

IMPLICATION OF MONITORING AND EVALUATION OF SCHOOL QUALITY (CASE STUDY AT SMPN 4 ONE ROOF STU JEHE, PAKPAK BHARAT DISTRICT)

Afriani Nasution¹, Faisal Rahman Dongoran², Ali Sadikin³,
Tumpak Banurea⁴, Tiarma Sidabutar⁵
Universitas Muhammadiyah Sumatera Utara
afrianinasution@gmail.com ; faisalrahman@umsu.ac.id

Abstract

The quality of education is a benchmark for parents to choose their child's school, so it requires regular monitoring and evaluation. This study aims to analyze the implications of monitoring and evaluation of school quality. The background of this research took place at One Roof Junior High School 4, STU Jehe, Pakpak Bharat Regency. The approach used in this research is a qualitative approach and the type of research is field research. Collecting data in this study using interviews, observation and documentation. Data analysis used is data reduction technique, data presentation, conclusion and verification. The results of this study concluded that supervision activities using individual and group techniques as a result of monitoring and evaluation have succeeded in improving the quality of education. Then supervision activities include monitoring, coaching, guidance and training, as well as assessments which greatly impact the implications of monitoring and evaluating school quality improvement. Supporting factors in the form of cooperation and mutual support are one of the keys to successful implementation.

Keywords : *Evaluation; Monitoring; Quality of Education*

INTRODUCTION

Education seeks to increase knowledge by presenting education that has quality standards. With this, the need is urgent and must be implemented in every school. Therefore, the administration of schools/madrasas is required to formulate a vision, mission, organization and work procedures, strategic plans, in order to maintain sustainability. Quality education. Schools are required to manage their schools to produce intelligent, skilled, civilized and cultured students. The implementation of evaluation and monitoring is

expected to be a solution to improve school quality. In this case, researchers want to know the implications of monitoring and evaluation of school quality (Jamaluddin & Sopiha, 2017).

Currently, every school is demanded and confronted to always improve the quality of education. However, every school is faced with various kinds of problems. Starting from the changing curriculum problems, the monotonous learning process or the lack of teacher innovation as educators, the lack of facilities and infrastructure in schools, causing the quality of education to decline sharply (Rika, 2017). Based on data reported by the Political and Economic Risk Consultant Survey (PERC), the quality of education in Indonesia ranks 12th out of 12 countries in Asia. Indonesia's position is even below Vietnam, a country which incidentally is smaller than Indonesia. For this reason, improving the quality of education must be addressed in a directed and systematic manner (Karyati, 2020).

Repairing and improving the quality of schools is of course inseparable from the figure of the teacher as an educator, namely a person who has made great contributions to society and the country. Given the great influence in bringing student success in learning activities. Teachers must be able to play a professional role in carrying out learning tasks at school (Fitrah, 2017). Therefore, teachers are required to be able to master in learning and be able to carry out their roles properly. Furthermore, the reason for the low standard of infrastructure is the limited area of school land (as many as 30.6% of schools/madrasahs have land less than the stipulation of 80%). Lack of complete and good infrastructure (as many as 22% of schools/madrasahs lack complete and good infrastructure) (Adha, *et.al.*, 2019).

Evaluation and monitoring are part of school improvement and quality. Evaluation and monitoring are expected to be one part of the implications for school quality as a school step to promote education. According to Arikunto & Yuliana (2008), there are four perspectives on the scope of education management, namely from the work area, the objects worked on, functions, and the sequence of implementers. education management in terms of function or sequence of management activities. In the definition of management there is the term "sequence of activities" carried out from the first to the last. Some call this sequence of activities an administrative function. The management or management functions are 1) planning, 2) organizing, 3) directing, 4) coordinating, 5) communicating, and 6) supervising or evaluating.

SMPN 4 One Roof STU Jehe as a research location is a small school consisting of one roof and is part of formal education which is required to continue to strive to improve the quality of education. SMPN 4 One Roof STU Jehe is one of the small schools located in Pakpak Bharat Regency which is part of a formal school that is required to improve teacher performance even though only small schools are underestimated.

How can the school always be able to generate innovation and be able to produce students who excel in both academic and non-academic fields? Because actually improving the quality of education does not only apply to large schools but in all schools in Indonesia where the quality of schools must be evenly distributed and optimally demanded. So, school principals and teachers are the spearhead for optimal school management so that later this small school will become a standardized school in Pakpak Bharat Regency (Tunggara, 2014).

