

Strengthen Commitment to Educational Goals Through Targeted Monitoring and Evaluation Activities

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ABSTRACT

The context of this study is the need for consistent sustainable quality across Indonesia. Education must also be able to positively develop the potential of students, so that they have the strength of religious spirit, intelligence, personality, ethics and noble skills that they, society, the nation and the State need. To achieve the education goals, it is important to ensure the implementation of four pillars: a) access to education, i.e. providing convenience and equal opportunities for each to access education. Besides access to education, b) equity means fairness in obtaining equal educational opportunities for different groups in society, c) finance, which means that every citizen has obligation to receive government-funded primary and secondary education, d) monitoring and evaluation, i.e. monitoring of policy and evaluation to improve and perfect its implementation. The goal of this study is to describe the four pillars of education (access, equity, financing, and assessment). The research method uses a literature review and a literary approach. Six articles were reviewed to collect data from the fields of education, access, equity, finance, monitoring and evaluation. The conclusion of the study shows that the success of a country's educational goals lies in the proper implementation of the above four pillars. Equal rights in education are an important aspect of equality and social justice. It is important to ensure that funding is identified in the APBN in accordance with section of each pillar

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1. INTRODUCTION

The nation of Indonesia has abundant and significant natural potential that needs to be balanced by abundant human resources. One of the efforts to make a nation strong, great and prosperous for its people is to improve the quality of national education. With a learning program that matches the school curriculum, it will have an impact on improving the quality of education, which can ultimately contribute to the nation and the state. Law No. 20 of 2003 explains the importance of student potential for devotion to Almighty God. Developing student personality is an important issue in today's curriculum. Personality becomes important when students enter real life (Wahyuni et al., 2013)

To realize the noble and noble ideals of the goals and functions of education as stated in Law No. 20 of 2003, Chapter II, Article 3, it is necessary to build a strong system. No matter how good a plan or program is, if the system is weak, the plan or program will not be implemented optimally. The educational program must be consistent with the development of the times, based on a dynamic life foundation, not fixed on the main nature of education, which is to humanize people.

Ratna (2016) argues that in the context of the world of education, education. This system is a planned effort to create the best atmosphere and learning process so that students are active and can develop their inner potential. She further explained that there are 3 main elements in the education system as follows:

1. There are input factors (students) that are characterized by the student's inner self, including talents, interests, physical and mental health.

2. The business aspect is the endeavor of the educational process that includes curriculum, educators, media, methods, facilities and infrastructure.
3. There is the outcome aspect of the educational process which includes cognitive, emotional and psychomotor aspects.

After determining the functions and goals of national education and the national education system, the next steps are to develop strategic policies that can realize the functions and goals of nation education (Sari et al., 2021). There are four strategic policies adopted by the government, in this case the Ministry of Education, to regulate the educational program, which are:

1. Access to education, specifically convenience and equality of opportunity Access to education for all. The goal is to reach remote areas with educational services for the community (Damin, 2004: 247),
2. Equity means fairness in obtaining equal educational opportunities among groups different societies,
3. Finance or sponsorship as in or in the 1945 Constitution Amendment
4. Stipulate that the state has an obligation to participate in basic education and the government must provide funds for the process Basic education can proceed as planned. All students must complete the basic education program, which includes becoming students with good morals and character, so that the noble ideals of the opening of the Constitution in 1945 can be realized.

Monitoring and evaluation are activities aimed at determining whether the program being created is working as intended and if there are any obstacles. What happened and how did policy practitioners overcome these obstacles (Dini, 2013).

2. RESEARCH METHOD

This research is a research using literary research method a literature review is a study that comes from a variety of information and data from various sources such as qualitative and quantitative data from articles, studies, and other sources. The library sources widely used in this article are online sources, specifically Google Scholar and some printed books. The data collection in this article was carried out based on search results for the keywords education, access, equity, finance, monitoring and evaluation conducted from many online reference sources and in a number of printed books. In synthesizing and analyzing articles for this article, these are articles published within the last 15 years in the field of education related to the above 5 keywords. After the screening process, 6 articles were selected as references for this article..

3. RESULTS AND DISCUSSION

a. Definition of Education Policy Monitoring

Monitoring is an ongoing information gathering effort that provides information to program managers and stakeholders about early signs of progress and shortcomings in program implementation in the context of improvement in achieving program goals (Kemendikbud, 2013). Monitoring is an activity to determine whether the created program is working as planned, whether any obstacles have arisen, and whether those responsible for implementing the policy are able to overcome the obstacles.

Monitoring the results of ongoing planning is a good control tool throughout the implementation process. Monitoring is an activity performed by managers to observe and monitor the organization's activities in activities and evaluate the achievement of goals, check factors that support and hinder the program implementation. In monitoring, data is collected and analyzed, and the analysis results are interpreted and understood as input for leadership to make improvements. Monitoring is the activity of carefully observing a situation or condition, including certain behaviors or activities, with the intention of any data or input obtained as a result of those observations. This observation can become the basis for making decisions on the necessary further actions (PP No. 39 of 2006).

