

Benefits of Monitoring and Evaluation for Improvement Quality Teacher on Process Learning

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ABSTRACT

This research method is a qualitative method with a library study *approach research*). Data collection is carried out by searching for sources of information and summarizes information from various sources, including books, journals, and research has existed before. which has a relationship with monitoring and evaluation of enhancement quality Teacher. Study This aim so that reader can obtain deeper understanding of the benefits of monitoring and evaluation for improvement quality Teacher on process learning, started with look for and analyze literature relevant to the monitoring and evaluation research used for analyze. The results of this research discuss monitoring and evaluation education, Miscellaneous monitoring evaluation on education, characteristics monitoring and evaluation in education, and the benefits of monitoring and evaluation improving teacher quality. Monitoring helps identify obstacles teachers and provide appropriate interventions. Evaluation provides an overview of achievements Teacher to standard, support development professional, form base for increase quality teaching and results learning student in a way sustainable

Keyword: *Supervision; Evaluation; Quality Teacher*

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1. INTRODUCTION

Improving the quality of teachers is a crucial aspect in advancing the education system sustainable. Teachers are not only facilitators in the learning process, but also become agent change Which form character, knowledge, And Skills participant educate. In In this context, monitoring and evaluation have a very important role. monitoring and evaluation give framework Work Which systematic For understand, evaluate, And increase quality teaching. In writing This, we will elaborate benefit monitoring And evaluation to enhancement quality Teacher in learning process.

One important investment in a country's development is education. Therefore That, important For ensure that process learning executed effectively And efficient. Monitoring and evaluation play a key role in identifying strengths and weaknesses in system education, including in matter quality teaching (Arikunto, 2010). With appropriate monitoring and evaluation, the government and educational institutions can take steps step Which required For increase standard education, including through enhancement quality Teacher. Teacher is bone back system education. Quality Teacher in a way direct influence the effectiveness of learning in the classroom. A qualified teacher will be able to deliver materials clearly, respond to students' individual needs, and create a learning environment that is positive. Conversely, less qualified teachers can lead to gaps in understanding students and reduce learning motivation. Therefore, there needs to be continuous efforts to increase quality Teacher so that process learning can walk in a way optimal (Tilaar,, 2010)

The role of supervision and its relationship to monitoring and evaluation in the context of improvement teacher quality and learning process. Supervision has an important role in ensuring that the learning process takes place effectively and efficiently. Through supervision, supervisors or Education

stakeholders can observe, provide feedback, and provide guidance to teachers in effort increase quality teaching and learning.

The relationship between supervision and monitoring and evaluation lies in efforts to measure and evaluate effectiveness from intervention Which done through supervision. Monitoring done continuously to monitor the implementation of action plans resulting from activities supervision. Evaluation Then done for evaluate impact from intervention the to enhancement quality Teacher And process learning. With strengthen role supervision and integrating it with monitoring and evaluation activities, it is hoped that a cycle can be created sustainable in effort increase quality education. Approach This No only will strengthen accountability in the education system, but will also improve practices teaching and learning online more systematic and sustainable (H Djaali, 2007).

Teacher No only become deliverer information, but also is model and source inspiration for para student. Quality Teacher play role important in form environment learning that supports, motivates, and facilitates academic growth and development student personality. Qualified teachers are able to prepare learning plans that are relevant to need student, choose method teaching Which in accordance, and give bait come back Which constructive. They Also own ability for designing activity Which interesting and varies so that facilitate understanding depth and sustainable. Besides that, Teacher quality Also can create climate class Which inclusive, in where every student feels valued and supported in process Study, they (Tilaar; 2010). They capable accommodate student diversity in learning styles, levels of understanding, and other special needs. With Thus, the quality of teachers is not only reflected in their academic abilities, but also in their academic abilities their ability to manage the classroom effectively, building positive relationships with student, and develop Skills social and emotional Which important for development holistic students. Not only that, teacher quality also has a significant long-term impact. Study has show that quality Teacher own connection direct with results student academics, graduation rates, and student participation in higher education. Effective teacher not only able to improve understanding of academic concepts, but also encourage students to develop Skills think critical, solution problem, And independence Study Which essential for success in future.

In a context that continues to develop and change like education, quality teachers also have the ability to continuously learn and adapt. They participate in activities development professional, involved in collaboration between teachers, and keep going apply practice best Which supported by proof empirical and study latest. With thereby, quality Teacher it's not attribute Which static, but is results from commitment they for growth professional sustainable and enhancement sustainable in practice teaching they. Monitoring and evaluation provide a strong basis for monitoring and evaluating performance Teacher in a way objective. With exists monitoring and evaluation, institution education can identify areas in where Teacher need get support and development addition. Besides That, monitoring and evaluation Also possible development program training and professional development that meets the real needs of teachers. Thus, monitoring and evaluation is not just an evaluation tool, but also a facilitating instrument repair sustainable in teaching quality.

