

MONITORING AND EVALUATION STRATEGY SCHOOL INTERNAL QUALITY ASSURANCE SYSTEM

Endang Pujiarti¹
Faisal R. Dongoran²
Ratnasari³
Friska Deliana Purba⁴
Kartika Dewi Ahmadi⁵
Sri Mulya⁶

^{1,2,3,4,5,6}Universitas Muhammadiyah Sumatera Utara

¹Email: endangpujiarti1195@gmail.com

²Email: faisalrahman@umsu.ac.id

³Email: ratnasariazizan@gmail.com

⁴Email: friskadeliana2@gmail.com

⁵Email: kartikadewiahmadi27@gmail.com

⁶Email: srimulya59@guru.smp.belajar.id

Article History

Received:

Revised:

Accepted:

Published:

Keywords

Monev strategy, school quality assurance, work performance

ABSTRACT

Strategy for Monitoring and Evaluation (Monev) of the School Internal Quality Assurance System, 2022. This article aims to find out the strategies that must be carried out in monitoring and evaluation activities in the school's internal quality assurance system. Monitoring and Evaluation has objectives in terms of the interests of decision making, systematic data collection, and program improvement. The monitoring and evaluation approaches used are social system reporting (social experimentation), social auditing and material collection (social accounting), social experimentation for social research (social research cumulation). While the monitoring and evaluation technique carried out is by observation technique, namely by making direct visits to the activity site. The monitoring process is carried out with the planning stage, namely by identifying the things to be monitored, the implementation stage by measuring the teacher's skills in using teaching methods, and the reporting stage, by determining whether work performance meets predetermined standards.

1. INTRODUCTION

Law No. 20 of 2003 concerning the National Education System states that the National Education System is the entire educational component that is interrelated in an integrated manner to achieve the goals of national education, namely to develop capabilities and improve the quality of life and human dignity of Indonesia.

On the other hand, the enactment of Law No. 32 of 2004 concerning Regional Government has had an impact on the management of education in the regions. On the one hand, the educational autonomy policy has a very positive effect on the development of schools as educational institutions based on the needs and challenges, they face. The diversity of potential educational resources in the existing regions causes the quality of school output to vary greatly. The existence of educational units both in terms of level and type in Indonesia which are spread throughout the Unitary State of the Republic of Indonesia has a variety of service processes, facilities, and infrastructure, teaching and educational staff, and their quality. Therefore, regional, and national quality standardization is one of the factors that must be considered in efforts to guarantee and improve the quality of education.

Indicators of school success in carrying out its program can be seen from the suitability of the process with what is planned, suitability in achieving goals, effective and efficient use, and utilization of resources, as well as the ability to provide guarantees for the suitability of processes and achievement of goals through a harmonious and intact control mechanism. in system.

In its management, schools need monitoring and evaluation in order to achieve the goals of education so that the process can be carried out properly. Monitoring and evaluation are an integral part of education management, both at the micro (school), meso (District/City Education Office, and Provincial Education Office) and macro (department) levels. This is based on the premise that with monitoring and evaluation, we can measure the level of progress in education at the school level, District/City Education Office, Provincial Education Office, and Departments.

Without measurement, there is no reason to say whether a school is progressing or not. Monitoring and evaluation generally produce information that can be used for decision making. Therefore, useful monitoring and evaluation is monitoring and evaluation which produces fast, precise, and sufficient information for decision making.

The process of monitoring the implementation of the work of subordinates is carried out to obtain facts, data, and information in the process of achieving goals, is it in accordance with predetermined standards? No deviations occur? Monitoring requires leaders to directly see the processes that occur, also with the support of documents and opinions from those being monitored, this is done as validation and legitimacy of the monitoring process. These data and facts are then used as a reference for leaders to evaluate projects undertaken, programs prepared or even to the point of plans that have been made.

In the institutional context of school monitoring carried out by the principal, especially in the administrative activities of the teacher and the learning process carried out, it means that the principal through monitoring must know *"What's happening behind the door."* Next, do an evaluation so that if an error or deficiency occurs it can be addressed immediately and a solution is found.

The internal quality assurance system is a quality assurance system implemented in and by certain educational units and involves all components within the educational unit. Nationally, the quality of secondary education in Indonesia has not been as expected. The results of mapping the quality of education nationally show that only about 16% of education units meet national education standards (SNP) (Directorate General of Elementary and Secondary Education. 2016). Most of the other educational units have not met the SNP, and there are even a few educational units that have not met the Minimum Service Standards (SPM). Standard.