Education policy is the responsibility of the government in implementing national education, the state is absolutely responsible for realizing the ideals of the Indonesian nation for the purpose of educating the Indonesian people. National education is education based on Pancasila and the Constitution of 1945, rooted in religious values, Indonesian national culture and responsibility to the needs of changing times.

Efforts to "improve the quality of education in Indonesia require appropriate policies from the government, which means that the emergence of these policies must be based on a strong goal orientation" (Sholeh, 2005). The policies issued by the Indonesian government in the field of education are not only in the form of laws. Educational policy is the entire process and result of formulating educational strategic steps

outlined in the educational vision and mission, aimed at achieving educational goals in a society within a period of time, certain period of time (Purnama, 2010).

b. Types Of Program Monitoring And Evaluation

Kaufman and Thomas suggest that there are eight models of program monitoring and evaluation as follows (Moerdiyanto, 2006).

1. Goal-Oriented Assessment Model, Is the first assessment model, developed in 1961, that focuses on achieving educational goals “at an attainable level achieve predetermined learning objectives. Indicators of achieving goal are demonstrated through student academic success, teacher performance, PBM effectiveness, service excellence.
2. Evaluation model without objectives (Evaluation Model Without Objectives),
Is an evaluation that is not based on the objectives to be achieved from the activities of the program. This evaluation is aimed at external parties. external parties, consumers, stakeholders, school boards and schools community. This evaluation focuses on behavioral changes resulting from program implementation, looking at expected impacts and unintended side effects, and comparing them to pre-program impacts. The evaluation also compares the results obtained with the amount of costs incurred for the program or conducts a cost-benefit analysis horsepower.
3. Formative-Summative Assessment Model
This assessment model, developed by Michael Scriven, differentiates assessment into two types, namely:
 - a. Formative assessment
Internal in nature, activities to improve institutional performance, program/personnel development, goal of knowing current program development (in progress). Monitoring and supervision, included in the process evaluation category, is carried out while program activities are ongoing and will answer various questions:
 - a. Is the program achieving Is it proceeding according to plan?
 - b. Do all components perform their respective tasks correctly?
 - c. If not, does it need to be reviewed or modified?
 - b. Summative evaluation
Carried out at the end of the program, aims to determine the success of the implemented program, report on its tasks, make recommendations on continuation or termination of the program at next year. The evaluation should be able to answer questions:
 - a. To what extent have the program objectives been achieved?
 - b. What changes occur after the program is completed?
 - c. Does the program solve the problem?
 - d. What behavioral changes can be demonstrated, seen and felt after completing the training?
4. Face Evaluation Model (Evaluation Model)
Evaluation focuses on educational programs, aiming to identify the stages of the educational process and the factors that influence them. This model has 3 program phases, specifically:
 - a. Prerequisite phase, the phase before program implementation.
The evaluation will consider initial program conditions, factors likely to influence success/failure, student readiness, faculty, administrative staff, and facilities quality before program implementation
 - b. Transaction phase, when the program is implemented.
Evaluation aims to determine whether the program is going according to plan, how community engagement is going, the openness and independence of the principal,
 - c. Results phase, in end of the program to see the changes take place according to the implemented program:
 - a) Does the performer demonstrate good behavior and high performance?
 - b) Are customers (consumers) satisfied with the implemented program?
 - c) What changes in behavior can be observed after the program is completed?
5. Responsive Assessment Model
This assessment is developed based on developments in human resource management and behavior change. Evaluate this model's suitability for social, arts, and humanities programs and issues that need to

be resolved through a humanistic lens. The evaluation focuses on the reactions of different actors to the implementation of the program and observing the impact of the results of the program implementation.

6. CIPP Evaluation Model (CIPP Evaluation Model)

CIPP stands for Context, input, Process, Product, is a decision-oriented evaluation model. According to Stufflebeam, "evaluation is the process of identifying, collecting and provide useful information for evaluating alternative decisions". Stufflebeam classifies evaluation into four types based on the alternative decisions made and the program steps evaluated. four stages of assessment Therefore, each stage of assessment provides information for decision making:

- a. Context assessment,
Carried out at the assessment stage, generates information for decisions planning (planning decisions)
Context assessment will consider the contextual conditions, what the community expectations are, and the vision and mission of the agency that will be evaluated
- b. Input assessment,
Conducted at an early stage to generate information necessary for decisions determining the program implementation strategy (structure of decisions). Evaluating the input will allow you to see what the state of the input is, both raw and input specific contributions. Raw input is the input converted into output, for educational institutions this is students; Instrumental inputs such as teachers , facilities, curriculum, management, support inputs during program implementation
- c. Formative evaluation,
Carried out during implementation program , which produces information on the implementation of program; The evaluation process will check the progress of program activities, the participation of participants, in-charges or teachers, the presence of PBM teachers/trainers in the classroom, the resources How capital is used, how teachers and students interact in class. What was the success rate achieved, and estimated success at the end of the program. The decision type is execution (execution decision).
- d. Product evaluation,
- e. Conducted at the end of the program, to determine the success of the program. To what extent the goals have been achieved, the obstacles encountered and their solutions, the degree of success of the program including: effectiveness, efficiency, relevance, productivity, etc. Product evaluation informs program continuation decisions (recycling decisions). Product reviews also serve as accountability for leaders for the programs for which they are accountable to stakeholders.

