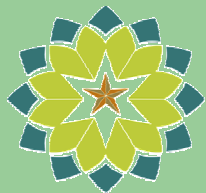# EDUCATIONAL SUPERVISION AND EVALUATION

SEMESTER II ACADEMIC YEAR 2023/2024

Prepared: In order to fulfill the Policy of the Postgraduate Director of UIN Sunan Gunung Djati Bandung Number. B-081/Un.05/I.1/PP.00.9/02/2024. Regarding Teaching Assignments for the Even Semester of the 2023/2024 Academic Year. February 5, 2024.

By: Prof. Dr. H. Ahmad. Rusdiana, Drs., MM.

**MASTER STUDY PROGRAM IN ISLAMIC EDUCATION MANAGEMENT S-2
STATE ISLAMIC UNIVERSITY POSTGRADUATE
SUNAN MOUNTAIN DJATI BANDUNG 2024**

AUTHOR'S INTRODUCTION

Recently, the quality of education has become a joint concern for both teaching staff, educational staff and the community. The ever-increasing expectations for the quality of education, not just sending schools, clearly requires a serious response through various activities and roles in the field of increasingly quality education, including in the field of supervision. This requires the need for educational supervision to be carried out on a quality basis, where the main orientation of the work is on how to carry out quality assurance through monitoring, evaluation and reporting, as well as following up by improving quality through empowerment activities of all members of the educational institution organization.

Controlling, control, or monitoring and evaluation in management is often referred to as the last basic function of management. This is because all basic management functions carried out will ultimately be monitored, controlled and evaluated so that they are in accordance with their objectives. Controlling has an important role in management because it plays a role in ensuring the achievement of the goals set in planning. Some cases that need to be controlled in an organization include tasks that are not completed, completion times that are not met, budget excesses, and various activities that deviate from the plans prepared. Thus, the controlling, controlling, or monitoring and evaluation function is an important aspect to ensure the management process runs well from upstream to downstream.

The concept of Islamic education management requires that all activities be carried out with Itqan. (precise, clear and complete'). Supervision is carried out both materially and spiritually, meaning that supervision does not only prioritize material matters, but also prioritizes spiritual matters. This is what significantly differentiates supervision in the Islamic concept from the secular concept which only carries out material supervision and does not involve Allah SWT as the main supervisor. Supervision in Islamic education has characteristics, including: material and spiritual supervision, monitoring not only managers, but also Allah SWT, using humane methods that uphold human dignity. With these characteristics, it can be understood that the implementers of various agreed plans will be responsible to their managers and Allah as the all-knowing supervisor. On the other hand, supervision in the Islamic concept prioritizes using a humane approach, an approach that is imbued with Islamic values.

Through this teaching material, it is hoped that readers can get an overview of the educational supervision management development model. Primarily for students, it can be a conceptual reference to be able to see in more detail the implementation and development of strategic management. We hope that the presence of this teaching material can provide inspiration and discussion, to solve, educate and become a solution to various educational development problems. In general, I hope this Hand Out will be useful for the benefit of the people and will be blessed by Allah SWT, Amen.
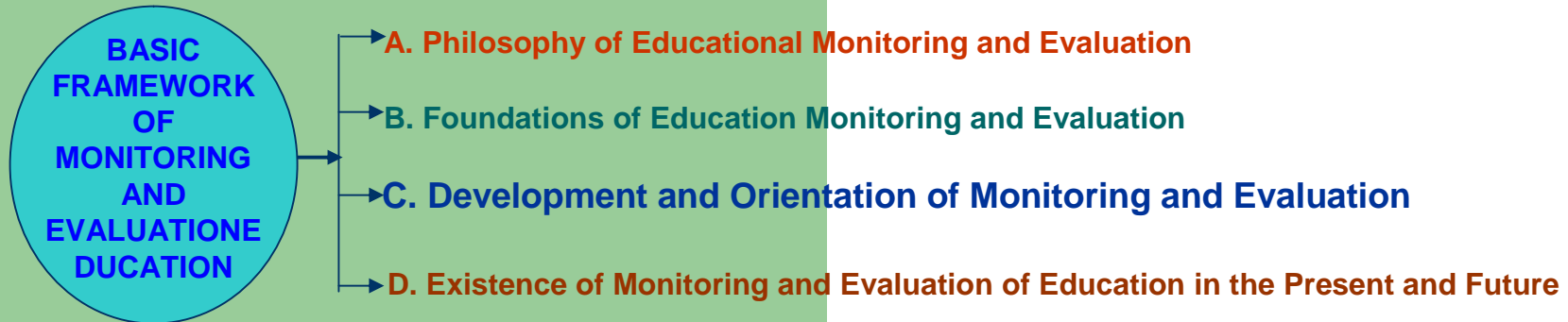
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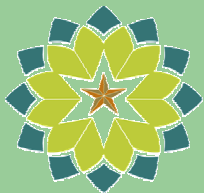
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i

LIST OF CONTENTS

BASIC FRAMEWORK OF MONITORING AND EVALUATIONEDUCATION

BASIC FRAMEWORK OF MONITORING AND EVALUATIONE DUCATION

A. Philosophy of Educational Monitoring and Evaluation

B. Foundations of Education Monitoring and Evaluation

C. Development and Orientation of Monitoring and Evaluation

D. Existence of Monitoring and Evaluation of Education in the Present and Future

By: A. Rusdiana

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SUNAN MOUNTAIN DJATI BANDUNG 2024

BASIC FRAMEWORK OF MONITORING AND EVALUATIONEDUCATION

A. Philosophy of Educational Monitoring and Evaluation

- Philosophically, Supervision and Evaluation is also called controlling and evaluating, namely examining and supervising all educational performance. Supervision aims to increase the motivation and achievement of educational institutions and with all members of the community and academics in accordance with their respective regulations and job descriptions, personnel carried out vertically and horizontally, namely superiors can make efforts to criticize their subordinates as well as subordinates can make efforts to criticize their superiors.

- Supervision or control and evaluation is needed to ensure the smooth running of educational organization activities in accordance with the policies, rules and regulations as well as management or procedures that have been determined by the supervisor, carried out as a preventive measure for various forms of deviation, leakage and waste, wastage in the use of time, funds, energy and means in order to achieve the effectiveness of specified activities and targets..

- Supervision in education means measuring the level of effectiveness of work, educational institutions and the level of efficiency in the use of educational resources in efforts to achieve educational goals.

B. Foundations of Education ……….

B. Foundations of Education Monitoring and Evaluation

In its implementation it has several foundations:

1. Theological Foundation

- In Islam, the supervisory function can be revealed in the verses in the Qur'an, Surah Al-Shof verse 61:

كَبُرَ مَقْتًا عِنْدَ اللَّهِ أَنْ تَقُولُوا مَا لَا تَفْعَلُونَ

- Meaning: "There is great hatred in the sight of Allah that you say what you do not do." (QS. Al-Shof verse [61]:3).

- In this context, control is one of Islam's concerns, in line with the word of Allah SWT. in QS. Al- Hasyr :18. "... إِنَّ اللَّهَ خَبِيرٌ بِمَا تَعْمَلُونَ ..."
- Meaning: "...Indeed, Allah knows what you do" (QS. Al- Hasyr [59]:18)

- Islamic teachings pay great attention to the form of supervision of oneself first before carrying out supervision of others. This is based, among other things, on the hadith of the Prophet Muhammad as follows:

حاسبوا أنفسكم قبل أن يحاسبوا ونوا أعمالكم قبل أن توزن (الحديث)

Meaning: Check yourself before checking others. Look at your work first before looking at other people's work. (HR. Tirmidhi: 2383).

2. Historical Foundation….

2. Historical Foundation

- Educational Monitoring and Evaluation activities first appeared at the beginning of the colonial era, namely around 1654, in the United States known as "The General Court of Chusetts Bay Colony" stated that city leaders were responsible for the selection and work arrangements of teachers, the movement can be considered as the forerunner to the birth of the most basic concepts for the development of modern.

- Education Monitoring and Evaluation.- Then in 1709, in Boston, a committee of laymen visited schools to determine the use of teaching methods by teachers, the abilities of students, and formulate efforts to promote good teaching and school organizations.

- The term Educational Monitoring and Evaluation has only recently become known in the world of education in Indonesia, it is estimated that it appeared in the early 60s, or in the last two decades. "The introduction of the term Educational Monitoring and Evaluation was in line with the introduction of educational administration courses at several IKIPs in Indonesia, which was then followed by the adoption of educational administration as a subject and exam material at SGA/SPG in the 1965-196 academic year."

4

3. Juridical Foundation…..

3. Juridical Foundation

The juridical basis that forms the basis for the importance of educational monitoring and evaluation activities at the educational unit level is explained as follows:

- Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System: that the national education system must be able to guarantee equal distribution of educational opportunities,
- Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers: That to ensure expansion and equal distribution of access, improvement of quality and relevance, as well as good governance and educational accountability that is able to face challenges in accordance with the changing demands of local, national and global.
- The supervisor's position became increasingly important after the law was issued. Number 20 of 2003 concerning the National Education System;
- PP Number 19 of 2005 concerning National Education Standards;
- PP Number 38 of 2007 concerning the Division of Authority between the Government, Provincial Government and Regency/City Government;

5

C. Development and Orientation of Monitoring and Evaluation

1. Monitoring and Evaluation of Education in the Revolutionary Era of the 16th-17th Century-Supervision and Evaluation of Education: Education during the Protestant revolution around 1600 had its own objectives in accordance with the conditions at that time. Supervisors are given the task by education managers to help produce experts who are able to hold sacred disputes with Catholic philosophers and theologians.

2. Supervision was known in the 18th century- In the 18th century, knowledge in the field of teaching research methodology was given the task of supervising schools only, but in the 19th century its position had increased. They are officially called school supervisors. They are generally employees of the education supervisory office, which in Indonesia can be equated with the representative office of the education and culture department, both at the provincial, district and sub-district levels. This is because they have now developed into professional people. Thus, educational monitoring and evaluation in the 19th century was professional in nature.

3. Educational Supervision in the 19th century- With the large number of new schools established in the 19th century, these senior/professional school supervisors and principals were unable to carry out their duties in so many schools. Finally, Educational Monitoring and Evaluation is handed over to school principals, but their main task remains to take care of administration and enforce discipline, while supervision is the final task. The term Supervision and Evaluation of Scientific and Humane Education emerged.

6

D. Existence of Monitoring and Evaluation of Education in the Present and Future

1. **Characteristics** of the Principles of Educational Supervision and EvaluationIn principle, educational monitoring and evaluation has dynamic and democratic characteristics that reflect the vitality of a meaningful understanding of leadership. Furthermore, the characteristics of modern educational monitoring and evaluation are said to be as follows: (1) Creating and maintaining satisfactory. (2) Democratic, (3) Compressive.

2. **Comparison of traditional** educational monitoring and evaluation with modern educational monitoring and evaluationMark made a comparison of traditional Educational Monitoring and Evaluation with modern Educational Monitoring and Evaluation which he quoted from Burton and Brueckner: (1) inspecting, (2) teacher-centred, (3) visiting and discussing, (4) simple planning, (5) caught and authoritarian and (6) usually one person. Modern supervision is (1) pragmatic and analytical, (2) focused on objectives, materials, techniques, teachers, students and the environment, (3) carrying out a variety of functions, (4) clear planning and organization with specific objectives, (5) motivating and working together,

3. **Future supervision.** If this is the case, then the supervisor will be among the State apparatus and as a professional. Therefore, it is recommended that the supervisor's role be as follows: (1) As an intermediary in conveying the interests of students, parents and school programs to the government and other bodies (2) Monitoring the use and results of learning resources. (3) Planning programs for the new educational population. (4) Developing new programs for new positions that may emerge (4) Combining programs proposed by government, trade and industry (5) Assessing and improving understanding of lifestyle (6) Selecting innovations that are consistent with the future.

