

Evaluation And Monitoring as An Effort to Improve the Quality of Education

Rosmalina¹, Elfrianto²

^{1,2} Department of Higher Education Management, Universitas Muhammadiyah Sumatera Utara, Indonesia

ABSTRACT

The research aims to find out a comprehensive picture regarding evaluation and monitoring as an effort to improve the quality of education. The research focuses on qualitative methods with a literature review approach. Literature reviews focus on developing pre-existing concepts and theories by utilizing information available from various journals, books, government regulations and other relevant references. Based on the results of the literature review, it can be concluded that evaluation and monitoring are very important in efforts to improve the quality of education, where by evaluating and monitoring the education system can be improved through various new policies that have clear orientation and objectives so that these policies can be implemented well. Apart from that, evaluation and monitoring can provide an overview of the advantages and disadvantages of policies that have been applied previously, so it is hoped that the education system and quality in Indonesia will improve

Keyword: *Evaluation; Monitoring, Education*

Corresponding Author:

Rosmalina,

Universitas Muhammadiyah Sumatera Utara,
Jl Kapten Muktar Basri No 3 Medan 20238, Indonesia

Email: rosmalina2202@gmail.com



1. INTRODUCTION

Education is a very important aspect of national development and must be prioritized. The quality of public resources in a country can be measured from the quality of education in that country. The higher the quality of education, the better the quality of public resources and the more advanced the country. On the other hand, if the quality of education is low, the quality of public resources will also decrease and the country will experience setbacks. Indonesia as a developing country is always experiencing various system reforms, one of which is the education system (Prabowo et al., 2022). The education system policy in Indonesia has undergone several changes in order to achieve national education development goals (Nasihi et al., 2022).

The process of improving the quality of education is one of the goals of national education development which is clearly displayed in the preamble to the 1945 Constitution which reads "to make the life of the nation intelligent". The nation here is the Indonesian people who received public and private education as a whole, therefore it can be said that policies related to education are part of public policy that is highly respected (Education, 2022).

The government has made various efforts to improve the quality of education in Indonesia through various policies which not only take the form of legal regulations but also highlight various important issues such as whether these policies can be implemented in accordance with previously prepared plans and produce the expected output, whether there are obstacles. in the implementation process and how to overcome these obstacles (Siahaan et al., 2023).

Indonesia, as a country that upholds education, continues to make various efforts to improve various existing problems. Education problems in Indonesia are generally oriented towards learning problems which are still far from international standards where the emphasis is on the teaching and learning process which prioritizes memorization skills over critical thinking (Lukitasari et al., 2017). Apart from that, the problem of literacy is also a very serious issue considering how low literacy in Indonesian society is. This can be seen

from the large number of people who are consumed by hoax (fake) news. If this problem is not handled seriously, it will have a long-term impact that will cause most students to experience difficulties and be disturbed during the learning process, which is feared will also have an impact when facing the world of work (Alda et al., 2023).

Schools as educational institutions have an important role in improving the quality of community resources. Schools are expected to prioritize institutional interests and student needs. Apart from the school environment, the family is also expected to play an active role in supporting learning activities. Parents as the first place of learning must be able to set a good example and provide full support for children's education. The government also plays a role as a policy maker, not only in regulations regarding policies but also in how the policy process itself runs (Sholeh et al., 2023)

Several efforts that can be made to find out whether the education policy implemented is working well is by carrying out monitoring and evaluation. Monitoring and evaluation is a process of monitoring and evaluating the progress of a policy or program where the results of monitoring and evaluation can become a reference and suggestion in making decisions and policies, especially policies in an effort to improve the quality of education in Indonesia (Darmayanti & Wibowo, 2014). The problem formulation related to monitoring and evaluation in this research is what evaluation and monitoring are, what evaluation and monitoring models can be applied in the education policy system and what are their characteristics, who is involved in educational evaluation and what are the problems of monitoring and evaluation? education in Indonesia (Halawa & Mulyanti, 2023).