7. CSE-UCLA Assessment Model (Center for Assessment Studies, University of California, Los Angeles).

The assessment of the CSE-UCLA model is almost identical to the CIPP model, including the full assessment category. The CSE-UCLA assessment includes five stages of assessment, namely:

- a. First stage
 - a) Assessment begins with a needs assessment, which assesses
 - b) Determines whether there is a difference between the program state or actual condition (what is) and what is expected (what should happen).What is the problem encountered? What are the organization's limitations?
- b. Second stage
Planning and development (program planning and development), checking whether the planned program is suitable to meet the need or achieved target? The decision is made to select strategies to achieve program goals.
- c. The third phase
Implementation and evaluation focuses on program implementation. The evaluation will answer the questions:
 - a) Is the program going according to plan?
 - b) What do teachers and students look like?
 - c) What are the impressions and attitudes of parents and society?
 - d) How does the teaching and learning process take place?
 - e) Types of recommendations include: What needs to be changed, improved, enhanced so that the program can be successful at the end?

- d. Fourth step
Evaluation is performed based on the results obtained. To what extent can Program achieve its goals? Are the results obtained in a result of the treatment performed?
 - e. The fifth step
Evaluation focuses on evaluating the benefits of the program. Question asks how the program exists? How does the Program benefit individuals and organizations? The types of recommendations at this stage are that the program should be developed, expanded, modified, reduced or even stopped hours.
8. Provus Divergence Model (DEM).
Developed by Malcom Provus, focuses on comparing audit results with defined performance standards. Evaluation results are used for policy decisions related to implemented programs: will be improved, will continue or stop Program evaluation using the DEM model includes 4 operational steps according to the steps of the organizational activity or program being evaluated :
- a. Defining the program (program definition), The evaluation focuses on the identification and formulation of goals
 - b. Program preparation (program installation), Evaluation focuses on the content or content of the program, means, methods, mechanisms to achieve objectives
 - c. Implementation of program activities (program implementation) , Evaluation focuses on measuring the difference that occurs between the achieved results and the prescribed objectives (standards).
 - d. Program outcomes (achievement of program goals), Evaluation activities interpret evaluation results and make recommendations for decision making. Decisions may take the form of reviewing programs and/or continuing program activities.
- Evaluation measures performance at each stage of the program and compares it with predetermined standards. Evaluation Questions in the DEM Model:
- a) Is the program clearly and accurately defined?
 - b) Is the program well structured?
 - c) Whether the program is being implemented well and whether the support objectives (support objectives) are being achieved.
 - d) If the ultimate goal of the program can be achieved.

c. Monitoring And Evaluation

The National Development Planning System Act 2004 provides for the monitoring and evaluation of development. Rule is reinterpreted in Perpu no. 39 of 2006, which states that surveillance is an effort to examine and observe condition, including behavior, for the purpose of collecting factual data. This data can be used to make necessary decisions. At the school level, assessment is based on 8 standards. This becomes a school-level assessment. Evaluation is the most objective and systematic assessment possible of a planned, ongoing or completed intervention. The factors that must be assessed are projects, programs, policies, organizations, sectors, themes and support to countries.

- a. Graduate Competency Standard
- b. Content standard
- c. Process Standard
- d. Standards for Educators and Education Personnel
- e. Administration and management standards for teacher management, student management, and committee management
- f. Standard related to facilities and infrastructure
- g. Education Finance Standard
- h. Educational assessment standards



Image 1. Competency Standards for Graduation
<https://bpmpjogja.kemdikbud.go.id/dikbudd/>

In the image above, it can be seen that school management requires funding and infrastructure must be equipped equipment (Nuriyanti et al., 2023) Educators and staff can also be an important element for good monitoring and evaluation (Takdir et al., 2021). Many of the assessments are aspects of assessment, such as process, content, attitudes, skills, and knowledge (Cleopatra et al., 2022).

4. CONCLUSION

Monitoring education policy means carefully observing a situation or state, including the what, why, and how of behavior or activities related to the current state of education. There are 8 commonly used monitoring models, which are:

1. Objective-oriented assessment model.
2. The evaluation model is not objective.
3. Formative - summative assessment model.
4. Appearance evaluation model (evaluation model).
5. Responsive evaluation model (Model Evaluasi Responsive).
6. CIPP Assessment Model (CIPP Assessment Model).
7. CSE-UCLA Assessment Model (Center for Assessment Research, University of California Los Angeles).
8. Provus Difference Evaluation Model (DEM).

Education is basically everyone's effort to promote the country and the state. Education is the path to improving prosperity and competitiveness in a world tumultuous with war. Food supplies are dwindling, limiting access to education. Equal educational rights are an important aspect of equality and social justice. It is important that the financial resources provided in APBN are secured in installments. Educational activities must be monitored so that the process proceeds as planned. Evaluation is the final step in the process of a Education program that must be evaluated regularly.

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