In writing This, we aim for discuss in a way detailed about How monitoring and evaluation can be an effective instrument in improving teacher quality in the learning process. By presenting concrete benefits from the implementation of monitoring and evaluation, expected reader will obtain understanding Which Better about importance monitoring and evaluation in context education as well as How matter That can bring change positive ones significant in quality education in a way whole.

2. RESEARCH METHOD

The method applied in this article is a literature study, where data is collected through understanding and learning theories there is in various literature that relevant to study the. Process studies References onstist from four stage, ie preparation tool Which necessary, compile list References, arrange time, as well as read and take notes material study. Data collection was carried out by searching for information from various sources such as books, journal, And study previously (Sugiyono, 2017).

The material obtained from various library references was then studied carefully and critical to support the proposed propositions and ideas (Creswell, 2015). Analysis process to material References Also consider diverse corner look and interpretation to use achieve a more comprehensive understanding. In

addition, it is important to choose sources that relevant and quality Also recognized as key main in ensure accuracy as well as reliability results study.

The aim of this research is to provide a deeper understanding of readers about the benefits of monitoring and evaluation in improving teacher quality in the process learning. The hope is that this will encourage readers to pay more attention and be interested in carrying out monitoring and evaluation, including evaluation of the learning process, so that produce superior educational policies in the development of educational policies in Indonesia. Thus, it is hoped that the results of this research can provide a strong foundation for repair system education and improvement quality learning in level national.

3. RESULTS AND DISCUSSION

A. Monitoring And Evaluation on Education

Monitoring is a continuous process of collecting information aimed at provide program managers and stakeholders with an understanding of progress beginning And lack implementation program, with objective For do repair sake achieve the targets that have been set (Sani, 2014). Through monitoring activities, assessments are carried out on program performance to ensure that its implementation is in accordance with the plan have been made, as well as to identify obstacles that may arise and strategies to be taken by policy implementers to overcome these obstacles. Thus, monitoring works as an effective control tool in monitoring and managing the entire implementation process program (Sudjana, 2010).

Monitoring is an action taken by a leader to check and supervise the way A organization during activity currently ongoing, as well as evaluate achievement objectives, identifying factors that support or hinder program implementation. Data collected and analyzed during the monitoring process. Then these findings are interpreted and used as a guide for leaders to make improvements. Monitoring activities too includes careful observation of certain conditions or behavior, with the aim of gather information Which can become base for taking decision and action furthermore Which required (Indonesia, 2006).

According to Lee J. Cronbach et al (1980), evaluation is something process inspection Which planned from events Which happen and impact moment A program currently held. Inspection This aim for help repair program the as well as other programs that have similar goals. In essence, the definition presented by Cronbach in line with draft that evaluation produce action advanced, with focus on enhancement. Usually, atmosphere and method learning, no care the curriculum What, Still often emphasize on process listen, note, and memorize (rote learning), Not yet achieve the learning standards desired by Educational, Scientific and Cultural Organizations United Nations (UNESCO), known for its four pillars of learning: "learning to know, learn to do, learn to live together, and learn to be yourself." The National Education System is defined as "a system that includes all units and activities education Which each other connected for reach objective education national" (Suryana, 2010). In the context of educational program development, various definitions of evaluation have been put forward. In this context, evaluation is defined with the aim of improving the program, not simply to prove its success (Syamsuddin et al., 2015). With this approach, relationships the strong relationship between evaluation and the quality of education in schools becomes clear. Next, the concept of evaluation Which will discussed will refer on evaluation purposes the.

Educational evaluation is a process of assessment or decision making in context education or all matter Which related with education. Process taking decision This is based on collecting data or information, which allows a leader to designing policy related program education Which currently developed or held. Every individual involved in the field of education, regardless of the form and scope of the decision Such education requires comprehensive and accurate information that can be obtained through evaluation. Improving the quality of education in Indonesia requires the right policies government, which means that policy making must be based on objectives clear (Nasihi & Hapsari, 2022). The education policy issued by the Indonesian government is not limited on Constitution just. Policy education covers all over process and results formulation of strategic steps in education, which are outlined from the educational vision and mission, with the aim of achieving educational targets in society for a certain period of time (Son et al, 2020).