2. RESEARCH METHOD

This research uses a qualitative method with a literature review study approach. This approach focuses on developing various perspectives, concepts and theories related to the topic under study where these concepts and theories have previously existed. The results and information of this research were obtained from journals, books, government regulations and other relevant references. Qualitative research has a strong theoretical basis for interpreting data or information. So that the application of qualitative methods with a literature review study approach can provide in-depth knowledge and insight regarding educational monitoring and evaluation as an effort to improve the quality of education in Indonesia (Azam Jaysurrohman et al., 2021)

3. RESULTS AND DISCUSSION

Evaluation and Monitoring Models in the Education System

The Ministry of Education and Culture (2013) defines monitoring as the process of obtaining further information regarding the progress, shortcomings and advantages of implementing a policy in order to improve the policy. Monitoring is generally carried out to find out the process of implementing a policy, whether the policy is running as planned or whether there are obstacles in the implementation process and how to overcome these obstacles. Monitoring is a good control tool and benchmark for the implementation of policies such as education policies and other policies. Apart from that, monitoring can also be interpreted as the activity of observing a program in depth in order to obtain information and input where the results of these observations can become the basis for making decisions and making policies (Hidayat & Asyafah, 2019).

Evaluation is a continuation process of monitoring, where after obtaining information and input from monitoring, the next process is to evaluate the performance or implementation of a policy based on predetermined evaluation criteria, so that the results of the evaluation can have an impact on improving the quality of education (Tabroni, 2013). Efforts to improve the quality of education are by creating policies that have a strong and clear goal orientation. Education policy is an important aspect of public policy and is the government's responsibility. Renewal of education policies and systems cannot be separated from the results of monitoring and evaluation. By monitoring and evaluating educational policies, we can identify the weaknesses and strengths of the performance of previous educational policies so that we can improve the education system and improve the quality of education in Indonesia (Maully, 2019).

The teaching and learning process in Indonesia generally still prioritizes the ability to listen, take notes and memorize or what is known as *rote learning*. This apparently does not meet the international learning standards patented by UNESCO where the learning process is based on 4 things, namely "*Learning to know, learning to do, learning to live together and Learning to be*". Therefore, a monitoring and evaluation process is very necessary to create a quality education system that has a real impact on the capabilities of human resources in Indonesia (Nasihi et al., 2022). Kaufan and Thomas divide the evaluation and monitoring model into several models, namely as follows (Fajrin Noho et al., 2021):

a. Goal Oriented Evaluation Model

This model was developed in 1961. The main focus of this evaluation model is achieving educational goals. The indicators used to see these achievements are learning achievement, staff performance, BPM effectiveness and quality of educational services.

b. Goal Free Evaluation Model

This model focuses on the achievements of external institutions such as users, shareholders, educational directors and society. This evaluation also focuses more on the impact produced after implementing a policy and comparing it with previous policies. Apart from that, this evaluation also compares the results achieved with the costs incurred using cost benefit analysis

c. Formative-Summative Evaluation Model

There are two stages in this evaluation, namely formative and summative. At the formative evaluation stage, the main focus is monitoring and improving institutional performance and knowing developments in ongoing policies. This is done to find out whether the policy requires modification or revision. The next stage of summative evaluation is carried out at the end of the policy to see the level of success of the policy implemented, describe the accountability of the policy implementer and see whether the policy can be continued or terminated in the following year.

d. Countenance Evaluation Model

This model has three evaluation phases, namely the Antecedent phase, which is the initial phase of policy implementation, where in this phase the main focus is policy planning and examining indicators that support the success of the program, such as the readiness of education directors and completeness of facilities. Next is the Transaction phase, which is the phase during the policy implementation process that was designed in the Antecedent phase. The main focus of this phase is to see the level of participation of academic directors and the community. Lastly is the Outcomes phase, namely the phase when the results of implementation begin to provide real output and impacts, both negative and positive impacts. This impact will later become a consideration whether the policy implemented will be continued or not.

e. Responsive Evaluation Model

This evaluation model focuses on social policy, arts and humanities. This evaluation also aims to see the reactions and impacts of the policies being implemented.