7

BASIC CONCEPTS OF EDUCATIONAL SUPERVISION AND EVALUATION

BASIC CONCEPTS OF EDUCATIONAL SUPERVISION AND EVALUATION

A. Understanding Educational Monitoring and Evaluation

B. Objectives of Educational Monitoring and Evaluation

C. Educational Monitoring and Evaluation Function

D. Objects, Subjects and Targets of Educational Supervision & Evaluation

By: A. Rusdiana
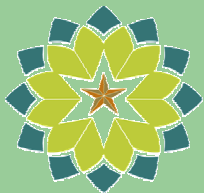
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STATE ISLAMIC UNIVERSITY POSTGRADUATE
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BASIC CONCEPTS OF EDUCATIONAL SUPERVISION AND EVALUATION

A. Understanding Educational Monitoring and Evaluation

- Monitoring and evaluation is an urgent part of its existence, because "every implementation of an educational program requires monitoring or supervision as a series of educational management activities". Responsible oversight of the program's effectiveness. Therefore, supervision must examine whether or not there are conditions that will enable the achievement of educational goals. Daryanto, emphasized that also called supervision, is "a coaching activity that is planned to help teachers and school employees carry out their work effectively". .

- Ralph Tyler in Rusdiana calls it "program evaluation, is the process of finding out what the educational goals are". There are three terms that are often used in evaluation, namely test, measurement, and assessment. (test, measurement, and assessment).

B. Objectives of Educational ....

B. Objectives of Educational Monitoring and Evaluation

• **Silalahi (in Sadikin et al.),** states that the objectives of controlling include the following: 1) Prevent deviations from achieving planned goals. 2) So that the work process is in accordance with the procedures that have been outlined or established. 3) Prevent and eliminate obstacles and difficulties that will, are or may occur in the implementation of activities. 4) Prevent irregular use of resources e. Prevent abuse of authority and position.

• **Hamalik, Oemar** (Suarga), stated that there are also several evaluation objectives for educational evaluation, namely as follows: 1) Assessing the achievement of goals. 2) Measuring various aspects of learning. 3) Motivate student learning. Evaluation must also be able to motivate student learning. 4) Use the evaluation results as the basis for curriculum changes. 5) Determine the follow-up to the assessment results.

Essentially the aim of educational monitoring and evaluation

1) As an activity to improve the quality of education 2) It is a trigger or driving force for changes in elements related to education 3). Increasing the ability of educational human resources in terms of leading and guiding and providing educational activities

11

C. Educational Monitoring and Evaluation Function

- **Sadikin et al.:** confirms that; "Controlling or supervision and control is a process whose function is to continuously observe the implementation of activities in accordance with the work plan that has been prepared and make corrections if they occur. This means that controlling will also take corrective action so that the various management processes of an organization run in accordance with the plans that have been applied" .

- **Sukardi in Suarga:** states that there are several things that are no less important than the evaluation function: 1) Evaluation functions selectively; By conducting an evaluation, teachers can select their students with the aim of selecting students who can be accepted at a particular school, selecting students who can move up to class, selecting students who should receive scholarships, or selecting students who have the right to graduate. 2) Evaluation of diagnostic function. If the tools used in the evaluation meet the requirements, then by looking at the results, the teacher will be able to find out the student's weaknesses and the causes of the student's weaknesses. 3) Evaluation functions as a placement. To be able to determine with certainty which group a student should be placed in, an evaluation activity is used. A group of students who have the same evaluation results will be in the same group in learning. 4) Evaluation functions as a measurement of success to avoid making wrong choices in determining majors. And in this way, wasted costs can also be avoided due to inappropriate choices.

The Essence of the Educational Supervision Function :

1) To assess whether management controls are adequate and implemented effectively; 2) assess whether the report produced has described actual activities accurately and precisely; 3). assess whether each unit has implemented the policies and procedures for which it is responsible; 4) To examine whether activities have been carried out efficiently; 5) To examine whether the activities have been implemented effectively, namely achieving the stated objectives.

D. Objects, Subjects ……..

12

D. Objects, Subjects and Targets of Educational Supervision & Evaluation

1. Objects of Educational Monitoring and Evaluation

- **Talking about evaluation** objects means talking about everything that is the central point of observation in national education evaluation referring to the classification carried out by Binjamin S. Bloom which divides assessment objects into three domains, namely the cognitive domain, affective domain and psychomotor domain.

2. Subject of Educational Monitoring and Evaluation

- What is meant by evaluation subject here is the person who carries out the evaluation work. Who can be called an evaluation subject for each test is determined by the assignment rules or applicable provisions. for example is as follows: 1) To carry out evaluations regarding learning presentations or achievements, the subject of the evaluation is the teacher. 2) To carry out a personality evaluation using a standardized measuring instrument, the subjects are psychologists.

3. Targets of Education Monitoring and Evaluation

Based on the Regulation of the Minister of PAN and RB No. 21 of 2010 article 5 states that: "The main duties of School Supervisors are to carry out academic and managerial supervisory duties: 1) Targets of academic supervision The target of academic supervision is teacher performance in learning. Academic supervision includes graduate competency standards, content standards, process standards and assessment standards. 2) Managerial supervision targets The target of managerial supervision is the performance of the school principal in managing the educational unit he leads. In accordance with National Education Standards (SNP). Managerial supervision includes education personnel standards, facilities and infrastructure standards, management standards, and financing standards.

13

Part: 3

DIMENSIONS, TYPES, CHARACTERISTICS, PRINCIPLES AND SCOPE OF EDUCATIONAL SUPERVISION AND EVALUATION

DIMENSIONS, TYPES, CHARACTERISTICS, PRINCIPLES AND SCOPE OF EDUCATIONAL SUPERVISION AND EVALUATION

A. **Dimensions of Educational Monitoring and Evaluation**

B. **Types and Characteristics of Educational Monitoring and Evaluation**

C. **Principles of Educational Monitoring and Evaluation**

D. **Scope of Educational Supervision and Evaluation Management**

By: A. Rusdiana
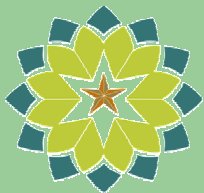
MASTER STUDY PROGRAM IN ISLAMIC EDUCATION MANAGEMENT S-2
STATE ISLAMIC UNIVERSITY POSTGRADUATE
SUNAN MOUNTAIN DJATI BANDUNG 2024

A. Dimensions of Educational Monitoring and Evaluation

In essence, educational Supervision and Evaluation has an important role in the implementation of education in each school and also in improving the quality of education in each school as the essence of supervision. There are 4 dimensions, namely:

1. **Support Dimensions;** This dimension refers to the nature of supervisory activities carried out by supervisors in supporting the school to evaluate itself in actual conditions.

2. **Trust Dimensions;** This dimension refers to the nature of supervisory activities carried out by supervisors in giving educational stakeholders trust by describing a better and more promising profile of future school dynamics.

3. **Challenge Dimension;** Supervision activities carried out by supervisors in providing school development challenges to educational stakeholders in schools.

4. **Networking and Collaboration Dimensions;** This dimension refers to the nature of supervisory activities carried out by supervisors where supervisors themselves must be able to develop networks and collaborate between educational stakeholders and all other educational components in order to increase the productivity, effectiveness and efficiency of education in schools.

16

B. Types and Characteristics ....

B. Types and Characteristics of Educational Monitoring and Evaluation

1. Types/forms of Educational Supervision

Types/forms of Educational Supervision Krisnandi et al., differentiate controlling or control into several types based on certain contexts which will be explained in the explanations below. In terms of focus, control can be divided into preliminary, concurrent and feedback control:

a. Preliminary Control This control is carried out to ensure that before the start of the activity, all the resources needed for the activity have been budgeted, so that if the activity is actually carried out, the resources are already available. The budget is usually used for employment purposes or other purposes related to supporting certain production facilities.

b. Simultaneous Control (Concurrent Control) Joint control plays the role of monitoring the course of operational activities to ensure that objectives are being realized. Joint control is implemented through supervisory activities from managers, namely by ensuring that work is carried out in a manner determined by company policies and procedures.

c. Feedback Control Feedback control systems tend to focus on final results as a basis for improvement for future actions. For example, a company's financial reports are used to assess the feasibility of historical results and determine the desire to change resource acquisition or operational activities in the future. Meanwhile, it is seen based on the object, control

17

a. **Classification is seen from its function;** The classification of types of educational evaluation, seen from their function, includes 4 types: (1) Formative evaluation, namely evaluation that determines the level of student mastery and determines the parts of the task that have not been properly mastered. (2) Summative evaluation, namely a general assessment of the overall results of the teaching and learning process carried out at the end of each integrated teaching and learning period. (3) Diagnostic evaluation is an assessment that focuses on the teaching and learning process

b. **Classification is seen in terms of Implementation Time;** divided into 2 types, namely: (1) Formative Evaluation is an evaluation carried out during implementation and focuses on priority programs through improving implementation goals. (2) Summative, namely evaluation that is applied when the implementation and focus on a priority program has been completed.

c. **Classification is seen in terms of its objectives; divided into 4 types including:** (1) Formulation Evaluation, namely evaluation that can be carried out by reviewing the formulation to see whether the formulation related to the preparation of policies or activities has been prepared using appropriate methods. (2) Type of Process Evaluation is an evaluation that can be carried out to find out whether priority activities are in accordance with the objectives set. (3) Cost Evaluation Activities are evaluations aimed at finding out whether priority costs in order to achieve the objectives have been determined. (4) Impact Evaluation is an evaluation that can examine the influence and benefits provided by previously agreed priority programs.

18

3. Characteristics of Educational Monitoring and Evaluation

a. An effective control system has the following characteristics: (1) Accurate (2) Economically Realistic (3) On Time (Timely) (4) Organizationally Realistic (5) Focused on Strategic Control (6) Coordinated with the organization's work flow (7) Objective and Comprehensive (8) Flexible (9) Accepted by Organization Members.

b. There are 8 characteristics of evaluation: (1) program evaluation activities do not deviate from the rules that apply to research in general. (2) In carrying out program evaluation, researchers must think systematically, namely viewing the program being studied as a unit. (3) In order to know in detail the condition of the object being evaluated, it is necessary to identify components that act as determining factors for the success of the program. (4) Using standards, (5) Conclusions or program evaluation results are used as input for a predetermined policy or program plan. (6) So that the information obtained can describe real conditions in detail to find out which parts of the program have not been implemented. (7) Standards, criteria or benchmarks are applied to indicators, (8) The results of program evaluation must be able to prepare detailed and accurate recommendations so that appropriate follow-up actions can be determined.

Essence of Characteristics of Educational Supervision and Evaluation

Purwanto explained that the meaning of supervision and evaluation contains 3 (three) aspects which are the emphasis, as follows:

1) Kegiatan pengawasan dan evaluasi merupakan proses yang sistematis. Ini berarti bahwa evaluasi merupakan kegiatan yang terencana dan dilakukan secara berkesinambungan. Evaluasi bukan hanya merupakan kegiatan akhir atau penutup dari suatu program tertentu, melainkan merupakan kegiatan yang dilakukan pada permulaan, selama program berlangsung dan pada akhir program setelah program itu dianggap selesai.

2) Di dalam kegiatan pengawasan dan evaluasi diperlukan berbagai informasi atau data yang menyangkut objek yang sedang dievaluasi. Berdasarkan data itulah selanjutnya diambil suatu keputusan sesuai dengan maksud dan tujuan pengawasan dan evaluasi yang sedang dilaksanakan. Ketepatan keputusan hasil pengawasan dan evaluasi sangat bergantung kepada kesahihan dan objektivitas data yang digunakan dalam pengambilan keputusan.

3) Setiap kegiatan pengawasan dan evaluasi tidak dapat dilepaskan dari tujuan-tujuan yang hendak dicapai. Tanpa menentukan atau merumuskan tujuan tujuan terlebih dahulu, tidak mungkin menilai sejauhmana pencapaian hasil. Hal ini adalah karena setiap kegiatan penilaian memerlukan suatu kriteria tertentu sebagai acuan dalam menentukan batas ketercapaian objek yang dinilai.

C. Principles of Educational…

C. Principles of Educational Monitoring and Evaluation

Effective supervision has two main principles, namely: "the existence of a certain plan and the provision of instructions and authority to subordinates". A certain plan is an indicator of whether the work implementation is successful or not. Meanwhile, instructions and authority must be given to subordinates because based on this, it can be seen whether subordinates have carried out their duties well

Apart from these two main principles, a controlling or evaluation system must also pay attention to the following principles:

1. Comprehensive;
2. Comparative.
3. Continuity or continuity
4. Objective
5. Valid;
6. Functional.
7. Diagnostics

D.Scope and Process of Educational Monitoring and Evaluation Management

1. Scope of Education Monitoring and Evaluation

The scope of evaluation supervision and educational supervision is all aspects of capabilities related to the administration of a school. Bafadal emphasized that the scope of educational supervision includes the scope of supervision in a school, namely: supervision in the areas of curriculum, student affairs, personnel, facilities and infrastructure, finance, public relations and administration.