Efforts to guarantee and improve the quality of education are closely related to quality management, where all management functions are carried out as much as possible to provide services that match or exceed national education standards. In this regard, efforts are needed to control quality (quality control). Quality control in the management of education is faced with the constraints of limited educational resources. Therefore, a quality control effort is needed in the form of a guarantee or assurance, so that all aspects related to the educational services provided by schools comply with or exceed national education standards. The concept related to this in quality management is known as Quality Assurance or quality assurance.

Literatur Review

A. Basic Concepts of Monitoring and Evaluation

School monitoring and evaluation can be done in two ways, namely internal and external. What is meant by internal monitoring and evaluation are those carried out by the school itself, namely the principal, teachers, students, parents, and other school members. The main objective is to determine the level of progress itself (school) in relation to the goals that have been set. In this way it is hoped that the school will understand the level of achievement of the target, find the obstacles encountered and notes for the preparation of the next program.

Whereas external monitoring and evaluation can be carried out by parties outside the school, for example, supervisors, the education office whose results can be used for reward systems for individuals, schools in the context of increasing a climate of healthy competition between schools, the interests of public accountability, for improving the existing system as a whole and helping school to develop itself.

In order to be able to obtain the implementation of plans in accordance with what is planned, management must prepare a program, namely monitoring, monitoring is aimed at obtaining facts, data, and information about program implementation, whether the process of implementing activities is carried out according to what has been planned. Furthermore, the findings of monitoring results are information for the evaluation process so that the result is whether the program that has been determined and implemented has obtained appropriate results or not.

The most principal thing in the implementation of monitoring and evaluation is that the reference for monitoring activities is the provisions that are agreed upon and enforced, then the sustainability of the activities must be maintained, in the implementation objectivity is highly considered and the main orientation is towards the objectives of the program itself. Monitoring and evaluation of educational units provides benefits for both students or education participants, teachers, and management, as well as management of educational units. From the educator's point of view, the results of the evaluation can be used as feedback to determine efforts to improve the quality of education.

Monitoring and Evaluation (ME) are two words that have different aspects of activity, namely the words Monitoring and Evaluation. Monitoring is an activity to find out whether the program made is running well as it should according to plan, whether there are obstacles that occur and how the implementers of the program overcome these obstacles. Monitoring of an ongoing planning result is a good control tool in the entire implementation process, as shown in the following figure:

"Monitoring places more emphasis on monitoring the implementation process" (Ministry of National Education: 2001). Monitoring is also more emphasized for supervision purposes.

The basic process in this monitoring includes three stages, namely: (1) setting implementation standards; (2) implementation measurement; (3) determine the gap (deviation) between implementation and standards and plans.

According to Dunn (1981), monitoring has four functions, namely:

- a. Compliance. Monitoring determines whether the actions of administrators, staff and all those involved follow established standards and procedures.
- b. Examination (auditing). Monitoring determines whether resources and services destined for certain parties for certain parties (targets) have reached them.
- c. Reports (accounting). Monitoring produces information that helps "calculate" the results of social and societal changes as a result of policy implementation after a certain period.
- d. Explanation. Monitoring produces information that helps explain how the impact of policies and why the planning and implementation do not match.

The existence of monitoring and evaluation in managing schools is needed to form an effective school, so that a standard has been set. Management standards are national education standards relating to the planning, implementation, and supervision of educational activities at the education unit, district/city, provincial or national level in order to achieve efficiency and effectiveness in the delivery of education. So that in this case, the management of the education unit will be the responsibility of the head of the education unit.

The following are monitoring and evaluation standards that must be met and implemented by schools:

- Aspects of the surveillance program,
- Self-evaluation,
- Evaluation and development,
- Evaluation of the utilization of educators and educational staff,
- As well as school accreditation.

Management of education units is carried out based on minimum service standards with the principles of school-based management (SBM), autonomy, accountability, quality assurance, and transparent evaluation.

Evaluation, development, and quality assurance in the application of school-based management principles focuses on the following activities:

- Implementing data-driven standards,
- Increasing school autonomy,
- Improving quality improvement management principles,
- Implement a quality assurance system,
- And carry out continuous evaluation.

Assessment (Evaluation) is a stage that is closely related to monitoring activities, because evaluation activities can use data provided through monitoring activities. In planning an activity, evaluation should be an integral part, so that it can be said to be a complete activity. Evaluation is directed to control and control the achievement of goals. Evaluation relates to the results of information about the value and provides an overview of the benefits of a policy. The term evaluation is close to interpretation, scoring and assessment. Evaluation can answer the question "What difference did it make". (William N Dunn: 2000) [1].

