Monitoring and Evalution Strategies In Education Units

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ABSTRACT

Along with the times and increasing needs to make business processes more complex, including in the field of education. Indicators of school success in carrying out its program are 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 control mechanism that is harmonious and fully embedded in system. Monitoring and evaluation aims to obtain information used for decision making. The results of monitoring will be used to provide guidance in the form of input (feedback), for improving program implementation, while the results of the evaluation can provide information that can be used to provide input for all components.

Keyword : Strategies; Education Units; Monitoring and Evaluation

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1.   INTRODUCTION

An educational unit or what we usually call a school is an institution or institution for learning and teaching as well as a place for receiving and giving lessons. 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. Monitoringm 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. From this definition and summary, of course, raises the question of how the school management system is and how to monitor and evaluate school management so that it can be used properly.The process of administering a school is a school management strategy in managing inputs in order to achieve the set goals (school output). The process of taking place at school is essentially the ongoing learning, namely the interaction between students and teachers supported by other devices as part of the learning process. The carrying capacity is a unit of action that creates a synergy in the teaching and learning process, namely:

Leadership processes that result in institutional decisions, staff motivation, and innovation dissemination. The management process that produces the rules of implementation, institutional management, program management, activity coordination, monitoring and evaluation. Law Number 25 of 2004 concerning the National Development Planning System mandates Control and Evaluation of the implementation of development plans. According to Government Regulation Number 39 of 2006, it is stated that monitoring is an activity of observing carefully a situation or condition, including certain behaviors or activities, with the aim that all input data or information obtained from the

results of these observations can become the basis for making decisions on action. what's next is needed. This action is required if the results of observations show that there are things or conditions that are not in accordance with what was originally planned. The purpose of monitoring is to observe/know developments and progress, identify problems and anticipate/solve them. The definition of evaluation according to the OECD states that evaluation is a process of determining the value or importance of an activity, policy or program. Evaluation is an objective and systematic assessment of an intervention that is planned, ongoing or completed. The things that must be evaluated are projects, programs, policies, organizations, sectors, thematics, and state assistance.

2.   RESEARCH METHOD
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 manipulation and quantitative	new information
Social Examination	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 attempts 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 those used to monitor policy inputs (time, money, effort, equipment) and policy processes (administrative, organizational and political activities and attitudes required for transformation. policy input into 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.

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

PERT	CPM
Probabilistik	Deterministik
Event oriented	Event oriented
Not based on experience	Based on experience
Multi time estimation	One time estimate

Diagram Gant (Agriculture-Based PBM Model Development)

Activity/Occupation	1	2	3	4	5	6	7	8	9	10	11	12
Programming.	→											
Socialization	→											
Teacher training	→											
Instrument Arrangement Monev	→											
Implementation			←								→	
Monitoring			←								→	
Evalution											←	→
Reporting											←	→

Schedulling Network
Te=A+4M+B
6
Te=Time Estimated
A= Optimisti Time
B= PessimisticTime
M= Most likely time

3. RESULTS AND DISCUSSION (10 PT)

Monitoring and evaluation is 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.

A. MONEY PROCESS

Monitoring and evaluation is carried out by following the steps, first carrying out activity planning activities, where the steps and procedures as well as the content components to be monitored and evaluated are properly prepared, secondly the implementation of the monitoring and evaluation activities themselves, and thirdly reporting the results of activities in the form of a written report as material for evaluation and feedback on the programs that have been carried out.

1. Planning Stage

Preparation is carried out by identifying the things to be monitored, what variables will be monitored and using which indicators are in accordance with the program objectives.

The details of the variables to be monitored must be clear first, and the boundaries and definitions must be clear. "Variables are characteristics of a person, an event or an object that can be expressed with different numerical data." (William N Dunn: 2000).

2. Implementation Stage

This monitoring is to measure teachers' skills in using teaching methods. After ensuring the correct definition of the variables being monitored and their indicators, carry out the monitoring. The indicators that are measured in terms of teaching preparation are:

a. There are general and specific learning objectives;
b. Appropriateness of choosing a method for the learning objectives that are arranged; Use of teaching facilities or media;
c. The suitability of the method with the media to be used;
d. There are evaluation stages and evaluation tools;
e. Appropriateness of methods with evaluation tools;
f. Appropriateness of evaluation with learning objectives;

Monitoring during the implementation of the learning program, the indicators and processes carried out are:

- Provisions and time management;
- The accuracy of the method used;
- There is an appropriate explanation for the use of the method; The use of media in accordance with the expectations of the method;
- Carry out learning evaluations,
- There is a follow-up of the program;

Post-program monitoring, namely monitoring after learning is complete. Of course this concerns the attitudes and actions of students related to learning objectives

3. Reporting Stage

Nanang Fattah (1996) suggests monitoring steps as shown in the following diagram.
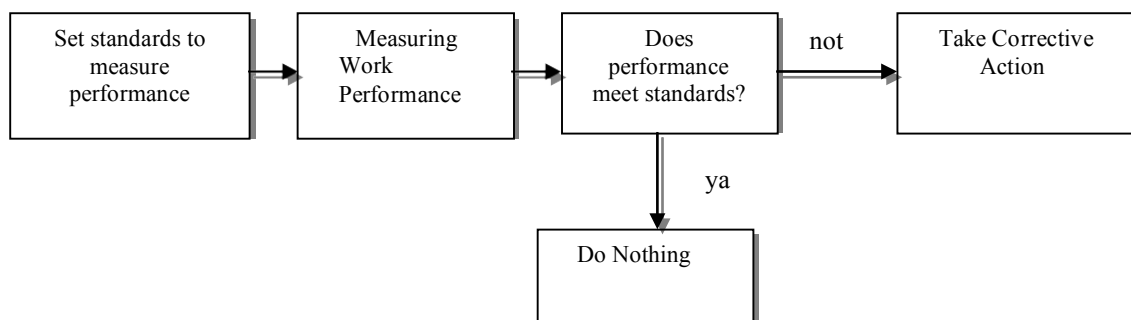
In the third step, namely determining whether the work performance meets predetermined standards and here there is an evaluation stage, namely measuring the activities that have been carried out with the standards that must be achieved. Furthermore, these findings were followed up and the results became a report on the program

B. Results of the objectives of Monitoring and Evaluation of Education Unit Management

Results of the objectives of Monitoring and Evaluation of Education Unit Management

1. carrying out the process of monitoring and evaluating the management of educational units, in the interest of making decisions, for example whether or not a good system, strategy or method will be used
2. Research on the evaluation of systematic data collection activities to assist decision makers. Evaluation researchers believe that the results of their work will benefit decision makers in making better decisions when compared to if no research is done properly To improve the program, program eligibility, the program is continued or terminated, changed or replaced.
3. Meanwhile, Suharsimi Arikunto & Cepi Safruddin (2004) stated that there are two types of evaluation objectives, namely specific objectives and general objectives. General objectives are directed at the program as a whole, 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,

4. CONCLUSION

The School management is based on program planning, work plan implementation, monitoring and evaluation, school leadership, and management information systems. Schools develop program plans 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.

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