2. Process and Procedures for Education Monitoring and Evaluation

Manullang memadang bahwa untuk kegiatan pengawasan maka diperlukan beberapa tahapan ataupun langkah dari pengawasan tersebut

1. **Menetapkan alat pengukur (standard);** Dalam mengukur atau menilai pelaksanaan pekerjaan bawahan maka seorang pimpinan harus mempunyai standard dalam mengukur evaluasi kinerja bawahan.

2. **Mengadakan penilaian (evaluasi);** Untuk melakukan sebuah proses pengawasan maka penilaian atau evaluasi sangat penting dalam proses pengawasan, dengan menilai atau mengevaluasi dimaksud dapat membandingkan hasil pekerjaan bawahan (actual result) dengan alat pengukur (standard) yang sudah ditentukan sebelumnnya.

3. **Mengadakan tindakan perbaikan (correctiveation);** Untuk dapat melaksanakan tindakan perbaikan maka pertama-tama harus dianalisa apa pnyebab terjadinya perbedaan, bila pimpinan sudah menetapkan dengan pasti sebab terjadinya penyimpangan barulah diambil tindakan perbaikan atau evaluasi.
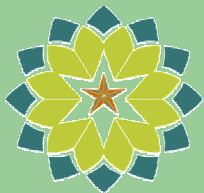
21

Part: 4

MODELS, DESIGNS FOR EDUCATIONAL MONITORING AND EVALUATION

MODELS, DESIGNS FOR EDUCATIONAL MONITORING AND EVALUATION

- Concept Model for Monitoring & Evaluation of Educational Programs
- Classification of Educational Program Evaluation Models
- Education Supervision Evaluation Model based on Mining
- Program Evaluation Approach, Design, and Procedures

By: A. Rusdiana

A. Concept Model for Monitoring & Evaluation of Educational Programs

1. Definition of the Educational Monitoring and Evaluation Model

A model is a pattern (example, reference, variety) of something that will be created or produced. Several experts define models for monitoring and evaluating educational programs, including:

- **An evaluation model is a general design or pattern for conducting evaluations created by evaluation experts. An evaluation model is "a general design or pattern for conducting evaluations created by experts or evaluation experts" not specifically referring to one particular source. This definition is more the result of a synthesis of various sources that discuss program evaluation and evaluation models. used.**

- **According to Tyler "supervision/evaluation is the process of finding out whether educational goals have been realized". Furthermore, according to Cronbach and Stufflebeam "monitoring/evaluation is an effort to provide information to be conveyed to decision makers".**

- **Taypnapis (Rusdiana), emphasized that an evaluation model is "an evaluation design model created by experts or evaluation experts who are usually named the same as the manufacturer or stage of manufacture": These models are considered standard models or can be said to be standard brands of the maker.**

In short, the monitoring/evaluation model is a process of collecting scientific data or information whose results can be used as consideration for decision makers in determining educational policy alternatives.

24

2. Aims of the Educational ……….

2. Aims of the Educational Monitoring and Evaluation Model

Bulhayat explained that the evaluation monitoring model guidelines are a determining tool in achieving the quality of a program:

a. The Evaluation Monitoring Model is useful for supporting the achievement of program quality which is the responsibility of educational institutions.

b. The Evaluation Supervision Model is useful as a medium in efforts to maintain the quality of learning programs through the role of an effective evaluation function.

c. The Evaluation Supervision Model is a guide in the implementation of educational institutions and functions as an assessor and measurer of the level of success of a program, including efforts to improve a program, so that evaluation becomes important as a basis for subsequent decision making.

3. Functions of the Educational Monitoring and Evaluation Model

The important role of educational monitoring and evaluation models or designs is very necessary in efforts to maintain the quality of learning in educational institutions:

a. Plans that have been determined;
b. Orders regarding the implementation of work (Performance);
c. Goals, (Gool) that have been set;
d. Predefined policies.

4. Accuracy of Determining the Program Evaluation Model

The meaning of the accuracy of the evaluation model for the program being evaluated means that there is an expectation of a close link between the program evaluation and the type of program being evaluated. According to the form of activity, this program is divided into three, namely (a) processing program, (b) service program, and (c) general program.

B. Classification of Educational Program Evaluation Models ………

Part: 4

B. Classification of Educational Program Evaluation Models

Kaufman and Thomas (Suharsimi and Abdul Jabar), differentiate the classification of evaluation models into seven, namely:

1. **Goal Oriented Evaluation Model, developed by Tyler.**
2. **Goal Free Evaluation Model, developed by Scriven.**
3. **Formative Summative Evaluation Model, developed by Michael Scriven.**
4. **Countenance Evaluation Model, developed by Stake.**
5. **Responsive Evaluation Model, developed by Stake.**
6. **CIPP Evaluation Model, developed by Stufflebeam.**
7. **Discrepancy Model, developed by Provus.**

Next is called the processing program, shown in the following picture:
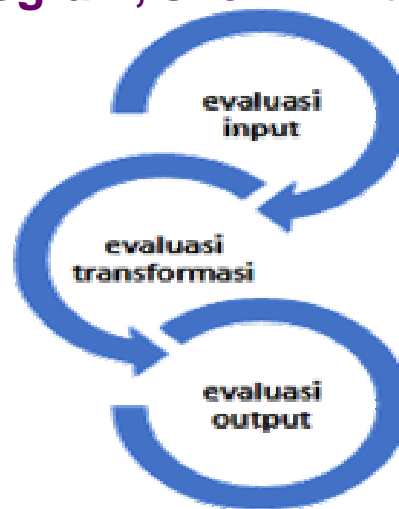

Figure 4.1: Process Diagram for Processing Program Evaluation
Source: Suharsimi & Abdul Jabar (Helda Kusumam et al, 2022)

C. Education Supervision Evaluation Model based on Mining ……

Apart from the various model classifications above, Sudjana and Ibrahim group educational evaluation models based on their development into 4 groups, namely:

1. **Measurement Model:** This model is considered the oldest model in the history of evaluation and is widely known in the educational evaluation process. The evaluation figures who are seen as the developers of this model are R. Thorndike and R.L. Ebel. As the name suggests, this model really emphasizes the role of measurement activities in carrying out the evaluation process. Measurement is seen as a scientific activity and can be applied in various problem areas, including the field of education.

2. **Congruence Model;** This second model can be seen as a reaction to the first model. Evaluation figures who developed this model include Raph W. Tyler, John B. Carroll, and Lee J. Cronbach. According to this model, evaluation is nothing more than an attempt to check the congruence between the desired educational goals and the learning outcomes that have been achieved. The evaluation results obtained are useful for improving the student guidance system and for providing information to parties outside education regarding the results that have been achieved.

3. **Educational System Evaluation Model;** This third model is a reaction to the two previous models. Evaluation figures who are seen as developers of this third model include Daniel L. Stufflebeam, Michael Scriven, Robert E. Stake and Malcolm M. Provus. Evaluation according to this model is intended to compare the performance of various dimensions of the system being developed with a number of certain criteria, to ultimately arrive at a description and judgment regarding the system being assessed.

4. **Illuminative Model;** This fourth model was developed as a reaction to the first two evaluation models, namely measurement and congruence. This model was developed mainly in England and is widely associated with approaches in the field of anthropology. One of the most prominent figures in his efforts to develop this model is Malcolm Parlett. The purpose of evaluation according to this model is to conduct a careful study of the system in question. The evaluation results reported are more descriptive and interpretive, not measurements and predictions.

D. Program Evaluation Approach, Design, and Procedures ……………..

D. Program Evaluation Approach, Design, and Procedures

1. Educational Program Evaluation Approach Paradigm

Many evaluation model approaches put forward by experts group program evaluation models into three groups, namely models;

a. **Quantitative evaluation:** consisting of the Tyler model, the Horfil Tyler and Maquire model, the Alkin systems approach model, the Scriven's Formative-Sumative Evaluation Model; 1) CIPP Model (Sufflebeam); 2) CSE-UCLA Model; 3) Stake's Countenance Stake Model; 3) Sciven's Goal Free Model; 3) Stake's Responsive Model".

b. **Qualitative evaluation model:** There are three qualitative evaluation models, namely as follows: 1) Case Study Model; The case study model evaluation focuses its attention on curriculum development activities in one educational unit. 2) Illuminative Model; This model is based on the social anthropology paradigm. This model also pays attention not only to the class where a curriculum innovation is implemented.

c. **Combined model**: This model allows comparison of more than one curriculum and simultaneously the success of each curriculum is measured based on specific criteria for each curriculum. In principle, the selection of the evaluation model to be used depends on: (1) the objectives and research questions; (2) data collection methods; and (3) the relationship between the evaluator and the administrator, looking at the evaluation, the individuals in the program and the organization that will be evaluated.

2. Program Evaluation Design

Program evaluation designs that use a qualitative approach are somewhat different from qualitative research designs. It is known to many people that qualitative research has the characteristic of being flexible in its data collection methods and during the process the researcher is biased in developing the data to the extent that it is still in the context of exploring information that can later be used to build new theories. Meanwhile, in program evaluation "what information will be collected has been determined at the beginning of the design determination and as far as possible when collecting information there is no expansion of the search for information by looking for the saturation point of the researcher's decision in collecting information"

3. Qualitative Approach Program Evaluation Procedure ....

3. Approach Program Evaluation Procedure

a. The Quantitative Evaluation Procedure uses a more detailed quantitative approach in chart form:

```
┌─────────────────────────────┐
│ Determining Evaluation      │
│ Focus (mortgage question)   │
└─────────────────────────────┘
              │
              ▼
┌─────────────────────────────┐
│ Determine how to collect    │
│ data (tests, observation    │
│ sheets, invention sheets,   │
│ performance tests)          │
└─────────────────────────────┘
              │
              ▼
┌─────────────────────────────┐
│ Instrument:                 │
│ Preparation of instruments, │
│ validity & reliability      │
│ testing                     │
└─────────────────────────────┘
              │
              ▼
┌─────────────────────────────┐        ┌──────────────────────────┐
│ Data processing             │        │ Displaying research      │
│ (statistical tests)         │ ──────▶ │ results (graphs,         │
│ t-test-chi-square,          │        │ diagrams, pictures)      │
│ correlation test, anova     │        └──────────────────────────┘
└─────────────────────────────┘                    │
                                                    ▼
                                        ┌──────────────────────────┐
                                        │ Membuat Kesimpulan       │
                                        └──────────────────────────┘
```
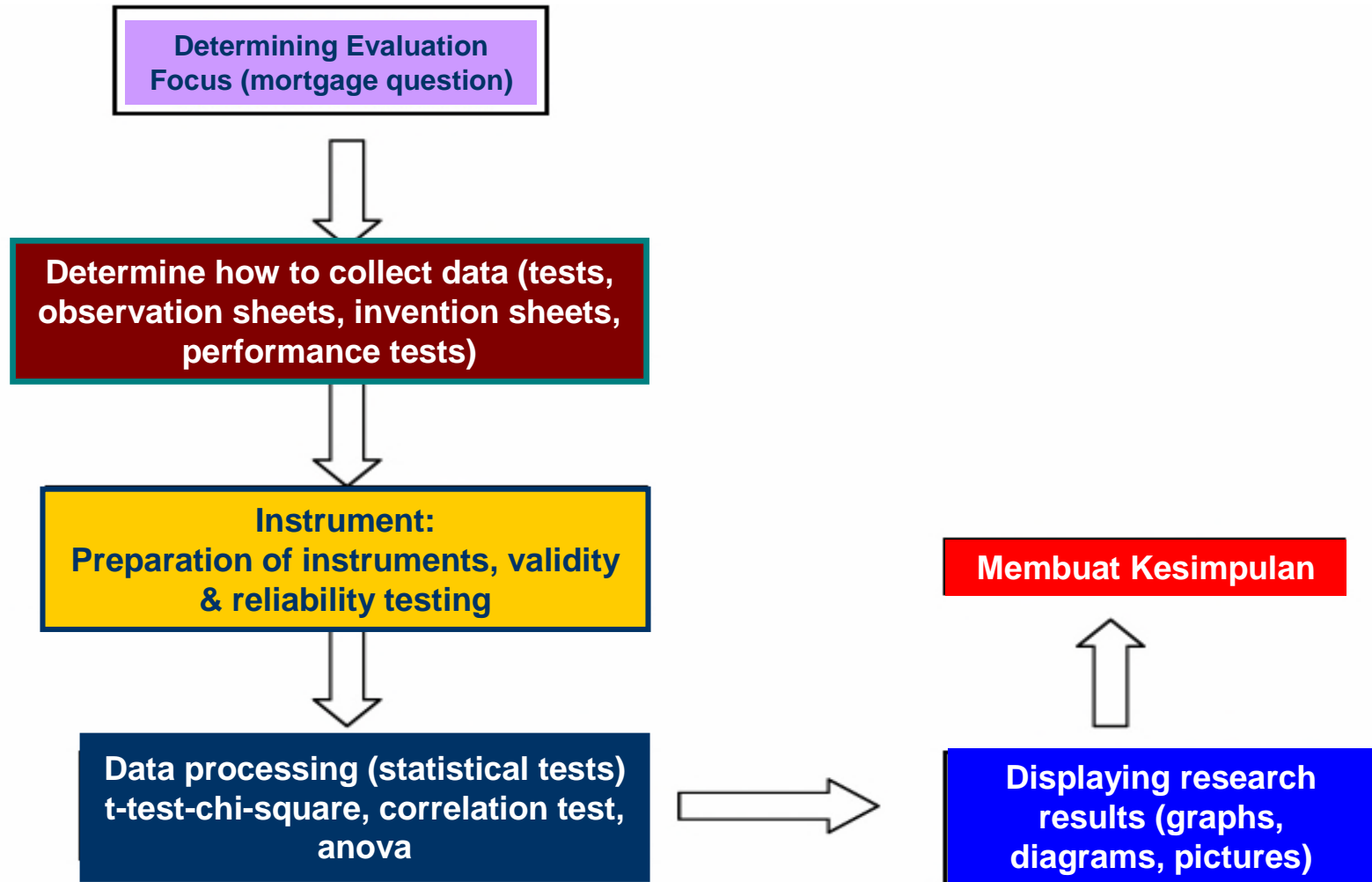
Figure: 4.1. Stages of Program Evaluation Using a Quantitative Approach
Source: (Royse, David et al, 2010);