In actuality, pertinent research (relevant studies) on the monitoring and evaluation of school quality has been explored from a variety of scientific vantage points. One of them discusses the issue of its effects on the caliber of educational institutions (Koswara, 2005; Apriliani, 2019), the school's internal quality assurance system (Gustini & Mauly, 2019), monitoring and evaluation of higher education tri dharma (Sukri, *et.al.*, 2020), development of digital-based campus supervision (Hariyanti, *et.al.*, 2011), madrasa principal's strategy to improve the quality of the institution (Wibowo & Subhan, 2020), monitoring and evaluation of teacher performance (Perdana, 2020), quality control of formal and non-formal institutions in pesantren (Zubaidi, 2020), evaluation of the learning process as internal quality assurance in tertiary institutions (Munifah, 2021), coaching and supervision of teacher pedagogy (Putra, *et.al.*, 2020), campus internal quality audit (Zunaidi, *et.al.*, 2022), and improving the quality of education as a basic ratio of empowering local communities (Fathimah, *et.al.*, 2019).

Looking at the pertinent studies mentioned above, it is clear that current research differs from earlier research, particularly in terms of the context of the research site and the investigation of the effects of monitoring and assessment on educational quality. this research focuses on efforts to analyze school principals in collaboration with district government service supervisors conducting joint supervision and monitoring. The implementation of monitoring and evaluation at One Roof Middle School 4 STU Jehe is required to produce follow-ups as implications or impacts of monitoring and evaluation implementation on improving the quality of education at One Roof Middle School 4 STU Jehe, as well as

inhibiting and supporting factors which are the success factors of monitoring and evaluation in improving education quality. The purpose of this research is to analyze the implications of monitoring and evaluation of school quality.

METHODS

The approach used in this study is a qualitative approach and the type of research is field research. Data collection procedures in this study used interviews, observation and documentation. This research represents the facts and circumstances that occurred in the school related to monitoring and evaluation issues. Then collect data in the field and analyze and draw conclusions from the data (Assingily, 2021). The study was carried out for two months, from December 2022 to February 2023.

The main instrument of the researcher is supported by interview and observation guidelines. Look for data and go directly to the field and then collect the data to draw conclusions together. The research was conducted at One Roof Middle School 4 STU Jehe located in Lae Ikan, Tanjung Mulia, Kec. Sitalutali Urang Jehe, Kab. Pak Pak Bharat Prov. North Sumatra. The subject of this research is the Principal of One Roof Middle School 4 STU Jehe, who has been in charge since 6 months. Then the teacher as a support consists of the vice principal and 10 learning teachers at the school. The data analysis used is Miles and Huberman's interactive model, including data reduction, data presentation, drawing conclusions and verification. The validity of the researcher's data is based on certain criteria to guarantee the trust of the data that the researcher has obtained through research that contains elements of transparency, credibility and confirmation.

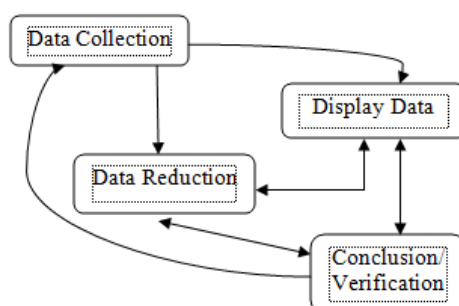


Figure 1. Miles and Huberman Interactive Model Data Analysis.

RESULTS

The self-evaluation of STU Jehe One Roof Middle School 4 is carried out once every three months, by supervisors from the Kab. Pakpak Bharat, including also carrying out an internal evaluation by the school principal (supervisor). Every teacher who will teach has and brings learning tools, in these learning devices a program has been arranged and what the teacher will do in the learning and teaching process.

This is in accordance with what has been conveyed by the principal of SMPN 4 Satu Atap STU Jehe, Mr. Suhanta Neri, S.Pd., that the evaluation is carried out through supervision as one of the evaluations for schools that involve teachers. Following are the results of the interview with him:

“...the purpose of having an evaluation of schools is solely to improve the quality of education in SMPN 4 One Roof STU Jehe, Pakpak Bharat District. Learning tools owned by the teacher as one of the evaluation materials for teachers as educators so that the learning process will be more focused”.

Then the principal also explained that the supervision carried out both internally and externally still had many weaknesses. From the results of the interviews conducted, he said:

“...there are still many of our weaknesses and shortcomings in improving education at STU Jehe One Roof Middle School, including, after supervision with an external party, namely the district government service supervisor, as a result of the school's self-evaluation there is still a lack of follow-up on the results of the supervision”.