f. CIPP Evaluation Model

This model has four evaluation stages, namely context evaluation, which is an evaluation that focuses on the planning stage. Furthermore, input evaluation is an evaluation that focuses on gathering information and determining policy implementation strategies. Then process evaluation is a further evaluation of the input stage, where in this evaluation the main focus is to see how the policy implementation process is and how high the success rate of the policy is. Lastly is product evaluation, namely the evaluation stage which focuses on the achievements of the policies implemented and seeing the level of effectiveness, efficiency, relevance and productivity of the policies that have been implemented as well as making decisions regarding the continuation of the program.

g. CSE-UCLA Evaluation Model

This model consists of five evaluation stages, namely the Needs Assessment stage which is the initial stage where at this stage the main focus is identifying program problems and obstacles. Then the program planning and development stage is the stage that focuses on planning and policy development. The third stage is the implementation stage. At the implementation stage the main focus is program implementation. Next is the Result stage, namely the stage that focuses on the results of policy implementation. The final stage is the assessment stage, namely the stage that focuses on the impact and seeing how big the benefits are from implementing the policy. The results of the stages will determine whether the policy will be modified, developed, continued or terminated.

h. Discrepancy Evaluation Model (DEM)

The DEM proposed by Malkom Provus consists of four evaluation stages. The first stage is identifying policies, then program preparation, the third stage is program implementation and the last stage is the evaluation stage of program achievements.

Basically, the input and output of the evaluation and monitoring models have the same objectives, but there are slight differences in the evaluation stages which can later be adjusted to the type of policy to be implemented. Monitoring and evaluation are important aspects in efforts to improve the quality of education where these two processes can help to identify that the education system being implemented is effective and efficient and focuses on achieving educational goals, namely making the nation intelligent (Aditya Wijaya, 2018).

The Urgency of Evaluation in Improving the Quality of Education

Evaluation has a very important role in improving the quality of education. This is because evaluation provides an in-depth understanding of how effective an education system is in achieving certain goals. The following are some of the urgencies of evaluation as an effort to improve the quality of education.

Table 1. The Urgency of Evaluation in Improving the Quality of Education

No.	Urgency of Evaluation	Detailed Description
1.	Provide feedback (<i>feedback</i>)	Evaluations provide critical information about the performance of students, teachers, curricula, and the education system as a whole. Educational institutions can identify areas that need improvement and make appropriate changes to improve the quality of education.
2.	Measuring the achievement of educational goals	Evaluation helps in evaluating the extent to which educational goals have been achieved. Through this, educational institutions can assess whether they have achieved the desired educational goals.
3.	Identify student needs	Evaluation can help in identifying individual student needs. If implemented effectively and optimally, educational institutions can optimally develop effective and inclusive learning.
4.	Increase the quality of learning	Teacher performance evaluation is an integral part of the educational evaluation process. Regular evaluation of teacher performance enables educational institutions to provide the support and training necessary to improve the quality of teaching.
5.	Measuring curriculum effectiveness	Evaluation helps in assessing the effectiveness of the curriculum used in the learning process. This benchmark can be a basis for educational institutions to make necessary improvements or rearrangements to the curriculum.
6.	Support decision making	Evaluation provides empirical data that is very useful in making appropriate and ideal decisions related to education policy, resource allocation, and system change.
7.	Drive innovation and continuous improvement	Evaluation creates the impetus for innovation and continuous improvement in education.

Evaluation plays an important role in education, where this process aims to assess student progress and achievement in the teaching and learning process. This finding is in line with research results (Wahib, 2021) which show that evaluation not only helps teachers identify areas that need further attention, but also provides constructive feedback to students. This allows students to recognize their strengths and weaknesses, as well as set more effective learning goals. Failure in educational evaluation can have a significant impact on the teaching and learning process and student development. Educational evaluation is a structured process for collecting, analyzing, interpreting data, and providing feedback to assess student achievement in various aspects of education. If the evaluation is not carried out properly, it can result in various problems, including the following.