b. Program evaluation procedures that use a more detailed qualitative approach in chart form:

Determining the Evaluation Focus

↓

Menetukan Unit Analisis

↓

Menjajagi Aksesibilitas

↓

Determine how to collect data

→

Determine how to analyze the data

↑

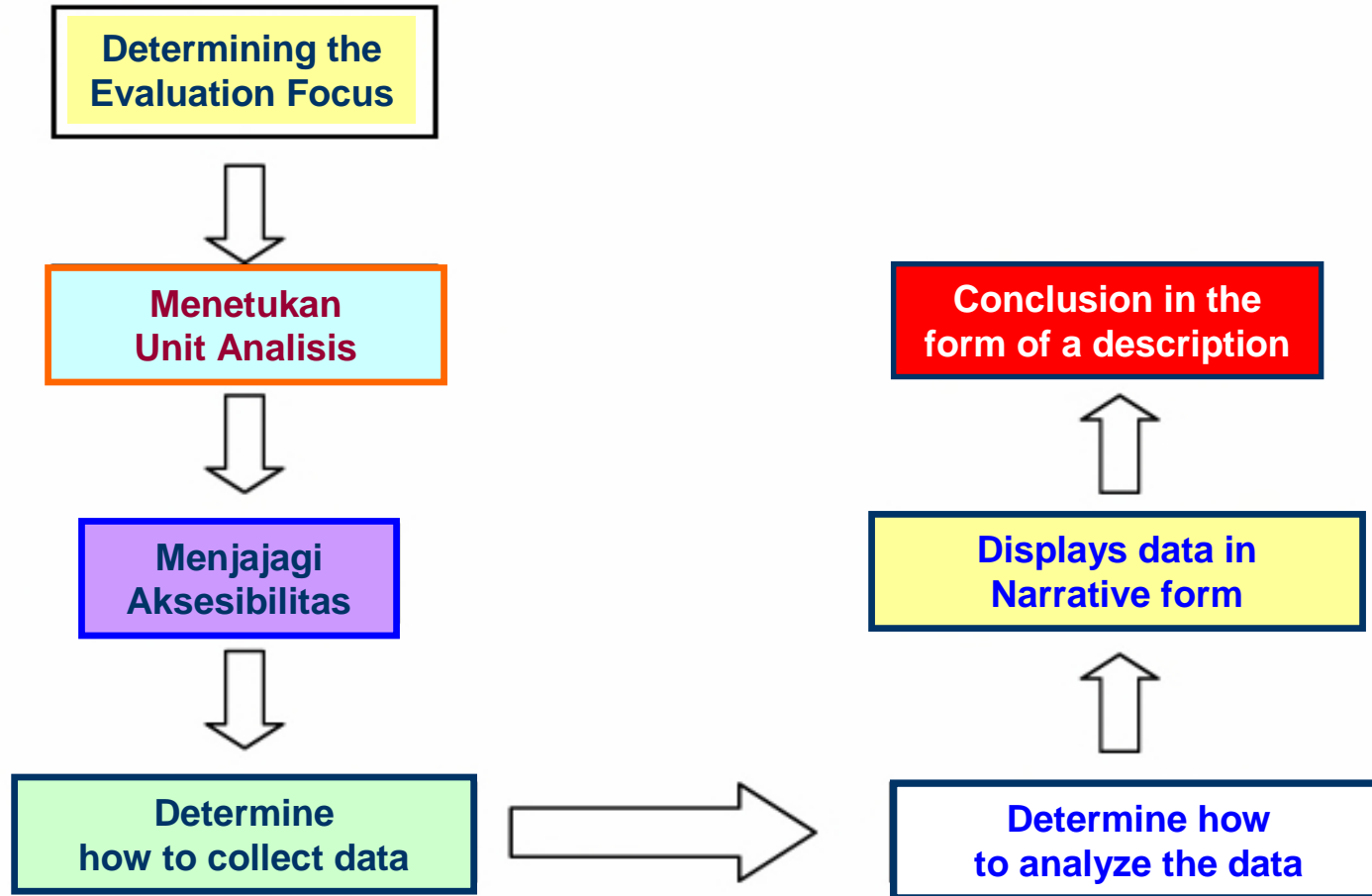Displays data in Narrative form

↑

Conclusion in the form of a description

Figure: 4.2. Program Evaluation Stages Using a qualitative Approach
Source: (Royse, David et al, 2006);

4. Educational Program Evaluation Plan

In every important and scientific activity there should be a design that is related to the evaluation model. The evaluation design is made based on the model that has been chosen. The things included in the evaluation plan are:

a. **Activity title Mention** the main content of the evaluation activity which includes the name of the activity, what program is being evaluated (or part of the program), and can also include the model used and mention the unit and location of the program.

b. **Reason for carrying out the evaluation.** Explain the existence of policies regarding the program that is the target object.

c. **Objective There are two types of goals, general and specific.** The specific objectives state in detail the targets that must be achieved in the evaluation

d. Evaluation questions Formulate several questions that will be answered through evaluation activities.

e. **Methodology used.** Explains the evaluation target objects resulting from the identification of program components and indicators, data sources and methods used, instruments used as a complement to data collection methods.

f. **Work procedures and activity steps.** Based on the title of this material, there are two things that need to be understood, namely; work procedures and work steps. 1) Design for processing program; The main characteristic of a processing program is that there are components that can be classified as raw materials and inputs that are processed in a transformation as a processing tool, and strive to produce high quality output. 2) Evaluation design for service programs. 3) Design for general programs.

INSTITUTIONAL SUPERVISION AND EVALUATION OF EDUCATION

By: A. Rusdiana

INSTITUTIONAL SUPERVISION AND EVALUATION OF EDUCATION

- **Basic Concepts of Educational Supervision Institutions**
- **Institutional Capacity for Education Monitoring&Evaluation**
- **Main Duties, Functions and School Supervisors**
- **Powers, Rights and Activities of School Supervisors**

MASTER STUDY PROGRAM IN ISLAMIC EDUCATION MANAGEMENT S-2
STATE ISLAMIC UNIVERSITY POSTGRADUATE
SUNAN MOUNTAIN DJATI BANDUNG 2024

A. Basic Concepts of Educational Supervision Institutions

1. Understanding Institutional Supervision of Education

Institutions have a broad meaning, that is, apart from including the definition of organization and the rules of the game or rules of behavior that determine patterns of action and social relations, it also includes social unity which is a concrete manifestation of the institution. Anantanyu, Institutions are "rules in a community group or organization that facilitate coordination between its members to help them in the hope that each person or organization can achieve common goals.

Thus, the educational supervision institution is the rules and guidelines as a guide used by educational supervisors to regulate relationships that are mutually binding or interdependent with each other. Institutional arrangements can be determined by several elements of operational rules to regulate the use of resources, collective rules to determine enforcing the law or rule itself and to change operational rules and regulate organizational authority relationships.

2. Goals and Functions of Educational Supervision Institutions

Educational Supervision Institutions are social institutions whose aim is to fulfill basic human needs. Social institutions have several functions, including the following:

a. As a guide for community members in their behavior or attitude to face problems in society, especially those involving human needs,

b. As a guardian for the integrity of society.

c. Becomes a guideline in the social control system for the behavior of community members.

34

3. Institutional Characteristics of Educational Supervision …

3. Institutional Characteristics of Educational Supervision

Soekanto explained the main characteristics that differentiate social institutions from other conceptions:

a. It is the organization of thought patterns that are realized through community activities and their results,
b. Having a certain eternity,
c. Having one or more specific goals,
d. Having symbols that symbolically describe the goal,
e. Having the tools to achieve certain goals,
f. Have written or unwritten traditions.

4. Educational Evaluation Monitoring Institutions

Monitoring Institutions; a) Ministry of Education and Culture; b) District/City Education Department; c) Education Unit (school); d) National Accreditation Board for Schools/Madrasahs (BAN-S/M); e) Education Quality Assurance Institute (LPMP)

Social institutions (Educational Evaluation Supervision) have the following functions:
a. Providing guidelines to community members on how they should behave or behave in dealing with problems that arise or develop in the community environment, including those involving relationships to meet needs.
b. Maintaining the integrity of the community concerned
c. Providing direction to the community to implement a social control system, namely a system of community supervision of its members.

Part: 5

B. Institutional Capacity for Education Monitoring&Evaluation

Theoretically, Anantanyu explained that supervisory institutional capacity can be achieved by looking at four indicators, namely:

1. Institutional Objectives of Educational Supervision The institutional objectives of educational monitoring and evaluation are achieved, meaning: there is clarity of objectives, there is conformity of objectives with members' needs, and the level of fulfillment of members' needs by the institution is high.

2. Function of the Institutional Role of Educational Supervision Institutional functions and roles are ongoing, including: the ability to obtain, organize, maintain and mobilize information, labor, capital and materials, as well as the ability to manage conflict;

3. Institutional Innovation in Education Supervision The existence of institutional innovation, including: the role of leadership in the institution, the function of leadership in the running institution, the values that underlie cooperation, the distribution of member roles, the pattern of authority in the institution, the commitment of members to the institution, funding sources, physical facilities, quality of resources .

C. Main Duties, Functions and School Supervisors ……

C. Main Duties, Functions and School Supervisors

1. Main Duties of School/Education Unit Supervisors

Apart from the various model classifications above, Sudjana and Ibrahim group educational evaluation models based on their development into 3 groups, namely:

a. Carry out development of school quality, principal performance, teacher performance, and the performance of all school staff,

b. Evaluating and monitoring the implementation of school programs and their development,

c. Carry out assessments of the process and results of school development programs collaboratively with school stakeholders. Evaluation results reported are more descriptive and interpretive, not measurements and predictions.