Furthermore, for the application of future school self-evaluation as an improvement in school quality. Based on the following interview results:

“...as a follow-up step from the results of supervision as material for evaluating schools in the future, we will take techniques individually and in groups. We routinely carry out individual techniques to conduct class and inter-class visits/observations as well as self-evaluation of each teacher. Then the group technique was carried out by holding a small teacher meeting, forming a follow-up evaluation team. Then to support these activities, monitoring activities will be carried out on content standards, processes and assessments, coaching activities to increase teacher competence and support the implementation of the teacher's main duties, guidance and training activities to improve teacher professionalism and finally assessment”.

After evaluating and monitoring in the second week, of course there was a positive impact on the development of school quality at STU Jehe One Roof Middle School 4, but it is undeniable that there are still many weaknesses and shortcomings in various sectors, both from the internal party itself. Based on the results of interviews and observations, there was an increase in the quality of education at STU Jehe One Roof Middle School 4 after evaluation and follow-up on the evaluation results.

Indicators of quality improvement as implications for monitoring and evaluation have improved the quality of educator discipline, namely teachers and students, namely students. This increase is in line with the learning process which is much more fun and not monotonous. Every teacher innovates in presenting learning materials. This is in line with the results of an interview with one of the teachers at the school, he said that the existence of guidance and training which is an activity to increase training certainly improves the skills possessed by the teacher in making learning methods. So that it has an impact on the motivation of teachers and students as the main sector for improving the quality of education.

One of the inhibiting factors is the limited facilities and infrastructure that cannot be ignored. Facilities and infrastructure to support learning activities. The facilities and infrastructure standards of SMPN 4 One Roof STU Jehe have not been met, resulting in many learning development programs being delayed and not being achieved. Based on the results of interviews with the school principal, the limited facilities and infrastructure were the biggest obstacle at STU Jehe One Roof Middle School 4.

Meanwhile what supports the implementation of monitoring and evaluation of school quality is the trust shown by teachers and students as well as collaboration and mutual support and the belief that the program that we have been implementing for the last few months is the beginning of change and the impact of improving school quality at SMPN 4 One Roof STU Jehe.

DISCUSSION

Paputungan, *et.al.* (2021) explains that evaluation and monitoring measures implemented by the school must be carried out in a balanced manner between internal and external. That is, internal supervisors in the form of school principals and external supervisors in the form of school supervisors from the service assess the quality objectives

of the institution. Furthermore, Hidayat (2016) added that this institutional quality audit is the basic capital in achieving superior institutional accreditation.

Furthermore, it is understood that the quality of education determines the success of an educational institution. According to Safi'i (2017) indicators of educational institutions that display superior quality are academic services, administration, and accreditation of educational institutions. Thus, it is interpreted that the steps to supervise and improve the quality of educational institutions at STU Jehe One Roof Middle School 4 are carried out effectively and objectively.

An essential stage in efforts to guarantee the quality of education is monitoring and evaluation. The purpose of this evaluation method is to gauge and evaluate the degree of academic success. To meet the demands of modernity and the advancement of the times, educational institution units must be improved and renewed. A school or madrasah's level of survival is also reflected in this change (Burhan, 2017).

Kayatarno (2022) claims that the purpose of monitoring is to oversee or keep an eye on the educational institution's application of the learning process. The way academic and administrative support are given to consumers of education is how the learning process is observed in this setting. The impact of the quality of education provided in schools or madrasahs will therefore be felt by students, student guardians, and the community as a whole through the effective and efficient implementation of all learning.

Nur, *et.al.* (2016) clarified in another context how monitoring differs from evaluation, which provides a more thorough and all-encompassing explanation of the quality of schooling. This is due to the fact that measures and assessments of the educational quality are already being made as part of the evaluation process. A general image of the quality standards followed by schools is also provided by the evaluation process, as shown by the accreditation of educational institutions, in addition to academic or administrative services.

It is clear from the explanation above that monitoring and evaluation aid in keeping education implementation within the bounds of assurance of educational quality. Also, a quality education that is guaranteed is meant to serve the community, students, and student guardians by offering academic and administrative support. Institutional accreditation, which enables the school to present a positive image of the institution, further supports this synergy. As a result, regular monitoring and evaluation activities can be used to ensure the quality of education in schools.