- a) Lack of constructive feedback. Without proper evaluation, teachers and students may not get enough feedback to understand their strengths and weaknesses. This can hinder the learning and development process of students.
- b) Decline in the quality of education. Ineffective evaluation can result in a decrease in the quality of education because there is no accurate data to assess teaching methods, curriculum and educational media.
- c) Lack of adjustments in curriculum and teaching methods. Without proper evaluation, educators cannot identify and adapt curriculum and learning methods that align with the characteristics of different students.
- d) Neglect of external factors: Evaluations that do not include external factors such as social, cultural and family environments can ignore important aspects that influence educational processes and outcomes

This negative impact shows the importance of educational evaluation in ensuring that the teaching and learning process is effective and efficient. Proper evaluation allows educators to make decisions based on accurate data, improve teaching methods, and improve the overall quality of education. Failure to carry out evaluations as an effort to improve the quality of education can have serious consequences. Without effective

(Rosmalina)

evaluation, it will be difficult to identify problems or weaknesses in the education system, so the potential for improvement and improvement in the quality of education is limited. As a result, education can become stuck in stagnation or even experience a decline in overall quality.

In addition, these findings are in line with research results (Sholeh et al., 2023) which show that failure in evaluation can also lead to waste of resources, both time and budget, due to the absence of proper monitoring of the effectiveness of educational programs. In addition, without a comprehensive evaluation, all parties including students may not receive the feedback needed to improve performance or support the teaching and learning process. This threatens individual potential as well as the entire education system. Furthermore, failure in evaluation can affect people's trust in educational institutions and the government, which can ultimately result in dissatisfaction and social instability.

The Urgency of Monitoring in Improving the Quality of Education

The urgency of monitoring in the world of education cannot be underestimated. Monitoring is a systematic process that allows the government, educational institutions and other related parties to continuously monitor the development and quality of education. Monitoring has a very crucial role in helping to improve the quality of education. According to Yuhasnil (2020), through a continuous and systematic monitoring process, teaching staff can actively monitor the development and quality of the learning process and student learning outcomes. Monitoring is one of the main actors in the world of education. Without effective monitoring, it is difficult for the education system to respond quickly to emerging changes and challenges.

Below are several reasons why monitoring is important in improving the quality of education, namely as follows.

Table 2. The Urgency of Monitoring in Improving the Quality of Education

No.	Urgency Monitoring	Detailed Description
1.	Identify changes and challenges	Through monitoring, lembaga education can identify changes in educational needs or conditions, as well as recognize new challenges that arise. For example, by monitoring the results of student learning evaluations periodically, tnanry educator can find out if there is a decrease in performance or new problems that affect the learning process.
2.	Prompt corrective action taking	Monitoring makes it possible to take corrective action quickly and precisely when problems are found in the quality of education. When monitoring results indicate a mismatch between goals and performance, corrective action can be taken immediately to resolve the problem, such as improving the curriculum or developing student support programs.
3.	Assessment of the effectiveness of educational policies and programs	Monitoring allows evaluation of the implementation of educational policies and programs. Through regular monitoring of implementation, lembaga education can assess the extent of their success in achieving the educational goals set.
4.	Accountability	Monitoring provides the basis for accountability in the education system. Governments, educational institutions and society can assess whether the resources allocated to education have been used efficiently and effectively.
5.	Teacher professional development	Monitoring is important for the professional development of teachers and teaching staff. Through feedback obtained from the monitoring process, teachers can evaluate and improve the learning methods they apply.

The government and related institutions have carried out various forms of monitoring aimed at monitoring, evaluating and optimizing various aspects of the education system in Indonesia (Warsah & Habibullah, 2022). Monitoring in education in Indonesia is an important effort to ensure that all aspects of education run according to established standards. One example of this is the implementation of Dikdasmen (Directorate General of Culture, Education, Social Welfare and Health) which includes data-based planning (PBD) in primary and secondary education.