Evaluation aims to find out whether the program achieves the expected goals or not, evaluation emphasizes more on the aspects of the results achieved (output). Evaluation can only be carried out if the program has been running for a period, according to the stages of design and the type of program that is made and implemented, for example at school, for one quarter or six months or one school year.

B. Objectives Of Monitoring and Evaluation

In carrying out the process of monitoring and evaluating the management of educational units, of course there is a goal in it. The objectives of conducting monitoring and evaluation in managing schools include:

- 1) For the purposes of decision making, for example regarding whether a system, strategy or method will be used.
- 2) Evaluation research is a systematic data collection activity to assist decision makers. Evaluation researchers believe that the results of their work will benefit decision makers in making better decisions than if no research was conducted.
- 3) To improve the program, program eligibility, the program is continued or terminated, changed, or replaced.
- 4) Meanwhile, Suharsimi Arikunto & Cepi Safruddin (2004) [2] stated that there are two types of evaluation objectives, namely specific objectives, and general objectives. General objectives are directed at the program, while specific objectives are directed at each component.

Monitoring results can be used to provide input (feedback) for improving the implementation of school management. While the evaluation results can provide information that can be used to provide input on all components of school management, both in context, input, process, output, and outcome.

C. The Functions of Monitoring and Evaluation

The decision-making process to run or stop/change one or several related programs is carried out through an evaluation process. The oversight function within the framework of monitoring and evaluation activities, especially in relation to the activities of the leaders in their duties and responsibilities, is as follows:

- a. Strengthening the sense of responsibility towards officials entrusted with duties and authority in carrying out work.
- b. Target officials so that they carry out their work in accordance with predetermined procedures.
- c. To prevent the occurrence of irregularities, abnormalities, and weaknesses in order to avoid unwanted losses.
- d. To correct errors and irregularities so that the implementation of work does not experience obstacles and wastes.

Evaluation according to Moh. Rifai (1986) as an activity that cannot be separated from monitoring activities has the following functions:

- a. Evaluation as a measure of progress;
- b. Evaluation as a planning tool;
- c. Evaluation as a means of improvement.

With the description above, it can be explained that the main monitoring functions are: measuring the results that have been achieved in implementing the program with measuring tools that have been made and agreed on; analyze all monitoring results to be used as material in considering decisions as well as improvement and refinement efforts (Soewardji Lazaruth: 19940 [3]).

D. The Principles of Monitoring and Evaluation

The most principal thing in the implementation of monitoring and evaluation is that the reference for monitoring activities is the provisions that are agreed upon and enforced, then the sustainability of the activities must be maintained, in the implementation objectivity is highly considered and the main orientation is towards the objectives of the program itself.

The monitoring principles are as follows:

- 1) Monitoring must be carried out continuously
- 2) Monitoring should be bait for improving organizational program activities
- 3) Monitoring must benefit both the organization and the users of the product or service.
- 4) Monitoring must be able to motivate staff and other resources to excel
- 5) Monitoring must be oriented to the applicable regulations
- 6) Monitoring must be objective
- 7) Monitoring must be oriented towards program objectives.

As for the principles of evaluation, Nanang Fattah (1996) [4] suggests there are 6 principles, namely:

- 1) The principle of sustainability, means that it is carried out continuously.
- 2) Overall principle, meaning that all aspects and components of the program must be evaluated
- 3) Objective principle, meaning that the implementation is free from personal interests.
- 4) The valid principle, which contains consistency that measures what should be measured.
- 5) The principle of critical use
- 6) The principle of usability or benefit

Other basic principles:

1. Monitoring and Evaluation System made simple; adjusted to the capacity and available resources. This is to avoid implementation difficulties in the field.
2. Clear goals. Monitoring and evaluation activities are focused on matters that are relevant to the objectives of the monitoring itself which are linked to the activities and objectives of the program. Do not collect data that is not relevant to program needs. It is necessary to make a logframe, intervention logic model, and a monitoring and evaluation work plan which include details of the performance indicators to be monitored.
3. done on time; this is the essence of Monitoring because the availability of data on-time is needed for management/data users to resolve problems in a timely manner. In addition, the timeliness of monitoring is also important to obtain accurate data in monitoring certain objects at the right time.
4. Information on monitoring and evaluation results must be accurate and objective; Inaccurate and objective information can cause false alarms. A mechanism is needed to check the consistency and accuracy of the data.