CONCLUSION

According to the preceding description, the outcomes demonstrate that monitoring and evaluation-driven supervisory activities employing both individual and group methodologies have been successful in raising educational standards. The consequences of monitoring and evaluating school quality improvement are significantly impacted by supervision activities such as monitoring, coaching, counseling, and training as well as assessments. One of the keys to successful implementation is the presence of supportive elements in the form of cooperation and mutual assistance.

REFERENCES

- Adha, M. A., Benyamin, C., Octaviarnis, I., & Thalib, D. (2019). "Peran Akreditasi dalam Penjaminan Mutu Pendidikan di Sekolah Dasar" *Media Manajemen Pendidikan*, 2(2), 270-278. <https://jurnal.ustjogja.ac.id/index.php/mmp/article/view/5780>.
- Apriliani, A. (2019). "Kompetensi Manajerial Kepala Sekolah (Studi tentang Kemampuan Mengelola Sarana Prasarana dan Melakukan Monitoring dan Evaluasi dalam Upaya Peningkatan Mutu Pendidikan Sekolah di SMKN 26 Jakarta)" *Tesis*, Universitas Negeri Jakarta. <http://repository.unj.ac.id/48/>.
- Arikunto, S., & Yuliana, L. (2008). *Manajemen Pendidikan*. Yogyakarta: Aditya Media.
- Assingkily, M. S. (2021). *Metode Penelitian Pendidikan: Panduan Menulis Artikel Ilmiah dan Tugas Akhir*. Yogyakarta: K-Media.
- Aziz, A. (2015). "Peningkatan Mutu Pendidikan" *Jurnal Studi Islam*, 10(2), 1-13. <http://ejournal.kopertais4.or.id/tapalkuda/index.php/pwahana/article/view/2688>.
- Burhan, O. (2017). "Manajemen Mutu Pendidikan pada Madrasah Aliyah Negeri di Pondok Pesantren" *Jurnal Administrasi Pendidikan*, 21(1), 69-80. <https://ejournal.upi.edu/index.php/JAPSPs/article/view/6662>.
- Fathimah, A., Agnesia, U., & Abdul, R. (2019). "Pemberdayaan Masyarakat Melalui Peningkatan Mutu Pendidikan, Ekonomi dan Kesehatan: Studi kasus Desa Cibeber II" *Abdi Dosen: Jurnal Pengabdian pada Masyarakat*, 3(1). <http://pkm.uika-bogor.ac.id/index.php/ABDIDOS/article/view/289>.
- Fitrah, M. (2017). "Peran Kepala Sekolah dalam Meningkatkan Mutu Pendidikan" *Jurnal Penjaminan Mutu*, 3(1), 31-42. <http://ejournal.ihtn.ac.id/index.php/JPM/article/view/90>.
- Gustini, N., & Mauliy, Y. (2019). "Implementasi Sistem Penjaminan Mutu Internal dalam Meningkatkan Mutu Pendidikan Dasar" *Jurnal Isema: Islamic Education Management*, 4(2), 229-244. <http://journal.uinsgd.ac.id/index.php/isema/article/view/5695>.
- Hariyanti, E., Werdiningsih, I., & Surendro, K. (2011). "Model Pengembangan Dashboard untuk Monitoring dan Evaluasi Kinerja Perguruan Tinggi" *Jurnal Ilmiah Teknologi Informasi*, 9(1), 13-20. <https://core.ac.uk/download/pdf/187403601.pdf>.
- Hidayat, R. (2016). "Manajemen Peningkatan Mutu Lembaga Pendidikan Islam di Kota