2. Functions of School Supervisors

To carry out these main tasks, school supervisors carry out supervision functions, both academic supervision and managerial supervision:

a. **The targets of academic** supervision include helping teachers in: 1) Planning learning activities and/or guidance, 2) Carrying out learning/guidance activities, 3) Assess the process and results of learning/guidance, 4) Utilizing assessment results to improve learning/guidance services, 5) Providing appropriate, regular and continuous feedback to students, 6) Serving students who experience learning difficulties, 7) Providing learning guidance to students, 8) Creating a pleasant learning environment, 9) Develop and utilize learning tools and media and/or guidance, 10) Utilize learning resources, 11) Developing learning/guidance interactions (methods, strategies, techniques, models, approaches, etc.) that are appropriate and effective, 12) Conduct practical research to improve learning/guidance, and 13) Developing learning/guidance innovations.

b. **Supervisi manajerial** adalah fungsi supervisi yang berkenaan dengan aspek pengelolaan sekolah yang terkait langsung dengan peningkatan efisiensi dan efektivitas sekolah yang mencakup: (1) pe-rencanaan, (2) koordinasi, (3) pelaksanaan, (3) penilaian, (5) pengembangan kompetensi SDM kependidikan dan sumberdaya lainnya. Sasaran supervisi manajerial adalah membantu kepala sekolah dan staf sekolah lainnya dalam mengelola administrasi pendidikan seperti: (1) administrasi kurikulum, (2) administrasi keuangan, (3) administrasi sarana prasarana/perlengkapan, (4) administrasi personal atau ketenagaan, (5) administrasi kesiswaan, (6) administrasi hubungan sekolah dan masyarakat, (7) administrasi budaya dan lingkungan sekolah, serta (8) aspek-aspek administrasi lainnya dalam rangka meningkatkan mutu pendidikan.

D. Powers, Rights and Activities of School Supervisors

1. Authority of the School Supervisor

Some of the powers that the supervisor has are the authority to:
a. Together with the schools they support, determine programs to improve the quality of education in the schools they support.
b. Prepare a work program/supervisory work agenda at the target school and discuss it with the principal concerned,
c. Determine work methods to achieve optimal results based on the work program that has been prepared.
d. Determine the performance of schools, school principals and teachers as well as educational staff in order to improve the quality of themselves and supervisory services.

2. Rights of School Supervisors

The rights that professional school supervisors should have are:
a. Receive a salary as a civil servant according to their rank and class,
b. Obtain functional allowances in accordance with the supervisory position held,
c. Obtain operational/routine costs to carry out supervisory tasks such as; transportation, accommodation and costs for supervisory activities.
d. Obtain a supervisory professional allowance after having supervisory certification.
e. Receive subsidies and incentives to support the implementation of supervisory duties and professional development.
f. Obtain special allowances for supervisors who work in remote, riot-prone areas and/or natural disaster areas.

3. Activities of School/Education Unit Supervisors …

3. Activities of School/Education Unit Supervisors

Based on the two main tasks above, the activities carried out by supervisors include:

a. Prepare a supervisory work program for each semester and each year at the school he supervises.

b. Carry out assessment, processing and analysis of data on student learning/guidance results and teacher abilities.

c. Collect and process data on educational resources, learning/guidance processes, school environments that influence the development of student learning/guidance outcomes.

d. Carry out a comprehensive analysis of the results of the analysis of various factors of educational resources as material for carrying out school innovation.

e. Provide direction, assistance and guidance to teachers regarding quality learning/guidance processes to improve the quality of student learning/guidance processes and outcomes.

f. Carrying out assessments and monitoring of education implementation in the target schools starting from the acceptance of new students, implementation of learning, implementation of exams to the release of graduates/awarding diplomas.

g. Compile reports on the results of supervision at the target schools and report them to the Education Office, School Committee and other stakeholders.

h. Carry out an assessment of the supervision results of all schools as study material to determine the supervision program for the next semester. and Providing assessment materials to schools in the context of school accreditation.

i. Provide suggestions and considerations to the school in solving problems faced by the school related to the implementation of education.

MANAGEMENT OF EDUCATIONAL SUPERVISION AND EVALUATION PLANNING

By: A. Rusdiana

MANAGEMENT OF EDUCATIONAL SUPERVISION AND EVALUATION PLANNING

- **Basic Concepts of Management of Educational Planning and Evaluation**
- **Analysis of educational monitoring and evaluation needs**
- **Prepare educational Monitoring and Evaluation Proposals**
- **Create educational monitoring and evaluation tools or instruments**

MASTER STUDY PROGRAM IN ISLAMIC EDUCATION MANAGEMENT S-2 STATE ISLAMIC UNIVERSITY POSTGRADUATE SUNAN MOUNTAIN DJATI BANDUNG 2024

Part: 6

A. Basic Concepts of Management of Educational Planning and Evaluation

1. Understanding Planning, Management, Educational Planning and Evaluation

Venugopal, defines program planning as: "... a procedure for working together with the community in an effort to formulate problems (unsatisfactory situations) and possible solutions that can be made in order to achieve the goals and beneficiaries to be achieved"

Listyangsih; views planning as "a continuous process which includes two aspects, namely planning formulation and implementation. Planning can be used to control and evaluate the course of activities, because the nature of the plan is to guide the implementation of activities".

Meanwhile, Mueller defines program planning as: "... a conscious effort designed or formulated to achieve the goals (needs, desires, interests) of the community, for whom the program is intended."

In short; planning activities, supervision and evaluation of education, a series of decisions made as guidelines that become a benchmark in implementing activities to achieve a goal with available resources

2. Reasons behind the need for planning educational monitoring and evaluation activities

There are several reasons behind the need for program planning, which can be stated as follows: a. Provides a reference for carefully considering what must be done and how to carry it out. b. Availability of written references that can be used by the public (general). c. As a guide for decision making regarding "new" improvement proposals/suggestions. d. Establishing goals that want and must be achieved, whose progress can be measured and evaluated. e. Provide a clear understanding of the selection regarding: f. the importance of incidental problems (which are considered to require the need for program revision), g. stabilization of temporary changes (if revisions to the program are necessary). h. Prevent misunderstandings about ultimate goals, and develop felt and unfelt needs. i. Providing continuity within personnel, during the change process. j. Assisting in leadership development, namely in mobilizing all parties involved and using the resources that are available and can be used to achieve the desired goals. k. Avoids waste of resources (labor, costs and time), and stimulates efficiency in general. l. Ensure the appropriateness of activities carried out in the community and carried out by the local community themselves.

3. Good Program Planning Measures ....

3. Good Program Planning Measures

To find out how far the formulated program planning is "good", here are several references regarding its measurements, which include:

a. Analysis of facts and circumstances; Good program planning must reveal the results of a "complete" analysis of facts and circumstances concerning: the condition of natural resources, human resources, institutions, availability of facilities/infrastructure; and policy support, social conditions, security, and political stability.

b. Selection of Problems Based on Needs; The results of the analysis of facts and circumstances usually produce various problems (both problems that have been felt or not yet felt by the local community).

c. Clear and Ensure Flexibility; Program planning must be clear (and firm) so that it does not give rise to doubt or misunderstanding in its implementation.

d. Formulating Goals and Solving Problems that Promise Satisfaction; The goal to be achieved must promise to improve the welfare or satisfaction of the beneficiary community. Otherwise, it is impossible for this kind of program to motivate people to participate in it.

e. Maintaining Balance; Every program plan must be able to cover the interests of the majority of society, and not only the interests of a small group of people.

f. Clear Work; Program planning must formulate clear procedures and objectives and targets of activities, which include: the beneficiary community, objectives, time and place, methods to be used, duties and responsibilities of each party involved (including volunteers), distribution tasks or activities that must be carried out by each group of personnel (extension, community, etc.), and the measures used to evaluate their activities.

g. Sustainable Process; Problem formulation, problem solving, and follow-up (activities that must be carried out) at the next stage must be expressed in a series of ongoing activities.

h. It is a Learning and Teaching process; All parties involved in program formulation, implementation and evaluation need to have the opportunity to "learn" and "teach".

i. Is a Coordination Process; The formulation of problems, goals and ways to achieve goals must involve and be willing to listen to the interests of all parties involved

j. Provide an opportunity to evaluate the process and results Evaluation,

B. Analysis of educational monitoring and evaluation needs ....

Part: 6

B. Analysis of educational monitoring and evaluation needs

1. Understanding Needs Analysis;

Suharsimi, stated that needs analysis is a constructive and positive means or tool for carrying out change, namely change that is based on rational logic so that this change then shows a formal, systematic effort to determine and close the gap between "as it is" and "how it should be" with the target being students, classes and schools.

2. There are two common ways to carry out needs analysis, namely objectively and subjectively. Both methods start from:

a.   Identify the scope of important objectives in the program, determine indicators and methods of measuring objectives,

b.   Develop criteria (standards) for each indicator and compare the conditions obtained with the criteria.

3. There are five steps that must be followed in compiling an instrument, namely:

a.   Identify indicators as target objects for evaluation.

b.   Create a relationship table between components-indicators-data sources-instrument methods,

c.   Arrange instrument items

d.   Develop assessment criteria, and

e.   Develop work guidelines

C. Prepare a proposal for educational monitoring and evaluation ……

C. Prepare educational Monitoring and Evaluation Proposals

In general, any type of research proposal consists of three parts, namely introduction, theoretical study, and research methods, explained as follows: .

1. Introductory part

The introductory section generally includes: background of the problem, identification and limitations of the problem, as well as problem formulation (which in evaluation research is in the form of evaluation questions), evaluation objectives, which include general objectives and specific objectives, and the benefits of the evaluation results. (a) Background of the problem (b) Objectives of educational monitoring and evaluation (c) Benefits of educational Monitoring and Evaluation

2. Theoretical Study Section

In evaluation research, although the role of theory is not as in conventional research, theoretical studies are still very necessary because they are the evaluator's frame of mind in carrying out educational Monitoring and Evaluation activities. Theoretical studies in evaluation research should contain two main things, namely: a description of the program and its implementation tools; and study of theories related to the emergence of policies and programs to be evaluated.

3. Evaluation Research Methods Section

Evaluation research methods are basically no different from research methods in general. Determination of Respondents or Data Sources. In every evaluation research, we have to think simply about:
(a) what is the object to be evaluated (which is based on indicators that have been formulated),
(b) from which information about the object can be obtained (data source), and
(c) how what information can be obtained (data collection methods).

45

D. Create educational monitoring and evaluation tools or instruments   ……………..

Part: 6

D. Create educational monitoring and evaluation tools or instruments

1. Instrument Preparation Requirements

There are four requirements for a good instrument, namely as follows:
a. Valid or sahid, namely correctly assessing what will be assessed. Reliable, trustworthy, namely that the data collected is true as it is, not fake.
b. Practical, namely that the instrument is easy to use, practical and not complicated.
c. Economical, meaning not being wasteful in creating and using something in its preparation, meaning not wasting a lot of money, time and energy.

2. Steps for Preparing Instruments The steps referred to are as follows:

a. identifying program components and indicators;
b. create a grid of links between indicators, data sources, data collection methods and instruments;
c. compiling instrument items;
d. develop assessment criteria; and
e. develop guidelines for the implementation.

3. Create educational monitoring and evaluation instruments

Table 6.1 Identification of Components, Sub-Components and Indicators of National Education Standards

Program	Component	Sub Component	Indicator
1	2	3	4
NATIONAL EDUCATIONAL STANDARDS	Content Standards PP RI No19 2005 Chapter III	The school curriculum provides for the personal development needs of students	- Curriculum development at the education unit level uses guidelines prepared by BSNP. - The curriculum is created by taking into account regional characteristics, social needs of the community, cultural conditions, age of students and learning needs. - The curriculum has shown the existence of time allocation, plans for remedial programs, and enrichment for students. - The school provides guidance and counseling services to meet the personal development needs of students. - The school provides extra-curricular activities to meet students' personal development needs.

Source: (Suharsimi 2010)

Table 6. 2 SNP Content Standards educational Monitoring and Evaluation Instrument

Please answer the following questions according to the reality at your school by putting a tick (√) in the column provided.

No	Question	YES	NO
1	2	3	4
1	Does curriculum development in schools use guidelines prepared by BSNP ?		
2	Is the curriculum at your school created taking into account regional characteristics?		
3	Is the curriculum at your school created taking into account the social needs of society?		
4	Is the curriculum at your school created taking into account cultural conditions?		
5	Is the curriculum at your school created taking into account the age of the students?		
6	Is the curriculum at your school created taking into account learning needs?		
7	Does the curriculum indicate time allocation?		
8	Does the curriculum show that there is a remedial program plan?		
9	Does the curriculum indicate that there is an enrichment program plan for students?		
10	Does the school provide guidance and counseling services to meet students' personal development needs?		
11	Does the school provide extra-curricular activities to meet students' personal development needs?		