5. The monitoring and evaluation system is participatory and transparent; it is necessary to involve all stakeholders in the preparation of the design and its implementation, and the results can be accessed by all parties.
6. The monitoring and evaluation system is made flexible; in the sense that it is not rigid but can be adapted to the needs and conditions but still within the limits of the SOP corridor.
7. It is action-oriented; Monitoring is expected to be the basis for decision making and action. Therefore, from the start, it is necessary to carry out an information needs analysis to ensure that monitoring data will be used to act.
8. Monitoring and evaluation activities are carried out in a cost-effective manner.
9. The monitoring and evaluation unit consists of specialists who are not only tasked with collecting data but also conducting problem analysis and providing practical problem-solving recommendations.

E. Monitoring and Evaluation Techniques and Approaches

Techniques in implementing monitoring can be carried out through direct observation of the process, interviews with key sources/actors, and limited discussion activities through group discussion forums to obtain clarification of program implementation.

1. Approach

There are various ways to monitor outputs and impacts. Those methods are reporting social systems (social accounting), social experimentation (social experimentation), social auditing (social auditing) and gathering material for social research (social research cumulation). Each of these approaches has two aspects, namely aspects related to the type of information needed (Dunn, 1981). This can be described as in the diagram below:

Comparison Chart between the Four Approaches in Monitoring

Approach	Control Type	Type of Information Required
Social system reporting	Quantitative	Existing/new information
Social experimentation	Direct and quantitative manipulation	New information
Social check	Quantitative and/qualitative	New information
Collection of materials for social research	Quantitative and/qualitative	existing information

These four approaches have the same characteristics, namely that they: (1) are focused on policy outputs, so that in this monitoring it is very important to pay attention to variables that affect output, both those that cannot be controlled by policy makers (for example, current conditions that already exist), and variables that can be manipulated or foreseen; (2) goal-centered, namely to provide the satisfaction of needs, values or opportunities to clients or targets; (3) change-oriented. Each of these approaches seeks to monitor changes over a certain period of time, either by analyzing changes in performance between different programs or those with the same number of variables, or a combination of the two; (4) allows cross-classification of outputs and impacts based on other variables including variables used to monitor policy inputs (time, money, effort, equipment) and policy processes (activities, and administrative, organizational and political attitudes required for the transformation of policy inputs become output), and (5) related to aspects of policy implementation objectively and subjectively. Objective indicators are based on new data obtained through sample surveys or field studies (Dunn, 1981).

2. Observation Techniques,

Observation is a visit to the place of activity directly, so that all ongoing activities or existing objects are observed and can be seen. All existing activities and objects as well as existing supporting conditions receive direct attention.

Interviews and questionnaires

Interviews are the way to do when monitoring is aimed at someone. The interview instrument is an interview guide. There are two types of interviews, namely direct interviews, and indirect interviews.

Forum Group Discussion (FGD)

FGD is a process of equalizing perceptions through brainstorming on a particular problem or substance so that a frame is obtained in viewing and responding to the matters in question.

PERT (Program Evaluation Research Task) and CPM (Critical Path Method)

Pert	CPM
Probabilistic	Deterministic
Event oriented	Activity oriented
Not based on experience	Based on experience
Multi time estimation	One time estimate

Gantt Chart (PBM Model Development Based on Agriculture)

Activity/Occupation	1	2	3	4	5	6	7	8	9	10	11	12
Programming	→											
Socialization		→										
Teacher training			→									
Preparation of monitoring and evaluation instruments			→									

The method used in writing this article is literature study, which is a data collection technique by conducting a review study of books, literatures, notes, and reports that have something to do with the problem being solved (Nazir, 2000:111) [5]. Thus, the author completes this article by studying and reading literature related to the issues of monitoring and evaluation strategies in school quality assurance.

3. RESULT AND DISCUSSION

The Relationship Between Monitoring and Evaluation of School Quality Improvement

Often the "policy makers" see that much effort is made to improve the quality of education through the provision of complete facilities, curriculum renewal or building construction, without realizing that one of the components in the education management process is often neglected which produces the most valuable information in improving the quality of education. The component that is often overlooked in its wider use is none other than monitoring and evaluation.

In the earlier part it was mentioned that the results of monitoring and evaluation are information that can be used to improve and perfect education programs. In addition, this information can be used for the purposes of certification, selection, remedial, promotion and so on. seita for implementation accountability to interested parties (Jahja Umar. 1992:12). Currently, monitoring and evaluation is only related to the academic achievement achieved by each student, namely in the form of numbers, and even if feedback is presented for improvement, it is only used for very micro purposes, such as improving teaching methods or developing teaching materials (Cece Hernia'wan. 1990).