With thereby, Monitoring and Evaluation own role Which not replaceable in development of an effective and quality education system. Through this process, educational institutions can monitor teacher performance, improve the quality of learning, and assess program effectiveness and education policy. The importance of Monitoring and Evaluation does not only lie in identification problem, but also on effort

repair sustainable to achieve objective that education better. As a tool that enables evidence-based decision making, Monitoring and Evaluation is the key to improving the quality and relevance of education in preparing generation upcoming for face challenge future.

B. Miscellaneous Monitoring Evaluation on Education

Miscellaneous Monitoring Evaluation on Education can start with elaborate the importance of monitoring and evaluation in the educational context. Monitoring and evaluation are a very important instrument in ensuring the effectiveness and efficiency of various policies and education programs. In particular, in facing the complexity of modern educational challenges, such as the increasing need for higher quality education, disparities in access education, and demands to adapt to social and technological change, monitoring and evaluation becomes increasingly crucial. concept and scope of Monitoring and Evaluation in context education. This includes various aspects, such as evaluation of educational programs, performance appraisal Teacher, monitoring implementation curriculum, And evaluation policy education. Important For understand that Monitoring and Evaluation is not only limited to measuring academic results, but also involve aspects like management source Power, satisfaction holder interest, And impact social and economics of education policy.

Kaufman and Thomas have stated that there are eight Monitoring and Evaluation models Program, which explained as following (Moerdiyanto, 2006). Model evaluation in context education own diverse approach Which give view Which different to program effectiveness. (1) Goal-oriented Evaluation Model, which was first developed in 1961, emphasize on achievement objective education. Objective learning be measured through various indicators, such as student learning achievement, teacher performance, effectiveness of learning methods, and quality service. Temporary That, Goal-free Evaluation Model, which focused on party external, such as consumers and stakeholders, are not tied to program objectives. This evaluation looks at changes behavior that occurs as a result of the program, whether expected or not, as well as carrying out analysis cost-benefit for evaluate results program; (2) Formative-summative Evaluation Model, which developed by Michael Scriven, differentiate evaluation become two types. internal, evaluation formative used for increase performance organization and develop program or personnel. This is done during medium program taking place to monitor developments and answer questions about program eligibility. Instead, a summative evaluation is done at the end program for evaluate success program, give accountability on task Which has done, and give suggestion about is program must next or stopped. Thus, these various evaluation models provide a comprehensive view and vary on the effectiveness of educational programs, allowing educational institutions to do evaluation which are more directed and efficient. (3) The Countenance Evaluation Model is an evaluation approach that focuses attention on program education with objective for identify stages process education and factors that influence it. This model describes three stages in a program. Stage First, Antecedents phase, happen before implementation program started. Evaluation on stage it evaluates the initial conditions of the program, the factors thought to influence success or failure program, as well as readiness student, Teacher, staff administration, And facility before implementation program. Stage second, Transactions phase, taking place moment program currently implemented. is program walk in accordance with plan, is program open, is head school free, and is participation public increase. Whereas stage final, Outcomes phase, happen after program finished for see change Which happen as a result of program implementation. Evaluation at this stage aims to assess behavior program implementers, client satisfaction, and the impact of behavioral changes that can be observed after program finished. (4) Responsive Evaluation Model is an evaluation approach that has developed over time with development management personnel and change behavior. Model evaluation This suitable used for social programs, arts, humanities, and needy issues handling with humanities aspects. The focus of the evaluation lies in the reactions of various parties to program Which implemented, as well as observation to impact consequence results implementation program; (5) CIPP Evaluation Model, which stands for Context, Input, Process, Product is a model decision-oriented evaluation. According to Stufflebeam, evaluation is a process to describe, get, and provide information Which useful for evaluate alternative taking decision. Stufflebeam classify evaluation become four types based on alternative decisions taken and program stages evaluated. Each evaluation stage in CIPP Model give information Which relevant for support process taking decision. (6) CSE-UCLA evaluation model, developed by the Center for the Study of Evaluation in The University of California, Los Angeles, is similar to the CIPP model and falls into the evaluation category Which comprehensive. Model This involve five stages evaluation Which covers various aspect program. Stages First is *Needs Assessment*, in where

