The effectiveness of academic monitoring and evaluation in the Mathematics Study Program at Nusa Cendana University is significantly influenced by a number of supporting and inhibiting factors, including human resources, infrastructure, academic leadership, and faculty commitment. In general, supporting factors include the presence of an active Quality Control Group (GKM) team, a structured evaluation schedule, and the support of academic advisors directly involved in student academic mentoring. Conversely, inhibiting factors include high lecturer workloads, varying motivations for evaluative activities, and limited digital infrastructure to support monitoring.

In the context of academic monitoring and evaluation, internal academic policies need to be translated and implemented concretely at the study program level. The findings indicate that although the monitoring policy is well-designed (including terms, lesson plan indicators, and material achievement), its implementation is not always optimal due to the influence of field conditions. Furthermore, the support of academic advisors who are actively involved in student monitoring demonstrates that the commitment of implementing actors is a key factor in successful implementation. Academic advisors not only perform formal functions but also provide motivation, learning interventions, and strategic decision-making for at-risk students. This aligns with the assumptions of implementation theory, which assumes that leadership and implementing agents significantly influence policy success.

The institutional environment is also a determining factor. For example, the limited availability of academic digital systems capable of recording RPS implementation in real time creates a technical obstacle that leads to inaccurate information. In implementation theory, this is considered an external environment that can strengthen or weaken implementation. Therefore, the success or failure of academic monitoring and evaluation implementation at UNDANA can be understood through the relationship between policy formulation, implementing capacity, organizational support, and operational realities at the work unit level. The factors supporting and inhibiting academic monitoring implementation are not merely technical obstacles but reflect the dynamics of public policy implementation within the context of higher education governance. The success of strengthening monitoring and evaluation going forward depends on the extent to which institutions are able to manage obstacles, optimize implementing support, and build systems that are adaptive to real-world conditions.

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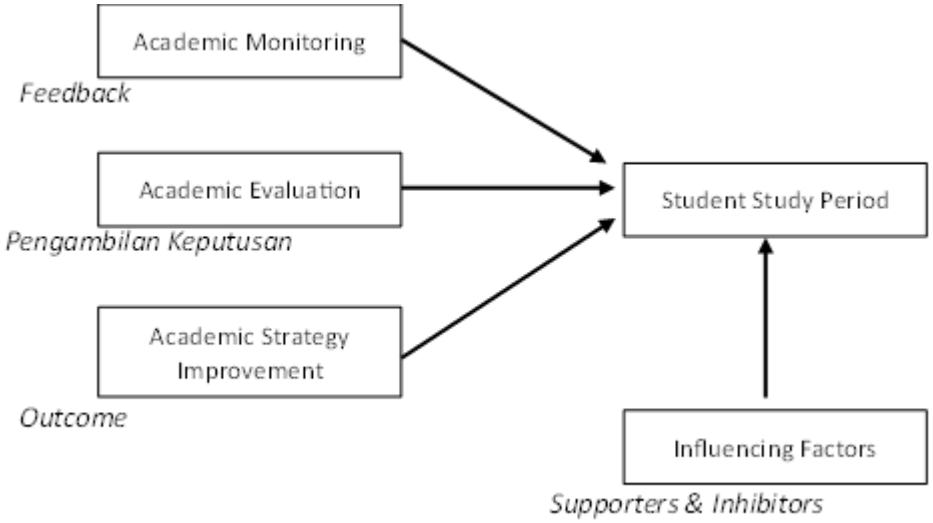
Synthesis of Research Results Model



Source: Processed by researchers, 2025

Figure 3. Research Results Framework

The findings framework above represents the relationship between academic monitoring, evaluation, academic strategy improvement, and supporting and inhibiting factors that influence the length of study for students in the Mathematics Study Program at Nusa Cendana University. Academic monitoring is positioned as the starting point in the internal quality control process. Furthermore, academic evaluation is conducted towards the end of the semester to assess the quality of learning implementation. This evaluation serves as a data-driven decision-making stage, where monitoring findings are used to identify learning issues and identify students at risk of delays in their studies. From this evaluation process, various forms of academic strategy improvements emerge. Student length of study is the outcome, indicating the extent to which monitoring and evaluation are effective and translated into appropriate actions. If the monitoring and evaluation process is carried out effectively and followed up through adaptive academic strategies, student length of student study can be reduced and students can complete their studies on time. Conversely, if the process is not optimal, students are at risk of delays in their studies. This entire process is heavily influenced by factors that support and inhibit policy implementation at the study program level.

This framework illustrates the complete managerial flow of academic management in higher education, from monitoring, reflection and decision-making (evaluation), to action (academic strategy), all of which ultimately lead to the achievement of timely student study. The success of this system depends heavily on the context in which it is implemented, making it crucial for institutions to continuously strengthen the capacity of implementers, improve support systems, and instill a collective commitment to carrying out academic functions responsibly and with a results-oriented approach.

CONCLUSION

Academic monitoring and evaluation at Nusa Cendana University, particularly in the Mathematics Study Program, has been implemented in a structured, systematic, and sustainable manner. Monitoring is conducted four times each semester, encompassing not only administrative

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aspects but also substantial and interventional aspects of the learning process. Academic evaluation utilizes quantitative, qualitative, and mixed approaches, enabling early detection of learning process deviations and providing a basis for continuous improvement.

Overall, the effectiveness of academic monitoring and evaluation at Nusa Cendana University is on track to strengthen academic quality. However, to make it an accelerating instrument for accelerating study duration, strengthening direct intervention, individual student mentoring, and more responsive and adaptive data-driven academic policy management is needed.

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