

## Monitoring and Evaluation to Improve School Quality

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### ABSTRACT

Good school quality is created from the results of evaluation and monitoring, so the school must carry out an evaluation in creating a better goal, this is done so that the learning process can run well and correctly. This literature review aims to analyze the implementation of monitoring and evaluation of school quality. The results of money consist of data about various information such as the state of curriculum implementation, teacher performance, student performance, and so on. This data is used as material for improving and refining the program so that it is hoped that student learning outcomes will improve. Student achievement and other data are used as a basis for program improvement, with the goal of increasing the anticipated level of educational quality

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### 1. INTRODUCTION

Education is a system that increases human resources, the education obtained by a person is expected to be able to change a person's way of thinking and level of creativity so that they can realize national education goals and support the vision of a golden Indonesia 2045. Education is one of the preparations for the nation's sons and daughters to be able to compete in the era of globalization and digital in the future. Therefore, of course improving the quality of education must start from the educational unit level, in this case the school. Schools are a place for the young generation to develop knowledge in the learning process, schools that have good quality will produce people who are also good quality, therefore it is important for a school to have good quality.

To create school quality, the school must carry out an evaluation in creating a better goal, this is done so that the learning process can run well and correctly. Success or failure in the process of achieving the direction and goals of education depends on how the learning process goes at school. The learning process is important in the world of education because with learning humans can add and update knowledge that is useful for the future.

There are several things that can be done to optimize the learning process, one of which is through evaluation. This evaluation can take the form of evaluating student learning outcomes and evaluating the learning process. The effectiveness of learning and learning outcomes can be determined through the role of evaluation itself. Evaluation can also be an illustration by teachers in improving their own quality and the quality of their teaching. Teachers can create various innovations in classroom management so that learning can be more interesting, because without the support and willingness of teachers to innovate in learning, learning will become boring for students. However, the reality that is currently developing is that educators pay more attention to the learning process than evaluation activities. There are also educators who don't pay attention to evaluation activities, the important thing is that they go to class, teach, and at the end of the semester they have achieved the curriculum target. Apart from that, falsification of evaluation results is also widespread at various levels of education. Grades manipulated by educators will have a big impact on students, even the quality of schools and the quality of education in Indonesia, giving grades that are not in accordance with students' abilities will create a sense of satisfaction and a high level of self-confidence in students and ultimately create a desire to learn better. starting low.

Based on the explanation above, it is important for teachers or educators to review and re-understand the concept of evaluation, objectives and principles of evaluation, types of evaluation, evaluation techniques and tools and the role of evaluation for learning in schools. Apart from evaluation, it is also necessary to monitor the learning process to see the level of quality of a school. Monitoring is the process of collecting and analyzing information based on indicators that are determined systematically and continuously related to activities or programs so that corrective action can be taken to improve the next program or activity. . Monitoring is a monitoring activity that can be explained as awareness about what one wants to know, high-level monitoring is carried out in order to be able to make measurements over time that show movement towards a goal or away from it. Monitoring can provide information regarding status and trends where measurements and evaluations are completed repeatedly from time to time. In general, monitoring is carried out for a specific purpose, to examine an object or to evaluate conditions or progress towards goals resulting from management of the effects of actions of several types, including, among others. actions to maintain ongoing management.

Monitoring aims to obtain feedback on ongoing program needs. By knowing these needs, program implementation can be immediately prepared. The requirements referred to include costs, time, personnel and tools. In implementing the program, it will be known how much money is needed, and how much time is available for the activity. In this way, it is known how many personnel are needed and what tools must be provided to implement the program, while evaluation aims to obtain appropriate information for consideration in order to make appropriate decisions regarding program planning, program implementation and decisions regarding program results and the impact of program activities.

## 2. RESEARCH METHOD

In this article, data collection was carried out through literature research. Data was taken from various research studies to support and provide information in this article. Data searches were carried out through various trusted sources such as Google Scholar and Researchgate to search for research journals related to this article. Apart from research journals, to support the writing of this article, we also used data searches via e-books

## 3. RESULTS AND DISCUSSION

### Understanding Evaluation and Monitoring

According to Rogers and Badham (Mustofa, 2012: 10) evaluation is the process of collecting and analyzing information systematically in order to provide considerations based on strong evidence. Then these considerations are conveyed through how the program target size will be achieved, so that this can be a guide in making decisions for program or organizational development. Meanwhile, Khalid Nabris (Mustofa, 2012: 13) defines monitoring as a continuous activity to track the progress of program implementation whether it is in accordance with planning. This is in accordance with the definition of monitoring according to the Ministry of Education and Culture (2013), namely ongoing information collection efforts aimed at providing information to program managers and stakeholders about initial indications of progress and deficiencies in program implementation in the context of improvements as a form of achieving program objectives. Monitoring is an activity to find out whether the program created is running well as planned, whether there are obstacles that occur and how the policy implementers overcome these obstacles.