Source: adapted from (Sugiono 2006)

HAND OUT

EDUCATIONAL SUPERVISION AND EVALUATION

e-Knows
e-Learning for Knowledge Sharing

IMPLEMENTATION OF THE EDUCATION MONITORING AND EVALUATION PROGRAM

By: A. Rusdiana

IMPLEMENTATION OF THE EDUCATION MONITORING AND EVALUATION PROGRAM

- **Concept for Implementing Education Monitoring & Evaluation Programs**

- **Preparation of Monitoring and Evaluation Program**

- **Implementation of Education Monitoring and Evaluation**

- **Monitoring and Evaluation of Education Programs**

MASTER STUDY PROGRAM IN ISLAMIC EDUCATION MANAGEMENT S-2 STATE ISLAMIC UNIVERSITY POSTGRADUATE SUNAN MOUNTAIN DJATI BANDUNG 2024

A. Concept for Implementing Education Monitoring & Evaluation Programs

1. Meaning and essence of monitoring and evaluation program implementation

- **Syukur Abdullah (in Rusdiana), defines; "Implementation is a process of a series of follow-up activities after a plan and policy has been established which consists of decision making. Strategic and operational steps taken to make a program or policy a reality in order to achieve the targets and programs that were originally determined."**
- **Meanwhile, the definition of implementation according to The Liang Gie (Mulya & Irena) is as follows: "Efforts carried out to implement all plans and policies that have been formulated and determined by completing all the necessary tools, where they are implemented, when they start and end. , and how to implement it".**
- **Program/policy implementation is a very broad matter, including how implementation is placed as a legal administration tool and is also seen as a complex phenomenon, a process or result of a policy. Situmorang emphasized that "policy implementation is one of the many stages of public policy, as well as being the most important variable that has a huge influence on the success of policies related to resolving public issues"**

2. Components/Elements of Monitoring and Evaluation Program Implementation

Syukur Abdullah (in Rusdiana), stated that implementing or carrying out a program is seen as a process. There are three main elements in implementation, namely:

a. **The existence of a program can be the main measure in carrying out activities**
b. **The target group is the group that is the target of the program that will be implemented by the government**
c. **As well as implementing elements, namely any parties involved in implementing the program being created.**

3. **Working Principles for Monitoring ....**

3. Working Principles for Monitoring and Evaluation Program Implementation

Siagian (Rahma, et al), stated that in implementation there are several principles that need to be considered, namely:

a. Making detailed plans, meaning changing strategic plans (long term) into technical plans (short term) and organizing resources and staff and then drawing up certain regulations and procedures;

b. Assignment means changing a technical plan into a practical plan, and the next goal is to divide tasks and resources;

c. Monitoring means that the implementation and progress of carrying out tasks should not allow things related to practical plans to occur. In this case it is necessary to check the results achieved;

d. "Review means reporting the results of the implementation of activities, analysis of the implementation of tasks, re-examination and preparation of a time schedule for subsequent implementation. In the report, suggestions and improvements are expected if discrepancies and deviations are found."

B. Analysis of educational monitoring and evaluation needs ....

4. Steps for Implementing the Monitoring and Evaluation Program

The Monitoring and Evaluation Program Implementation Process indicates the steps that must be taken by the evaluator (Education Supervisor), as follows:

a. **Evaluation Focus;** In the first step, namely the focus of evaluation, the evaluator determines the object to be evaluated, identifies and considers the objectives, then considers the important elements to be investigated.

b. **Evaluation Planning/Design,** The evaluator then designs the evaluation, the evaluator makes plans, general objectives and general evaluation procedures.

c. **Information collection;** When carrying out an evaluation, the evaluator must determine what sources of information are and how the information will be obtained.

d. **Information processing;** The evaluator processes, verifies the information and its completeness and then chooses the appropriate analysis method.

e. **Conclusion and reporting of evaluation results;** After the information has been analyzed, the next step is to create a report. The evaluator must identify who will receive the report, what the framework and format of the report will be written or communicated.

f. **Management/utilization of evaluation results;** Implementing an evaluation is not a simple process that requires management in terms of people/actors and sources, procedures, contracts, costs, reporting and accountability. After the evaluation is complete there is the final step, namely meta evaluation.

g. **Meta evaluation**; means evaluating an evaluation process. Meta evaluation is carried out by higher evaluators.

52

B. Preparation of Monitoring and Evaluation Program

1. Meaning of Program Evaluation Preparation

Before educational monitoring and evaluation is carried out, an evaluator must make careful preparations. These preparations include preparing evaluations, preparing evaluation instruments, validating evaluation instruments, determining the number of samples needed for evaluation activities, and equalizing perceptions between evaluators before data collection. The choice of this model depends on the objectives of the Education Monitoring and Evaluation to be implemented and the program success criteria, so that in preparing an evaluation the important things that an evaluator must know are the program objectives and program success criteria.

2. Preparation Steps for Program Evaluation

a. Formulate the objectives to be achieved with the instruments to be prepared. example: the purpose of compiling an observation sheet is to determine students' learning activities in the learning process

b. Create a grid containing details of the variables and types of instruments to be used. to measure the part of the variable in question it is developed from the grid of the object to be evaluated

c. Making instrument details, after the grid is arranged, the next step is to create instrument details

d. Editing the instrument, things to do at this stage include: 1) Sort the items according to the systematicity desired by the evaluator to facilitate data processing; 2) Write down instructions for filling in, identity and so on; 3) Make an introduction to the application for filling out questionnaires given to other people.

3. Population Area for Educational Monitoring and Evaluation

Educational Monitoring and Evaluation sometimes has a fairly large and/or large population area. This population area is a source of data because, apart from taking a long time, it also costs a lot of money. The way to overcome this is to take a portion of all members of the population to be used as a data source. This method is called the sampling method.

C. Prepare educational Monitoring and Evaluation Proposals

1. Implementation of Education Monitoring and Evaluation

We can determine the function and significance of the evaluation based on the audience of the evaluation results. The audience that uses the evaluation results consists of:

a. The parties that have the greatest opportunity to take advantage of the results of program modifications or the environment in which the program is implemented.

b. The parties involved really need evaluation results with the aim of confirming the response to the implementation of the program. Sponsors, planners, and program administrators are often the most important audiences for evaluation study results.

2. Approach Model and Standard Components

Various Evaluation Models that are widely used as strategies and basis for implementing Educational Monitoring and Evaluation include:

1) The Evaluation Model is oriented towards achieving program objectives
2) The Evaluation Model is decision-oriented
3) The Evaluation Model is oriented towards activities and the people who handle them
4) Eva's model extends to the influence and impact of the program
5) Analysis System Evaluation Model This model is also known as program management evaluation, evaluating a part of the program in as much detail as possible. Evaluation of the input (i.e. input) alone takes precedence.

3. Steps for Monitoring and Evaluation of Educational Education,

a. Choose the right eligibility criteria, in order to get good consideration in the evaluation stage.
b. Set performance standards on established criteria.
c. Collect all performance data from subjects evaluated on the basis of criteria related to the standard.
d. Integrating results into final value judgments The steps above become work stages which ultimately lead to evaluation results in the form of recommendations and decision making.

54

D. Monitoring and Evaluation of Education Programs

1. Basic Concepts of Monitoring, Evaluation and Supervision of Education

Ostasius & Laukaitis (Mellia), explained that "Monitoring and evaluation (MONEV), plays an important role in improving employee performance and minimizing the occurrence of misuse of duties and authority." Monitoring activities are intended to determine the suitability and accuracy of the activities carried out with the plans that have been prepared. Monitoring is also used to correct activities that deviate from plans, correct misuse of rules and resources, and to ensure that goals are achieved as effectively and efficiently as possible.

2. Monitoring has four functions

According to Dunn (Riana), monitoring has four functions, namely:
- Obedience (compliance). Monitoring determines whether the actions of administrators, staff, and everyone involved follow established standards and procedures.
- Examination (auditing). Monitoring determines whether resources and services intended for certain parties for certain parties (targets) have reached them.
- Reports (accounting). Monitoring produces information that helps "calculate" the results of social and community changes as a result of policy implementation after a certain period of time.
- Explanation (explanation). Monitoring produces information that helps explain how policies result and why planning and implementation do not match. .

3. Monitoring and Evaluation Approach to Education Programs

Related to monitoring and evaluation of education programs. Kauffman and Thomas (Suparno) offer a program monitoring and evaluation model as a system that has a very broad social sector coverage, evaluation stages, program stages to be evaluated and methods of approach, namely:

a. A goal-oriented evaluation model with indicators of student learning achievement, teacher performance, learning effectiveness, excellent service quality,

b. The goal-free evaluation model is oriented towards external parties, consumers, stakeholders, education boards, the community which focuses on changes in behavior that occur as a result of implemented programs or cost benefit analysis,

c. Formative (for example: monitoring and evaluation) and summative evaluation models. Formative to find out the development of ongoing programs, summative to know the success of programs that have been implemented, provide accountability for their duties, provide recommendations to continue or stop the program in the following year,

d. Evaluation model to look at the stages before the program is implemented, when the program is implemented, and at the end of the program to see the changes that occur as a result of the program that has been implemented,

e. The responsive evaluation model is an evaluation that observes the impact of the results of program implementation,

f. The CIPP (Contex, Input, Process, Product) evaluation model is product evaluation as leadership accountability regarding programs that are their responsibility to stakeholders,

g. The CSE-UCLA model is planning, development, implementation, results and impact, h. The DEM (Discrepancy Evaluation Model) model, namely the results of the evaluation, is used to make policies regarding programs that have been implemented, whether credits have been improved, continued or stopped.

56

4. Monitoring and Evaluation Process

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

a. Planning Stage Preparation is carried out by identifying things that will be monitored, what variables will be monitored and using which indicators are in accordance with the program objectives. Details about the variables being monitored must be clear first, and their boundaries and definitions must be clear first. "Variables are characteristics of a person, event or object that can be expressed with different numerical data."

b. Implementation Stage This monitoring is to measure teacher skills in using teaching methods. After ensuring the correct definition of the monitored variables and indicators, carry out the monitoring. Examples of indicators that are measured in looking at teaching preparation are the existence of general and specific learning objectives; 1) Suitability of choosing a method for the learning objectives prepared; 2) Use of teaching facilities or media; 3) Suitability of the method to the media to be used; 4) There are evaluation stages and evaluation tools; 5) Suitability of the method with the evaluation tool; 6) Conformity of evaluation to learning objectives;

c. Reporting Stage: In the third step, namely determining whether work performance meets predetermined standards and here there is an evaluation stage, namely measuring the activities that have been carried out against the standards that must be achieved. These findings are then followed up and the results become a report about the program.

HAND OUT

EDUCATIONAL SUPERVISION AND EVALUATION

e-Knows
e-Learning for Knowledge Sharing

ANALYSIS OF EDUCATIONAL MONITORING AND EVALUATION DATA

By: A. Rusdiana

ANALYSIS OF EDUCATIONAL MONITORING AND EVALUATION DATA

- • **Basic Concepts of Data Analysis**

- • **Tabulation of Educational Program Evaluation Data**

- • **Processing Education Program Evaluation Data**

- • **Data Processing with Computers**

MASTER STUDY PROGRAM IN ISLAMIC EDUCATION MANAGEMENT S-2 STATE ISLAMIC UNIVERSITY POSTGRADUATE SUNAN MOUNTAIN DJATI BANDUNG 2024

A. Basic Concepts of Data Analysis

1. Understanding Data Analysis

- Data analysis is defined as an effort to process data into information, so that the characteristics or properties of the data can be easily understood and are useful for answering problems related to research activities.
- Patton explains that "data analysis is the process of arranging the sequence of data, organizing it into patterns, categories and basic units of description."
- Taylor, (Ilmiyah, et al), defines "data analysis as a process that formally details efforts to find themes and formulate hypotheses (ideas) as suggested and as an effort to provide support and themes to the hypothesis".