The relationship between monitoring and evaluation with the quality of education can be described in the following diagram:

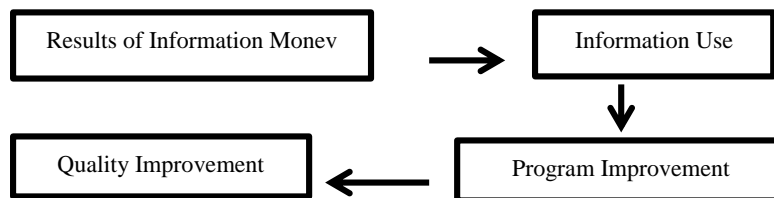


Figure 1. The relationship between monitoring and evaluation with the quality of education

In the chart above it appears that the results of monitoring and evaluation are in the form of information on various matters (curriculum, teachers, student achievement and so on). These data are also used for various purposes as stated in the previous section, including for the improvement and refinement of programs so that the quality of education is achieved. expected to increase.

Based on the statement above it is clear that the results of monitoring and evaluation in the form of information can diagnose the components that affect the improvement of education quality. Because of that, it's a good idea to pay attention to the indicators of quality and low-quality schools adapted from the views of several experts (Engkoswara, Yahya Umar, LIPD):

Quality School	Poor Quality School
1. Correct input	1. Input a lot
2. High morale	2. Implementation of casual work
3. High learning motivation	3. Relaxed learning activities
4. Proportionate use of costs, time, facilities, personnel	4. Wasteful use of resources
5. The trust of various parties	5. Less concerned about and from the environment
6. Qualified graduates	6. Graduates pulley results
7. Outputs that are relevant to community needs.	7. Unproductive output

In order to obtain appropriate, 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 attention so that the role of monitoring and evaluation is carried out. evaluation in improving the quality of schools to be more functional.

4. CONCLUSION

School management in order to guarantee the internal quality of schools is based on program planning, implementation of work plans, monitoring and evaluation, school leadership, and management information systems. The school develops a program plan starting from establishing a vision, mission, goals and work plans.

In its management, schools need monitoring and evaluation in order to achieve the goals of education so that the process can be carried out properly and to find out whether a school is progressing or not. Monitoring and evaluation generally produce information that can be used for decision making. Therefore, useful monitoring and evaluation is monitoring and evaluation which produces fast, precise, and sufficient information for decision making. Monitoring and evaluation standards that must be met and carried out by schools include: aspects of the supervision program, self-evaluation, evaluation and development, evaluation of the utilization of educators and education staff, and school accreditation.

Monitoring and evaluation of school management aims to obtain information that can be used for decision making. Monitoring results can be used to provide input (feedback) for improving the implementation of school management. While the evaluation results can provide information that can be used to provide input on all components of school management, both in terms of context, input, process, output, and outcome. Inputs from monitoring and evaluation results will be used for decision making.

5. REFERENCES

- [1] William N Dunn, (2003), Pengantar Analisis Kebijakan Publik (terjemahan), Yogyakarta, Gajahmada University pr
- [2] Suharsimi Arikunto, (1986), Pengolahan Kelas Dan Siswa Sebuah Pendekatan Edukatif, Jakarta, Rajawali
- [3] Soewardji Lazaruth, (1994), Kepala Sekolah Dan Tanggung Jawab, Salatiga, Kanisius
- [4] Nanang Fattah, (1996), Landasan Manajemen Pendidikan, Bandung, Remaja Rosdakarya
- [5] Nazir, Moh. (2009). Metode Penelitian. Bogor: Ghalia Indonesia.
- [6] Akdon dan Komariah, A. (2003). "Supervisi Pendidikan." Dalam Tim Dosen Jurusan Administrasi Pendidikan (2003). Pengantar Pengelolaan Pendidikan. Bandung: Jurusan Administrasi Pendidikan, Universitas Pendidikan Indonesia.
- [7] Soetisna D.A, (2000), Manajemen Sumber Daya Manusia, Bandung, DAS-IDS Manajemen consultan
- [8] Supriadie, D. (2000). Peran Pendidikan dalam Pengembangan Sumber Daya Manusia: Bahan Pelatihan untuk Kepala Sekolah, Pengawas, Kepala TU SLTP dan MTS se-Jawa Barat. Bandung: Proyek Peningkatan Pendidikan Dasar – Basic Education Project Jawa Barat.