Monitoring and Evaluation are two words that have different aspects of activities, namely the words Monitoring and Evaluation. Monitoring is a form of activity to find out whether the program that has been created is running well as it should in accordance with what has been planned, as well as knowing whether there are obstacles that occur and how the program is being implemented as a form of overcoming these obstacles. Meanwhile, Assessment (Evaluation) is a stage that is closely related to monitoring activities, because evaluation activities can use data provided through monitoring activities. By planning an activity, it is very important for evaluation to become an inseparable part, so that it can be said to be a complete activity. Evaluation is directed at controlling and controlling the achievement of goals. Evaluation is related to the results of information about value and provides an overview of the benefits of a policy (Suryana: 2010).

Based on the opinion above, it can be concluded that evaluation is an activity of collecting data and information about a program which is carried out systematically with the aim of obtaining appropriate information and data as consideration for making decisions about a program. Meanwhile, monitoring is an activity that is carried out continuously to find out whether the program being created is running well as planned, what obstacles are occurring and how the policy implementers are overcoming these obstacles with

the aim of providing feedback for the needs of the program. is underway, by knowing these needs the implementation of the program will immediately prepare for these needs.

### **Monitoring and Evaluation Objectives**

The Need for Monitoring and Evaluation There are several reasons why monitoring and evaluation of a program or organization needs to be implemented:

1. Program managers or people in charge of the program and stakeholders (including aid providers) need to know to what extent program implementation has achieved its objectives and led to the expected impact.
2. Monitoring and evaluation creates greater transparency and responsibility in relation to program resources.
3. Information collected through monitoring and evaluation will provide a clearer basis for decision making for future program implementation and development
4. Planning and program development in the future will only be improved if guided by lessons learned from experience during program implementation.

Monitoring functions to provide feedback for program needs that are in process. If the needs for implementing the program are known, it will be easier to know what needs to be prepared for those needs. These needs can be in the form of costs, time, personnel and tools. In implementing the program, you will know how much money is needed, and how much time is available for the activity. Then you will know the amount of personnel needed, as well as what tools must be provided to carry out the program. Meanwhile, evaluation aims to obtain appropriate information as consideration for making decisions about program planning, decisions about input components in the program, program implementation that leads to activities and decisions about output regarding the results and impacts of program activities.

### **Evaluation & Monitoring Principles**

According to Suarga (2019) The general principles of evaluation include: continuity, comprehensiveness, objectivity, cooperative, educational, accountable

1. Continuity, the principle of continuity is an important principle and should be taken into account in evaluation. The principle of continuity is the same as the principle of sustainability, which means that in evaluation this principle is applied in the form of carrying out evaluations that are regular and continuous from time to time. In order to describe students' true abilities, evaluation must be carried out systematically and continuously. What often happens is that teachers only carry out evaluations at certain times as a result of which there is very little information about students so that the treatment of students is not on target (M. Sukardi, 2010)
2. Comprehensive, comprehensive principles are also called comprehensive principles. This means that carrying out an evaluation does not only assess the teacher's performance but also all parts of the school. So that complete information is obtained about the condition of the school.
3. Objectivity, the principle of objectivity is a principle that does not mix personal elements in the implementation of the evaluation. The appraiser must be fair in giving grades. It is not permissible to provide subjective assessments, for example giving high marks because of family ties.
4. Cooperative. The cooperative principle means that in the evaluation process there is coordination between various elements that contribute to school development. Starting from the school principal, subject teachers, homeroom teachers, parents, to administrative officers. In fact, it is highly recommended to collaborate with the students themselves. Why is that? Because this aims to ensure that all elements involved in the evaluation feel appreciated for the collaboration carried out
5. Educate, the principle of education means that this evaluation can influence personal development, the results of the evaluation are used as a basis for motivating, developing a program, such as learning evaluation activities which must also be aimed at providing motivation to students to improve their learning achievements.
6. Accountability, Accountability is an important principle in monitoring and evaluation (M&E) practices, because accountability ensures that program managers and implementers are responsible for their actions and decisions
7. Practical, the principle of evaluation is practical, this means that evaluation activities must save budget, time and energy. With this principle, teachers are given ease in preparing practical evaluation plans, but still aim to achieve optimal learning objectives.

### **The Importance of Monitoring and Evaluation in Improving School Quality**

The quality of education according to Minister of National Education Regulation number 63 of 2009 is the level of intelligence in the nation's life that can be achieved from the implementation of the National Education System. In the educational context, the definition of quality refers to input, process, output and

impact. Input quality can be seen from several sides. First, whether the input of human resources such as school principals, laboratory teachers, administrative staff and students is good or not. Second, whether or not the material input criteria are met in the form of teaching aids, books, curriculum, infrastructure, school facilities, etc. Third, whether or not the input criteria in the form of software are met, such as regulations, organizational structure and job descriptions. Fourth, the quality of input in the form of hopes and needs, such as vision, motivation, perseverance and ideals. Educational outcomes are considered quality if they are able to produce academic and extracurricular excellence in students who are declared to have passed a level of education or completed a certain learning program (Danim, 2008).