>If examined, basically the first definition places more emphasis on organizing data, while the second places more emphasis on the aims and objectives of data analysis. Thus, this definition can be synthesized into: Data analysis, the process of organizing and sorting data into patterns, categories and basic units of description so that themes can be found and working hypotheses can be formulated as based on the data.

2. Data Analysis Objectives

Data analysis in qualitative research has two objectives, namely:
- analyzing the ongoing process of an integrative holistic program
- analyzing the meaning behind the information, data and process of an integrative holistic program.

60

3. Types of Data Analysis **………**

3. Types of Data Analysis

Broadly speaking, the existence of data can be classified into two types, namely:

a. Qualitative data; Qualitative data is also called soft data. This kind of data is obtained through research that uses a qualitative approach, or qualitative assessment. Quantitative data;

b. The existence of data with quantitative content is numbers (quantities), whether obtained from the number of combinations or measurements. Quantitative data obtained from the number of combinations always uses whole numbers.

c. Examples of data like this are census results, figures tabulated from answers to questionnaires or structured interviews. .

4. Unit Processing

Uraian tentang pemrosesan satuan ini terdiri dari tipologi satuan dan penyususnan satuan:

a. Unit Typology; Patton, (Rusdiana), distinguishes two types of unit types, namely: the original type and the type resulting from the analytical construct: 1) Original type Original type is a unit that is formed naturally and has existed before. These units can consist of words, phrases, clauses, or sentences contained in a language. 2) The type of analytical construct result is a unit formed through analysis or construction based on certain linguistic principles. These units are formed from the combination or transformation of existing original units.

b. Unit Arrangement Lincoln and Guba, stated that "the first step in unit derivation is analysis, which should be to read and study carefully all types of data that have been collected. After that, try to identify the units." The researcher entered it into an index card. The arrangement of units and entries on index cards should be understandable to others. At this stage of the analysis, you should not throw away existing units even though they may be considered irrelevant.

5. Categorization ……….

5. Categorization

Kategorisasi dalam uraian ini terdiri atas:

a. Functions and Principles of Categorization;

Linclon and Guba, explain that categorization is: "(1) grouping the cards that have been created into content parts that are clearly related, (2) formulating rules that outline the category area and which can ultimately be used to determine the inclusion of each card in the category and also as a basis for checking the validity of the data, and (3) ensuring that each category that has been arranged with each other follows the principles of compliance."

b. Categorization Steps;

The method used in categorization is based on the comparative analysis method, the steps of which are described in ten steps, where the final step is the analysis, which must go through all the categories once again so that nothing is forgotten.

c. Data Validity;

To avoid errors or mistakes in the data that has been collected, it is necessary to check the validity of the data. "Checking the validity of the data is based on the criteria for the degree of trust (credibility) using triangulation techniques, diligent observation, peer checking."

6. Data Analysis Steps and Procedures….

6. Data Analysis Steps and Procedures

Broadly speaking, data analysis includes three steps, namely:

a. **Preparation;** Activities in this preparation step include: 1) Check the names and completeness of the applicant's identity. 2) Checking the completeness of the data, meaning checking the contents of the data collection instrument (including the completeness of the instrument sheets, perhaps some are loose or torn) 3) Check the types of data entered. If the instrument contains or contains several items that are filled in with "don't know" or other fields that are not what the researcher wants, even though the expected fields are the main variables, then the items need to be dropped. This preparatory step is intended to tidy up the data so that it is clean, tidy and all that remains is to carry out further processing or analysis.

b. **Conduct Qualitative Data Analysis;** In more detail, the data analysis steps and procedures include: 1) The data collection stage, carried out through data collection instruments. 2) Editing stage, namely checking the clarity and completeness of filling in the data collection instrument. 3) Coding stage, namely the process of identifying and classifying each question contained in the data collection instrument according to the variables studied. 4) Data tabulation stage, namely recording or entering data into the main research table. 5) Data quality testing stage, namely testing the validity and reliability of the data collection instruments. 6) The stage of describing the data, namely frequency tables and/or diagrams, as well as various measures of central tendency, as well as measures of dispersion. The aim is to understand the characteristics of the research sample data. 7) Hypothesis testing stage, namely the stage of testing the propositions made whether the propositions are rejected or accepted, and whether they are meaningful or not. On the basis of this hypothesis testing, decisions are then made.

c. **Descriptive research data analysis;** Quantitative data collected in correlational, comparative or experimental research is processed using statistical formulas that are provided, either manually or using computer services.

B. Tabulation of Education Program Evaluation Data …….

B. Tabulation of Educational Program Evaluation Data

Tabulation is an activity to describe respondents' answers in a certain way. Tabulation can also be used to create descriptive statistics for the variables studied.

1. Data Analysis Classification

G.E.R.Burroughas (Sabilar Rosyad), put forward the following classification of data analysis:
a. Data tabulation (the tabulation of the data).
b. Concluding the data (the summarizing of the data).
c. Data analysis for hypothesis testing purposes.
d. Data analysis for the purpose of drawing conclusions.

2. Data Type Raw data obtained from the field will vary, depending on the data collection tool used by the researcher or evaluator, namely as follows:

a. Data is obtained using a questionnaire, so the data is marked with check marks ($\sqrt{}$) on choices, circles, numbers or letters provided by the instrument, or qualitative response sentences.
b. Data was obtained by interviews, data forms: ticks, circles, and sentences given by respondents and recorded by data collection officers.
c. The data was obtained by observation, so the form of the data obtained was in the form of ticks, circles, and sentences from the officer's notes.
d. Data obtained using documentation is in the form of numbers or symbols that indicate the condition rating of the object being studied.
e. Data obtained by tests or investigations are in the form of numbers that show the score.

C. Processing Education Program Evaluation Data

Education Program Evaluation Data Processing, includes several things including: a. Descriptive statistics Descriptive statistics is a data processing technique whose aim is to describe and analyze groups of data without making or drawing conclusions about the observed population.

1. Descriptive Statistics;

Descriptive statistics is a data processing technique whose aim is to describe and analyze groups of data without making or drawing conclusions about the observed population.

2. Inferential Statistics

Inferential Statistics Inferential statistics includes methods related to the analysis of portions of data carried out to predict and draw conclusions about the data, and will apply to the entire group or parent of the data. For those whose data is normal, this inference statistic is called parametric statistics.

3. Interpreting Data Analysis Results

Stringer quoted Saodih (Rusdiana), put forward several techniques for interpreting the results of qualitative data analysis:

a. **Expand the analysis by asking questions. The results of the analysis may still lack meaning, by asking several questions the meaning of the results can be seen.**
b. **Correlation of findings with personal experience. Action research is closely related to the researcher's personality.**
c. **Seek advice from critical friends. If you have difficulty interpreting the results of the analysis, ask a friend who is in the same profession and has a critical view.**
d. **Connect the results of the analysis with the literature. External factors that have the power to provide interpretations other than friends, or if possible experts, are literature.**
e. **Back to theory. Another way to interpret the results of data analysis is to connect or review theories that are relevant to the problem at hand.**

D. Data Processing with Computers

Computers are data processing machines created by humans with the aim of providing a way to increase productivity. If viewed from a functional perspective, we can consider the computer as a task executor, so that work can be completed well and efficiently, data processing must have at least three requirements:

a. A collection of data or input to be processed.
b. Processing or processing procedures that have been planned.
c. The results or outputs that are desired and will be used to carry out subsequent actions.
d. Computer machines as task performers are not much different from humans who also perform tasks.

CONCLUSIONS, RECOMMENDATIONS AND FOLLOW-UP ON THE RESULTS OF EDUCATIONAL SUPERVISION AND EVALUATION

By: A. Rusdiana

CONCLUSIONS, RECOMMENDATIONS AND FOLLOW-UP ON THE RESULTS OF EDUCATIONAL SUPERVISION AND EVALUATION

- **Concept for Preparing Conclusions**

- **Concept for Preparing Recommendations**

- **Example Model of School Self-Evaluation Recommendations for School Budget Work Plans**

- **Follow-up**

**MASTER STUDY PROGRAM IN ISLAMIC EDUCATION MANAGEMENT S-2
STATE ISLAMIC UNIVERSITY POSTGRADUATE
SUNAN MOUNTAIN DJATI BANDUNG 2024**

A. Concept for Preparing Conclusions

1. Definition of Conclusion

- Etymologically, the word "conclusion" is a decision obtained based on inductive or deductive thinking methods. The conclusion is a short statement regarding the results of the analysis and discussion of the results of the hypothesis tests carried out in the previous chapter.
- Conclusions come from facts or logical relationships. In general, conclusions consist of main conclusions and additional conclusions. The main conclusions are those that are directly related to the problem. Thus, the main conclusion must be related to the main problem and be supported by evidence.

>>Conclusion is an idea reached at the end of the discussion. In other words, the conclusion is the result of a discussion. The importance of conclusions is an overview, final opinion, decisions obtained based on inductive or deductive methods. .

2. Steps to Develop Conclusions and Suggestions

There are several steps in compiling conclusions and suggestions: As a step

a. The author outlines the problem and then provides a summary of everything that has been described in the previous chapters.

b. The writer must connect each group of data with the problem to arrive at a certain conclusion.

c. When drawing up conclusions, it is necessary to explain the meaning and certain consequences of those conclusions theoretically and practically. .

3. Full of drawing up conclusions and suggestions ....

3. Full of drawing up conclusions and suggestions

Conclusions are the most important essence of monitoring and evaluation implementation. The preparation of conclusions should:

a. **Short, clear and easy to understand;**

b. **Harmonious, in line and in accordance with monitoring and evaluation issues;**

c. **Made in a formulation that is preceded by each problem and creates a coherent question and answer;**

d. **Does not contain quantitative information. Recommendations are aimed at improving the implementation of teacher performance assessments and at the same time improving the implementation of monitoring and evaluation.**

B. Concept for Preparing Recommendations ....

B. Concept for Preparing Recommendations

1. Meaning of Recommendation

- According to Hiro Tugiman, a recommendation "is an auditor's opinion that has been considered regarding a particular situation and reflects assessment knowledge and design to improve conditions in an audit finding".

- Meanwhile, the meaning of an auditor's recommendation according to Sawyer, translated by Desi Andharini (Rusdiana), is: "An auditor's recommendation is an auditor's considered opinion regarding a particular situation and must reflect the auditor's knowledge and judgment regarding the subject matter in the sense of what must be done to resolve it."

- Recommendations must be designed in such a way as to improve the condition requiring improvement. Recommendations must be structured logically but this does not mean that they relate only to the problems identified in the audit findings. Usually recommendations must also be linked to the individual's individual behavior.

- **Certain recommendations must be aimed at specific findings so that there is a chain of** relationship between findings and recommendations.

2. Consideration Criteria in Making Recommendations ....

2. Consideration Criteria in Making Recommendations …………

Recommendations given by the internal audit department must take into account several factors, namely :

a. Correct existing conditions or resolve problems.

b. Can be followed up logically, practically and reasonably.

c. Corrective and constructive in nature.

d. As a short term and long term solution and

e. It is the implementation of an audit process that is carried out correctly.

>>Recommendations describe the form of action that must be considered in rectifying existing conditions or improving systems and supervision or both.

6. Data Analysis Steps and Procedures….

3. Principles for Making Recommendations

According to Sukrisno Agoes in his book Auditing, the principles that must be followed in order to obtain effective recommendations are:

- **Recommendations must be comprehensive.**
- **Recommendations must be specific.**
- **Recommendations must be well structured.**
- **Recommendations must be easy to implement.**
- **Recommendations must be reasoned."**

D. Follow-up

1. Definition of Follow-up

Follow-up means an action or corrective action as a continuation of steps in achieving improvements and/or returning all activities to their proper goals. According to Hiro Tugiman "A process to determine the adequacy, effectiveness and timeliness of various actions taken by management regarding various reported audit audit findings."

2. Goals and Benefits of Follow-up

Management audit follow-up aims to provide confidence that management has taken corrective action on various reported findings or management has determined the magnitude of the risks faced if corrective action is not taken.

3. Follow-up Action on Internal Audit Findings

The final process in carrying out an examination which is also an important element in carrying out an examination is the follow-up to the results of the examination findings (follow up).