evaluation started with identify differences between the actual conditions of the program and those expected and find problems encountered. The second stage, Planning and Development, considers whether planned programs are appropriate to achieve goals and choose the right strategy. Stage third is Implementation, where evaluation focuses on program implementation and answers questions about how the program runs, teacher and student performance, and the learning process teach. Furthermore, stage fourth is Evaluation Results, which evaluate so far where program achieve planned goals and the results achieved as a result of the treatment given. The final stage is Benefit Evaluation, which assesses the benefits of the program to individuals and institution as well as give recommendation for development, extension, modification, subtraction, or termination program. (7) Model Evaluation Discrepancy Provus (DEM), Which created by Malcom Provus, concentrates on comparing evaluation results with performance standard Which has determined. Evaluation program with model DEM involve four stage activities, namely program identification, program preparation, implementation of program activities, and results achieved by the program. Evaluation is carried out by comparing the performance of each program stages with predetermined standards and interpreting the results of evaluation findings for give recommendation program decisions. Context of improving teacher quality, in-depth understanding of various models and the Monitoring and Evaluation approach is crucial. These models don't just deliver views on the effectiveness of education programs and policies in general, but also in general special help identify need and challenge Which faced by para educator. With use Model Evaluation oriented Objective, CSE-UCLA, and other, institution education can in a way systematic monitor performance Teacher, identify areas development, and devise strategies to improve their competence and professionalism. With thereby, integration various type model and approach Monitoring Evaluation become base Which strong in effort continuously for increase quality Teacher, which on turn will impact positive on quality whole education.

C. Characteristics Monitoring and Evaluation on Education

Understanding the characteristics of Monitoring and Evaluation in Education, we enter an area that very important in the development of an effective and responsive education system. Monitoring and Evaluation is not just a tool to evaluate the success or failure of a policy, but also is process Which help We understand impact Which more in from these policies towards stakeholders, students and society as a whole. With notice characteristics special Which related with Monitoring and Evaluation Policy Education, we can dig more in aspects important like sustainability, accountability, and continuous learning. Therefore, in this paragraph, we will explore the essential characteristics that are at the heart of the Monitoring process and Evaluation Policy Education, which is foundation for taking decision Which informational and based proof.

Monitoring and Evaluation are two concepts that have different roles and activities in context monitoring and evaluation to A program or policy. Monitoring is a process used to ensure that the program runs according to plan Which has set, as well as for identify obstacle Which Possible appear during program implementation and how program implementers overcome these obstacles. In the entire implementation process, monitoring the planning results is useful. The main principles in implementation of monitoring are there is a reference clear about activity which will monitored, maintain continuity of activities, ensure objectivity, and focus orientation on goals program That Alone. Program the highlighting importance implementation monitoring in a way sustainable, which give bait come back for repair program, as well as ensure that monitoring provides benefits for both organizations and users of products or services. The success of monitoring also depends greatly on objectivity and compliance with regulations Which applies, and focus on objective program (Suryana, 2010)

In the context of policy evaluation, there are four main principles that form the basis the evaluation process. First, the continuous principle indicates that evaluation must be done in a way continuously, covers all stages from beginning until end implementation policy. Second, principal comprehensive emphasize necessity evaluate all over aspect and component from something policy for get description Which comprehensive about impact. Third, principal objective emphasizes importance guard freedom evaluation from personal interests, so that the evaluation results become more trustworthy. Fourth, valid principles emphasizes that evaluations must be consistent and actually measure the things they are supposed to be measured.

Policy research has general characteristics that need to be understood. First, policy research must comply with basic social research principles, which require the application of scientific work procedures appropriate. Second, study policy must notice technical social, with ability formulate policy strategic and instruments technical Which relevant. Third, study policies must be comprehensive, covering all variables related to the problem Which studied for formulate policy the solution (Nasihi & Hapsari, 2022).

Policy research also has special characteristics that need to be considered. First, research policy must own focus multidimensional, covers all over variable Which related with problems that policies are designed to resolve. Second, policy research must be inductive-empirical, with data-based theory formulation and analysis that does not start from proposition or hypothesis. Third, study policy must orient forward with notice incident previously, capable explain forecast Which measurable and own historical dealings with previous events. Fourth, study policy must orient request holder interest, in accordance with results study to need and request target group from its policy That, as well as produce formulations Which implementative and convincing (Hermawati, 2022).

Characteristics of Monitoring and Evaluation of Education Policy provide a strong foundation for development system education Which sustainable and responsive. Through approach Which sustainable and comprehensive, as well as uphold tall principle's objective and valid, Monitoring and Evaluation give view Which deep about effectiveness policy education. By paying attention to its special characteristics, such as multidimensional focus and orientation stakeholder requests, educational policy evaluation can make a significant contribution significant in improving and optimizing the education system. Hence, understanding an in-depth understanding of the characteristics of Education Policy Monitoring and Evaluation is key to achieve better learning goals and improve the quality of education overall comprehensive. In the context of improving the quality of teachers in learning, monitoring characteristics And Evaluation Policy Education own role Which very important. Through monitoring Which sustainable and evaluation Which comprehensive to policy education, performance Teacher can Keep going monitored and evaluated in a way objective. With exists process This, para holder interest education can identify strengths and weaknesses in the implementation of educational policies, including effectiveness training and development Teacher. Evaluation Which quality Also can provide valuable feedback to develop professional development strategies more effective for para-Teacher. With thereby, through understanding Which deep about characteristics of Educational Policy Monitoring and Evaluation, more effective efforts can be produced in increase quality Teacher, which on turn will impact positive on process learning and student learning outcomes.