Dikdasmen implements a PBD approach which allows educators to plan, implement and evaluate education more effectively and efficiently. This approach involves collecting accurate and up-to-date data on student performance, teaching quality, and educational needs. This data is then used to make fact-based decisions, allowing for adjustments in curriculum, teaching methods, and educational resources to improve the quality of education.

For example, educators can use data about student performance in various subjects to identify areas that need further attention. By understanding students' strengths and weaknesses, educators can design more effective teaching strategies and adapt the curriculum to meet students' needs. Additionally, data on the quality of teaching can be used to evaluate the effectiveness of teaching methods and determine areas that require improvement. This data-based monitoring and evaluation not only helps in improving the quality of education, but also in ensuring that all students have equal access to quality education.

Apart from that, there are several examples of monitoring carried out in order to improve the quality of education in Indonesia, including the following.

- a) Monitoring student learning evaluation (UKS). The Indonesian government routinely monitors the implementation and results of the National Examination (UN) and the National Standard School Examination (USBN). Through the results of this UKS, the government can monitor the level of student competency achievement and get an idea of the success of the education system in achieving the standards that have been set.
- b) Monitoring school performance. Regional governments and related institutions regularly monitor school performance. This includes aspects such as the availability of teaching and learning facilities, the quality of teaching, and student academic achievement. By carrying out this monitoring, the government can find out the quality of education in each school and provide additional assistance or support if needed.
- c) Monitoring the implementation of the 2013 Curriculum. The 2013 Curriculum is a curriculum that is implemented at all levels of education in Indonesia. The government routinely monitors the implementation of this curriculum at various levels, starting from implementation at the school level to student learning outcomes. This monitoring helps the government to evaluate the effectiveness of the 2013 curriculum and make necessary improvements.
- d) Monitoring the implementation of the Quality School Program (PSB): The Quality School Program is a government program that aims to improve the quality of education in Indonesia through various efforts, such as increasing teacher competency, strengthening school management, and improving educational infrastructure. The government monitors the implementation of this program in various schools throughout Indonesia to ensure that the program runs effectively.
- e) Monitoring the distribution of School Operational Assistance (BOS) funds: School Operational Assistance (BOS) is a government program that aims to improve access and quality of education in Indonesia by providing financial assistance to schools. The government monitors the distribution of BOS funds and their use at the school level to ensure that these funds are used efficiently and effectively to support the learning process.

The Relevance of Evaluation and Monitoring in the World of Education in the Modern Era

The world of education in the modern era faces significant challenges and opportunities. According to Dewadi (2021), rapid changes in technology and society require education to be more adaptive, inclusive and relevant. Education in the modern era does not only focus on the acquisition of knowledge and skills, but also on the development of individuals who have the ability to think critically, creatively and empathetically. Even though technology plays an important role in the learning process, the teacher's role in guiding and forming students' character cannot be replaced. Educators are expected to use technology effectively, with ongoing training support.

The use of technology in modern education allows fast and easy access to information through digital learning methods. However, there are challenges such as the tendency of students to be less diligent in seeking information from traditional sources such as books. Online learning is a solution that allows interaction between teachers and students online, although it is not evenly distributed, especially in areas with limited internet access. Technological developments influence education by adding information as a supporting source, facilitating the learning process, and attracting student interest. However, negative impacts such as a decrease in teaching quality and students' lack of initiative in seeking information also need to be considered.

In facing these challenges and opportunities, education in the modern era needs to find a balance between tradition and innovation, and make wise use of evaluation and monitoring. Evaluation helps assess the effectiveness of course materials, teaching methods, and interactions between teachers and students, thereby ensuring an optimal learning experience for students. This is important to ensure that education remains relevant and adaptive to changing times. Monitoring, on the other hand, allows educators to identify

and overcome obstacles in the learning process. Through monitoring, educators can monitor student progress periodically and provide special assistance to students who need it. This is very important in creating an inclusive and supportive learning environment. Apart from that, evaluation and monitoring are also important in the context of technology-based learning.