Arif Rachman said that there are at least 4 important things that can improve the quality of learning and continue to improve the quality of education in schools, namely:

1. Improving quality: Schools must be a superior place for learning activities, meeting and adapting to the demands and expectations of education law, vision, mission and demands of the times, systematic and planned efforts towards improving/increasing the quality of education.
2. Quality improvement aspects: Fun and challenging learning environment, active participation of students, teachers, parents and all education stakeholders, responsible management in terms of morals, mandate, people and capital, school standards, both national and international, human resources accountable, acceptable and available,
2. The main factors for improving school quality: Professional educators and education staff, active learning processes supported by learning facilities, participation of students and parents in school programs, consistent, continuous and consequent supervision (healthy supervision of programs, empowerment human, and financial), partnerships (government, LS, PT, international bodies and others),
3. Quality improvement support programs: Creativity in curriculum packaging (intracurricular and extracurricular), students are ready to face learning programs (health, mental health, knowledge, togetherness, understanding uses), realistic financial conditions and trusted sources.
4. A quality school has a mission so that learning activities occur well and can achieve the expected goals. All activities, efforts and efforts made are aimed at the continuity of learning activities (Sallis, 2005). This implies that education is essentially about learning. So, when discussing school quality, it cannot be separated from the learning activities carried out by the school itself, because that is where the quality can be seen. This means that it can be concluded that the quality of a school leads to the quality of the processes that occur in it, namely the teaching and learning process, where learning interactions occur between teachers and students (Piggozzi, 2007)

Based on the statement above, the learning process must create effective ways to support the teaching and learning process. Schools must create effective ways to achieve quality education. The quality of education itself is the quality of the implementation or educational services which includes: student readiness, availability of teaching staff, facilities and infrastructure, learning methods, relevance of education to needs, environmental atmosphere and school climate (Supriyadi, 2009).

To improve the quality of schools, methods must be taken that are related to improving the quality of schools. Research results from Samtono (2010) explain that various efforts have been made to improve the quality of national education, especially the quality of schools, such as through training and improving the quality of teachers, procurement of books and learning tools, improving educational facilities and infrastructure. These various methods will lead to how the learning process can run well. Therefore, to achieve quality schools, one way that can be done is to advance the learning process. Advancing the learning process means optimizing all kinds of components related to the process, where learning activities involve many components. These components come from school input, which is then processed through learning activities to produce output, including student achievement. These components, especially those related to the learning process, include teachers and learning resources.

The evaluation referred to in school quality improvement management is an evaluation that includes 8 national education standards, namely; evaluation of content standards, evaluation of graduate competency standards, evaluation of process standards, evaluation of teaching and education staff standards, evaluation of management standards, evaluation of financing standards and evaluation of assessment standards. In the context of education, if someone says the school is good, it can be interpreted as meaning that the graduates are good, the teachers are good, the building is good, and so on. To indicate whether something is of good quality or not, someone gives symbols with certain names, for example superior schools, exemplary schools, model schools, model schools and so on. (Faturohman, 2012: 41-42).

From the explanation above, it can be seen that evaluation has an influence on improving the quality of schools. The better the implementation of evaluation and monitoring, the better new programs will be created so that they can produce the expected school quality.

### The Relationship between Monitoring and Evaluation Results and Improving School Quality

Improving school quality can be achieved in various ways, one of the best ways is through evaluation and monitoring. The results of monitoring and evaluation are information that can be used to improve and perfect school programs. The relationship between monitoring and evaluation results and improving school quality can be seen in the picture below:

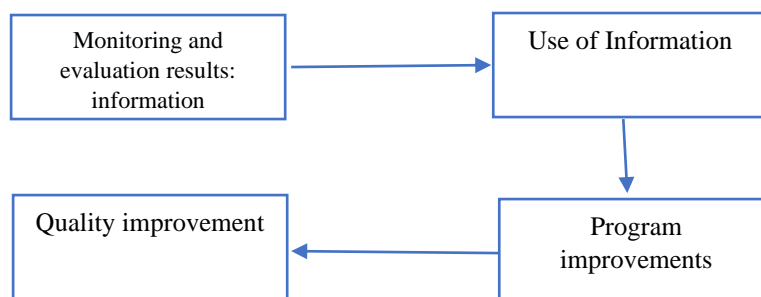


Figure 1. The relationship between monitoring and evaluation and school quality

Based on the statement above, it is clear that the results of monitoring and evaluation in the form of information can diagnose components that influence improving the quality of education. Therefore, it is better for us to pay attention to indicators of quality and low-quality schools which are adapted from the views of several experts.

To obtain accurate, appropriate and meaningful information through monitoring and evaluation, factors such as monitoring and evaluation instruments, school principals who carry out monitoring and evaluation, aspects that are monitored and evaluated and monitoring and evaluation situations need to receive attention so that the role of monitoring and evaluation in improving the quality of schools to become more functional

#### 4. CONCLUSION

Based on the description above, it can be concluded that evaluation and monitoring are closely related to improving school quality. Information obtained from monitoring and evaluation results is used to improve the quality of schools so that they will produce output that is acceptable to the community and able to compete. To improve school quality, it must involve all existing stakeholders and requires maximum cooperation and support.

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