D. Benefit Monitoring and Evaluation to enhancement quality Teacher

Monitoring And evaluation to enhancement quality Teacher is aspect Which crucial in the development of the education system. Through this process, various steps can be taken to ensure that for-Teacher own Skills And knowledge Which required for give learning quality. Monitoring related with monitoring in a way Keep going- continuous monitoring of teacher performance in the classroom, including direct observation by supervisors or colleague's colleague. Temporary That, evaluation involve evaluation Which deeper to achievement objective learning, use method teaching Which effective, as well as ability Teacher in motivating and inspire students.

In monitoring efforts, various instruments can be used to collect related data performance Teacher, like observation class, evaluation portfolio, And feedback from student. Results from This monitoring is then used as a basis for further evaluation of teacher quality. Such evaluation may involve formal assessments, such as competency tests or performance appraisals, which aims to evaluate teacher achievement against certain standards set by government or institution education (Nasihi & Hapsari, 2022).

Apart from that, Hattie (2012) said that monitoring and evaluation can also provide benefits valuable insights for teacher professional development. Through analysis of monitoring results and evaluation, specific training and development needs for each teacher can be identified. Program training Which customized with need individual can help increase Skills pedagogical, understanding material, as well as ability managerial Teacher in manage class and solve problem learning.

The importance of monitoring and evaluation in improving teacher quality is also reflected in various educational policies in various countries. For example, in Indonesia, the Development Agency and Empowerment Source Power Man Education and Culture (BP-PSPK) Ministry Education and Culture (Syamsuddin et al, 2015) responsible answer for do monitoring and evaluation to performance Teacher as part from effort enhancement quality education.

In context global, Organization for Cooperation and Development Economy (OECD) to promote best practices in monitoring and evaluating teacher performance through various initiatives, like Program for International Students Assessment (PISA) And TALIS (Teaching and Learning International Survey). Through cross-country collaboration and the development of effective evaluation methodologies innovative, it is hoped that monitoring and evaluation of teacher quality can continue to be improved for support learning Which more effective and inclusive for all student (Usman, 2019).

In practice, monitoring and evaluating teacher quality is an important foundation for efforts improve the quality of education. Monitoring offers a real-time picture of teacher performance in in class, possible for detection early to challenge Which Possible arise and providing an opportunity for timely intervention. Meanwhile, the evaluation provides in-depth analysis of teacher achievement against set standards, highlighting areas who require further attention and improvement in their professional development (Tilaar; 2010).

Apart from providing direct benefits for teachers, monitoring and evaluation also have an impact quality learning in class. With monitor performance Teacher in a way routine, institution education can identify effective teaching practices and develop them as models for other teachers. Evaluation provides data that can be used to assess program effectiveness teacher professional development, ensuring that efforts are relevant and delivering impact Which significant on enhancement quality teaching and learning (McKenzie and Santiago, 2005).

Monitoring and evaluating teacher quality is also important in the context of increasing equality and inclusion in education. By ensuring that all teachers are assessed objectively based on criteria Which The same, process This can help reduce disparity in education. Through inclusive monitoring strategies and accurate evaluation, educational institutions can ensure that every student receives quality learning, regardless of background or condition they.

In conclusion, the benefits of monitoring and evaluation in improving teacher quality are: base Which important in development education system Which effective and inclusive. With follows established principles, including sustainable, comprehensive, objective, and valid, educational institutions can ensure that teachers have the skills and knowledge necessary to provide a quality education for all students. This is a step important going to realization vision education Which equally, fair, And quality for all.

4. CONCLUSION

Benefit Monitoring And evaluation own role Which very important in increase quality Teacher in process learning. Through monitoring Which continuously, institution education can quickly identify the obstacles faced by teachers and provide timely intervention. Meanwhile, the evaluation provides a comprehensive picture regarding teacher achievement of set standards, thereby providing clear direction in their professional development. Thus, monitoring and evaluation provides base Which strong for support development Teacher in a way sustainable, increase quality of teaching, and produce better learning outcomes for students. It creates an educational environment that is progressive and oriented towards continuous improvement, ensuring that that education given always relevant and quality.

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