In this digital era, educators can use various tools and platforms to facilitate the learning process. Research results (Muchasan & Rohmawan, 2024) also explain that evaluation and monitoring help in assessing the effectiveness of using technology in learning and ensuring that the technology supports learning objectives. In the context of global education, evaluation and monitoring also play an important role in improving the quality of education. By ensuring that the learning process conforms to international standards, education can become more competitive at the global level. As a result, evaluation and monitoring in the world of education are very relevant and important in the modern era. They enable educators to continuously improve the quality of learning and ensure that students have an optimal learning experience.

Key Factors for the Success of Evaluation and Monitoring in Improving Education Quality

The success of evaluation and monitoring in improving the quality of education is driven by a number of key factors. In the dynamic modern era, education is not only about knowledge and skills, but also about developing students' character and ability to adapt to change. Evaluation and monitoring allow educators to measure student performance and the effectiveness of the learning process, as well as identify areas that require improvement. With a data-based approach, educators can take appropriate action to improve the quality of education.

Adequate training and support are essential in the evaluation and monitoring process. Educators and school principals need to receive adequate training to use technology and evaluation tools effectively. Support from educational authorities is also very important to ensure that evaluation and monitoring are carried out with consistency and effectiveness. Collaboration and communication between various parties, including educators, students, parents, and educational authorities, is also a key factor. Good communication between all parties is important to ensure that the objectives of evaluation and monitoring are achieved and that evaluation results can be used to improve education.

Adaptation and flexibility in the evaluation and monitoring process are also very important. Education is a dynamic process, and evaluation and monitoring must be flexible to adapt to changes and new challenges. Educators and school principals must be able to adapt their evaluation and monitoring methods according to learning needs and contexts. The use of technology in evaluation and monitoring can be a very useful tool. According to Halawa & Mulyanti (2023), technology can make it easier to collect data, analyze data, and share evaluation results with parents and students. However, the use of technology also requires adequate education and training to ensure that the technology is used effectively, optimally and ethically.

Continuous professional development is also a key factor in evaluation and monitoring. Educators and school principals must continue to learn and develop their skills in evaluation and monitoring to improve the quality of education. With continuous professional development, educators and school principals can become more effective in improving the quality of education (Rahmawati & Nurachadija, 2023). This is supported by follow-up and corrective actions. The results of evaluation and monitoring must be followed by concrete actions to improve identified weaknesses and strengthen the successes that have been achieved.

4. CONCLUSION

Based on the results of the literature review, it can be concluded that evaluation and monitoring are very important in efforts to improve the quality of education, where by evaluating and monitoring the education system can be improved through new policies that are based on strong orientations and goals so that these policies can be implemented well. Apart from that, evaluation and monitoring can provide an overview of the advantages and disadvantages of policies that have been applied previously, in this way it is hoped that the education system and quality in Indonesia will improve. Examples of evaluation and monitoring models include: *Goal Oriented Evaluation*, *Goal-Free Evaluation* etc.

In general, there are several ways that can be used during the educational monitoring and evaluation process to improve the quality of education, including identifying strengths and weaknesses in terms of teaching and learning methods, resources and school management. Furthermore, monitoring the learning process, evaluating learning outcomes, monitoring resource availability, developing policies, evaluating levels of accountability, encouraging a culture of sustainable learning, developing curriculum and relevant learning methods. By implementing the

monitoring and evaluation process in the education system, it is hoped that it can build a strong foundation and improve the quality of Indonesian education in a sustainable manner.