- Medan” *Jurnal Isema: Islamic Educational Management*, 1(1).
<http://journal.uinsgd.ac.id/index.php/isema/article/view/4982>.
- Jamaluddin, J., & Sopiah, S. (2017). “Desain Sekolah Model: Studi Penjaminan Mutu Pendidikan” *IJER: Indonesian Journal of Educational Research*, 2(2), 99-107.
<http://ijer.ftk.uinjambi.ac.id/index.php/ijer/article/view/47>.
- Karyati, R. (2020). “Monitoring dan Evaluasi Supervisi Akademik Sebagai Upaya untuk Meningkatkan Kompetensi Kepala Sekolah Binaan Kepengawasan Kota Malang” *Jurnal Pendidikan Hayati*, 6(3).
<https://jurnal.stkipbjm.ac.id/index.php/JPH/article/view/1190>.
- Kayatarno, K. (2022). “Penerapan Model Monitoring dan Evaluasi Kepala Sekolah Sebagai Upaya Peningkatan Kinerja Guru dalam Meningkatkan Capaian Mutu Sekolah” *Journal of Classroom Action Research*, 4(1), 39-43.
<https://jppipa.unram.ac.id/index.php/jcar/article/view/1376>.
- Koswara, D. D. (2005). “Implikasi Monitoring dan Evaluasi Terhadap Peningkatan Mutu Sekolah” *Jurnal Administrasi Pendidikan*, 3(1).
<https://ejournal.upi.edu/index.php/JAPSPs/article/view/6096>.
- Munifah, M. (2021). “Monitoring dan Evaluasi Proses Pembelajaran Sebagai Upaya Penjaminan Mutu Pendidikan (Survey Evaluatif di STAIN Kediri)” *Skrripsi*, IAIN Kediri. <http://repository.iainkediri.ac.id/id/eprint/318>.
- Nur, M., Harun, C. Z., & Ibrahim, S. (2016). “Manajemen Sekolah dalam Meningkatkan Mutu Pendidikan pada SDN Dayah Guci Kabupaten Pidie” *Jurnal Administrasi Pendidikan: Program Pascasarjana Unsyiah*, 4(1).
<https://jurnal.unsyiah.ac.id/JAP/article/view/2611>.
- Paputungan, I., Ansar, A., & Mas, S. R. (2021). “Keefektifan Pelaksanaan Sistem Penjaminan Mutu Internal” *Pedagogika*, 77-92. <https://ejournal-fip-ung.ac.id/ojs/index.php/pedagogika/article/view/630>.
- Perdana, A. L. (2020). “Pelaksanaan Monitoring dan Evaluasi (MONEV) Terhadap Kinerja Guru di SMAN 16 Gowa” *Prosiding HUBISINTEK*, 1(1), 44.
<http://ojs.udb.ac.id/index.php/HUBISINTEK/article/view/977>.
- Putra, L. V., Hawa, A. M., & Safitri, H. B. (2020). “Supervisi Akademik Berbasis Monitoring dan Evaluasi Bagi Pembinaan Pedagogik Guru” *Jurnal Ilmu Pendidikan*, 1(2), 43-49.
<https://www.jurnal-lp2m.um naw.ac.id/index.php/JIP/article/view/572>.
- Safi'i, I. (2017). “Perancangan Sistem Informasi Jurnal Perkuliahan Sebagai Upaya Monitoring dan Evaluasi Proses Pembelajaran (Studi Kasus: Prodi Teknik Industri Fakultas Teknik Universitas Kadiri)” *JATI UNIK: Jurnal Ilmiah Teknik dan Manajemen Industri*, 1(1). <https://doi.org/10.30737/jatiunik.v1i1.64>.
- Sukri, S., Yulianti, W., & Trisnawati, L. (2020). “Sistem Monitoring dan Evaluasi Tri Dharma Perguruan Tinggi Sebagai Implementasi Penjaminan Mutu Internal dengan Laravel dan Rapid Application Development (RAD)” *JOISIE: Journal of Information Systems and Informatics Engineering*, 4(2), 70-76.
<https://www.ejournal.pelitaindonesia.ac.id/ojs32/index.php/JOISIE/article/view/816>.
- Tunggara, RM. I. I. (2014). “Manajemen Peningkatan Mutu Pendidikan Kejuruan Berbasis Kemitraan” *Jurnal Administrasi Pendidikan*, 21(1), 1-13.
<https://ejournal.upi.edu/index.php/JAPSPs/article/view/6655>.

- Wibowo, A., & Subhan, A. Z. (2020). "Strategi Kepala Madrasah dalam Meningkatkan Mutu Pendidikan" *Indonesian Journal of Islamic Educational Management*, 3(2), 108-116. <http://ejournal.uin-suska.ac.id/index.php/IJIEM/article/view/10527>.
- Zubaidi, A. (2020). "Supervisi, Monitoring, dan Evaluasi Pendidikan dalam Peningkatan Mutu Lembaga Formal dan Non-Formal di Pondok Pesantren Nurul Jadid Paiton Probolinggo" *Guyub: Journal of Community Engagement*, 1(2), 143-156. <http://ejournal.unuja.ac.id/index.php/guyub/article/view/1511>.
- Zunaidi, A., Andriani, A., & Putri, O. A. (2022). "Peran Monitoring dan Evaluasi Audit Mutu Internal dalam Upaya Mewujudkan Good University Governance IAIN Kediri" *Abdimas Galuh*, 4(1), 1-9. <https://jurnal.unigal.ac.id/index.php/abdimasgaluh/article/view/6288>.