REFERENCES

- Aditya Wijaya, C. (2018). Monitoring and Evaluation System for Management of Study Programs in Higher Education Institutions. *Indonesian Journal of Information Systems*, 1(1), 13–24. <https://doi.org/10.24002/ijis.v1i1.1723>
- Alda, A., Putra, W. S., & Puspitasari, A. (2023). *Evaluation of Education Policy*.
- Azam Jaysurrohman, R., Supandi, M., Tedi Wardani, M., Puthaen, M., & Setiawan, F. (2021). Problems in Evaluation of Education Policy in Indonesia. *STAR: Journal of Education and Science*, 3(2), 215–227.
- Darmayanti, S. E., & Wibowo, U. B. (2014). Evaluation of the Character Education Program in Kulon Progo Regency Elementary Schools. *Prima Edukasi Journal*, 2(2), 223. <https://doi.org/10.21831/jpe.v2i2.2721>
- Dewadi, F. M. (2021). Development of the Homeschooling System in Educational Innovation in the Era of Industrial Revolution 5.0. *Journal of Informatics and Educational Technology*, 1(1), 1–8. <https://doi.org/10.25008/jitp.v1i1.5>
- Fajrin Noho, F. N., Sabaruddin, & Sulhendri. (2021). Auditor Seniority, Auditor Experience and Auditor Expertise on Professional Judgment with Locus of Control as a Moderating Variable. *Journal of Accounting Science*, 5(1), 71–88. <https://doi.org/10.21070/jas.v5i1.1185>
- Halawa, A. N., & Mulyanti, D. (2023). Factors that influence improving the quality of agency quality. *World Inspiration: Education and Language Research Journal*, 2(2), 57–64.
- Hidayat, T., & Asyafah, A. (2019). Basic Concepts of Evaluation and Their Implications in Evaluation. *Al-Tadzkiyyah: Journal of Islamic Education*, 10(1), 159–181.
- Lukitasari, S. W., Sulasmono, B. S., & Iriani, A. (2017). Evaluation of the Implementation of Inclusive Education Policy. *Manage: Journal of Educational Management*, 4(2), 121. <https://doi.org/10.24246/j.jk.2017.v4.i2.p121-134>
- Maully, Y. (2019). *p-ISSN: 2541-383X e-ISSN: 2541-7088*. 4(2), 229–244.
- Muchasan, A., & Rohmawan, D. (2024). Utilization of Technology in Islamic Boarding Schools (Impact and Solutions in the Educational Context). *INNOVATIVE: Journal of Education, Religion and Culture Research*, 10(1), 16–33.
- Nasihi, A., Asihati, T., & Hapsari, R. (2022). *Indonesian Journal of Teaching and Learning*. 1(1), 77–88.
- Education, S. (2022). *Journal of Education and Counseling*. 4, 10340–10343.
- Prabowo, R., Setiawan, F., Wibowo, J. M., Oktarina, R., & Rahmadia, N. A. (2022). Education Policy Evaluation. *Journal of Indonesian Impressions*, 1(8), 901–907. <https://doi.org/10.58344/jii.v1i8.298>
- Rahmawati, S., & Nurachadija, K. (2023). Educational Innovation in Improving Education Quality Strategy. *Bersatu: Journal of Bhinneka Tunggal Ika Education*, 1(5), 01–12. <https://doi.org/10.51903/bersatu.v1i5.303>
- Sholeh, M. I., Efendi, N., & Junaris, I. (2023). Evaluation and Monitoring of Islamic Education Learning Management in Efforts to Improve the Quality of Education. *Refresh: Management of Islamic Education*, 1, 48–73.
- Siahaan, A., Akmalia, R., Ul, A., Ray, M., Sembiring, A. W., & Yunita, E. (2023). *Efforts to Improve the Quality of Education in Indonesia*. 05(03), 6933–6940.
- Tabroni, T. (2013). Efforts to Prepare Quality Education. *Journal of Islamic Education IAIN Sulthan Thaha Saifuddin*, 6(5), 54–67.
- Wahib, A. (2021). Management Evaluation of Educational Supervision Programs in Improving the Quality of Education. *Auladuna: Journal of Madrasah Ibtidaiyah Teacher Education Study Program*, 3(1), 91–104. <https://doi.org/10.36835/au.v3i1.512>
- Warsah, I., & Habibullah. (2022). Implementation of Evaluation of Islamic Religious Education Learning Outcomes in Madrasas. *Journal of Education and Instruction (JOEI)*, 5(1), 213–225.
- Yuhasnir, Y. (2020). Curriculum Management in Efforts to Improve Education Quality. *Journal of Administration and Educational Management (ALIGNMENT)*, 3(2), 214–221. <https://doi.org/10.31539/alignment.v3i2.1580>