METHODS OF EDUCATIONAL PROGRAM SUPERVISION AND EVALUATION REPORTS

By: A. Rusdiana

METHODS OF EDUCATIONAL PROGRAM SUPERVISION AND EVALUATION REPORTS

- **Basic Concepts of Report Writing**

- **Principles of Evaluation Report Writing Procedure**

- **Report Writing Format**

- **Report Writing Structure**

MASTER STUDY PROGRAM IN ISLAMIC EDUCATION MANAGEMENT S-2 STATE ISLAMIC UNIVERSITY POSTGRADUATE SUNAN MOUNTAIN DJATI BANDUNG 2024

A. Basic Concepts of Report Writing

1. Understanding Report Writing

- **Report writing is the culmination of a series of activities that have been carried out with the aim of presenting the results logically and chronologically so that they can be accounted for.**
- **Jaenudin Akhmad, defines a report as "information provided by subordinates to superiors for certain reasons". Charles E. Redfield, reports are "all relationships within an organization that have the form of conveying ideas from one party to another, also called administrative communication."**
- **Prayudi Atmosudirdjo, explained that a report is "any writing that contains the results of processing data and information. Public organization performance reports have an important role in the realm of government and must contain any writing containing the results of data and information processing."**
- >>In management's view, a report is the culmination of a series of activities, which contains various facts about activities that have been carried out, both those that are in accordance with the plan and those that are not, along with various reasons, conclusions and recommendations that will be followed up.

2. Objectives and Benefits of the Evaluation Report

Fitzpatrick et al (2004) explain that the purpose of program evaluation reports can be seen from two perspectives, namely:

a. Purpose of the formative evaluation report; The purpose of the formative evaluation report is related to improving and developing the program, and the report is submitted to the program user. The evaluation report contains how the program functions and what changes must be made to achieve the program.

b. The purpose of a summative evaluation report is an evaluation report that contains information and judgment about the usefulness of the program. Reports are submitted to: 1) Parties who wish to adopt the program. 2) The parties who will determine the allocation of resources to continue the program. 3) Parties who have the right to determine programs for other purposes.

3. Principles of Report Writing **.........**

3. Principles of Report Writing

In order to be used as an effective communication tool, a report must meet the following principles:

a. **Logical; A report is considered logical if the information presented can be traced to reasonable reasons.**

b. **Systematic. A report is considered systematic if the written information is arranged in sequential and interconnected units.**

c. **Complete; Complete means that the data and facts in the report must be complete.**

d. **Clear; A report is said to be clear if the description in the report does not allow it to be interpreted differently by different readers.**

e. **True / accurate; Wrong data and facts can lead readers to make wrong decisions.**

f. **Systematic; The report must be organized in such a way, with an orderly coding system, so that it is easy for readers to read and follow.**

g. **Objective; Report authors should not incorporate personal tastes into their reports.**

h. **On time; Timeliness is absolutely necessary, because late reporting can result in delays in decision making.**

i. **Concise. The written report only briefly states the main things related to the task so that the recipient of the report immediately knows the problem.**

B. Principles of Evaluation Report Writing

Procedure According to Arikunto, each evaluation report usually contains four main things, namely:

1. **Evaluation Problems What is at issue in evaluation activities needs to be explained because every evaluation is to answer a problem. Evaluation activities are carried out because there is a problem that needs to be solved or answered.**

2. **Evaluation Methodology; The methodological aspect in the evaluation report usually contains an explanation of the type of evaluation approach used (survey or census), the stages of program evaluation, techniques for achieving standards (credibility, confirmability, dependability and transferability, evaluation population and sample, data collection methods and instrumentation, as well as data analysis strategies**

3. **Evaluation Report Components Important components in a report on methodology are the following: 1). Evaluation Area Coverage; 2). Evaluation Plan; 3) Data collection; 4) Triangulation; 5) Data analysis; 6). Evaluation result;**

C. Report Writing Format……

C. Report Writing Format

1. Initial Part; In general, the initial part contains:

a. Activity title, written in clear and concise sentences; b. Foreword, contains statements about the purpose of writing; c. Table of contents, necessary so that readers can understand the sections; d. A list of tables is required if there are quite a lot of tables in the text (five tables/more). e. Image list, providing a separate list of images on one page makes it easier for readers to find which page the image is on. ."

2. Main Parts Include:

a. Introduction; b. Literature review, c. Research methods, including hypotheses and research design. d. Research/Evaluation results, containing analysis of research data and discussion. e. Conclusion, contains conclusions and suggestions. The research conclusion is the answer to the research objectives.

3. Final Part

The end of the report usually contains a reading list, as well as attachments and others if any.

D. Report Writing Structure ……..

D. Report Writing Structure

1. Laporan evaluasi menggunakan pendekatan kuantitatif umumnya tersusun dari lima atau enam bab, yaitu:

   A. Pendahuluan,

   B. Pembahasan kepustakaan,

   C. Metodologi evaluasi,

   D. Hasil evaluasi dan pembahasan (hasil evaluasi, pembahasan),

   E. Kesimpulan dan rekomendasi".

2. Evaluation reports using a qualitative approach are generally composed of several chapters and sub-chapters which can be identified into three main parts, namely:

   A. Introduction, Chapter

   B. Main discussion; Chapter

   C. Conclusion.

ACADEMIC SUPERVISION MODEL OF EDUCATIONAL PROGRAM SUPERVISION AND EVALUATION

By: A. Rusdiana

ACADEMIC SUPERVISION MODEL OF EDUCATIONAL PROGRAM SUPERVISION AND EVALUATION

- - • **Basic Concepts of Academic Supervision**

- - • **Academic Supervision Model**

- - • **Functions, Duties and Academic Supervision Techniques**

- - • **Implementation stage of Academic Supervision**

A. Basic Concepts of Academic Supervision

1. Definition of Academic Supervision

- Fiscer, et al, define "academic supervision is a process of supervision carried out by someone for teaching staff, to strengthen and improve the quality of learning in schools, so that it can contribute to improving the quality of students' learning processes."
- In line with Sudjana et al. which explains that "Academic supervision is a supervisory function", with regard to aspects of implementing the duties of coaching, monitoring, assessing and professional training of teachers in (1) planning learning; (2) carrying out learning; (3) assessing learning outcomes; (4) guiding and training students, and (5) carrying out additional tasks attached to the implementation of main activities in accordance with the teacher's workload.

2. Objectives of Academic Supervision

Academic supervision needs to be carried out to:

a. Helping teachers improve their professional abilities, which include academic knowledge, classroom management, learning process skills, and being able to use all of these abilities to provide a quality learning experience for students.

b. Check or ensure that the learning process at school runs according to the provisions and objectives set. This supervision activity can be carried out through visits to classes while the teacher is teaching, personal conversations with the teacher, colleagues and students.

c. Encourage teachers to improve their competence, carry out their teaching duties better by applying their knowledge and skills, and have serious attention (commitment) to their duties and responsibilities as teachers.

3. Academic Supervision Targets …..

3. Academic Supervision Targets

The target of academic supervision is the teacher in carrying out the learning process, which consists of:

a. Main material in the learning process,

b. Preparation of syllabus and lesson plans,

c. Selection of methods/strategies or learning techniques, use of media and information technology in learning,

d. Assessing learning processes and outcomes as well as classroom action research.

B. Principles of Evaluation Report Writing

Procedure According to Arikunto, each evaluation report usually contains four main things, namely:

1. **Evaluation Problems What is at issue in evaluation activities needs to be explained because every evaluation is to answer a problem. Evaluation activities are carried out because there is a problem that needs to be solved or answered.**

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3. **Evaluation Report Components Important components in a report on methodology are the following: 1). Evaluation Area Coverage; 2). Evaluation Plan; 3) Data collection; 4) Triangulation; 5) Data analysis; 6). Evaluation result;**

C. Report Writing Format……

4. Principles and Approaches to Academic Supervision

Technically, there are four principles in supervision, namely as follows:

a. Scientific principles, scientific principles include three elements, namely: Systematic (carried out regularly, planned and continuously), Objective (data obtained from real observations, not personal interpretations) and Using tools (instruments) that can provide information as feedback to conduct assessment of the teaching and learning process.

b. Democratic principles, namely upholding the principle of deliberation, having a strong family spirit and being able to accept other people's opinions.

c. Cooperative principle, all staff can work together, develop joint efforts in creating better teaching and learning situations.

d. Constructive and creative principles, namely fostering teacher initiative and encouraging him to actively create an atmosphere where everyone feels safe and can use their potential.

B. Academic Supervision Model

Putri Handayani, et al. in Jurnalya classifies academic supervision models into 3 models including:

1. **Conventional or Traditional Model This model is a model that was initially implemented in the implementation of educational supervision because it was motivated by the condition of society in an atmosphere of authoritarian and feudalistic power.**
2. **Scientific Model This model of supervision is carried out based on previously collected data objectively, for example data from observations of the learning process in class, data on student learning achievements, data on teachers' personal performance, and so on.**
3. **Clinical Model What is meant by clinical supervision is a supervision model that is focused on improving the quality of the learning process through routine, systematic and planned cycles with follow-up observation, analysis and evaluation.**

C. Functions, Duties and Techniques of Academic Supervision ……..

C. Functions, Duties and Techniques of Academic Supervision

1. Functions and Duties of Academic Supervision of School/Madrasah Supervisors

Academic supervision is a supervisory function relating to aspects of implementing the duties of coaching, monitoring, assessing and professional training of teachers in:

a. Learning planning;

b. Implementing learning;

c. Learning outcomes assessor;

d. Mentoring and training students, and

e. Carry out additional tasks attached to the implementation of main activities in accordance……

2. Functions and Duties of Academic Supervision of School/Madrasah Principals

a. Understand the concepts, principles, basic theories, characteristics and development trends of each field of creative, innovative learning development, problem solving, critical thinking and entrepreneurial instincts.

b. Guiding teachers in compiling syllabi for each area of development in schools or subjects in schools based on content standards, competency standards and basic competencies, and KTSP development principles.

c. Guiding teachers in selecting and using learning/guidance strategies/methods/techniques that can develop students' various potentials.

d. Guiding teachers in carrying out learning/guidance activities to develop student potential.

e. Guiding teachers in managing, maintaining, developing and using educational media and learning facilities.

Motivate teachers to utilize information technology for learning.

89

3. Academic Supervision Techniques

a. Individual Supervision Techniques; Individual supervision techniques are the implementation of individual supervision of teachers. Individual supervision techniques consist of five types, namely: class visits, class observations, individual meetings, inter-class visits and self-assessment.

b. Group Supervision Techniques; Group supervision techniques are a way of implementing a supervision program directed at two or more people. Teachers who are suspected according to the needs analysis, have the same problems or needs or weaknesses are grouped or gathered into one, then given supervision services according to their problems or needs. In full,

D. Implementation stage of Academic Supervision/supervision

Asmendri (Halimahturrafiah, et al), there are three stages of supervision implementation, namely planning, implementation and assessment:

1. Academic Supervision Planning; There are several things that must be written in the supervision plan, namely the supervisor's goals, why the activity is carried out, and what techniques or methods are used to achieve the goals. Formulated, who will be involved, implementation time. What needs to be done and how to get it. When planning supervision, various factors must be considered. In particular, target setting, implementation time, and planned monitoring.

2. Implementation of Academic Supervision; Academic supervision is a supervisory function relating to aspects of implementing the duties of coaching, monitoring, assessing and professional training of teachers in "(a) planning learning; (b) implementing learning; (c) assessing learning outcomes; (d) guiding and training students, and (d) carry out additional tasks attached to the implementation of the main activities in accordance with the teacher's workload."

3. Not following up on Academic Supervision; Results In following up on the results of academic supervision, the principal formulates criteria for the effectiveness of the process of implementing academic supervision with the criteria for achieving academic supervision goals (output) and achieving the impact of academic supervision (outcome), then the principal formulates measurements of the effectiveness of the process of implementing academic supervision. The school principal carries out follow-up by holding post-supervision activities to reflect on the results of the supervision that has been carried out.

MANAGERIAL SUPERVISION MODEL

By: A. Rusdiana

MANAGERIAL SUPERVISION MODEL

- • **Basic Concepts of Managerial Supervision**

- • **Scope of Managerial Supervision**

- • **Principles, Methods and Techniques of Managerial Supervision**

- • **Implementation stage of Academic Supervision/supervision**

**MASTER STUDY PROGRAM IN ISLAMIC EDUCATION MANAGEMENT S-2
STATE ISLAMIC UNIVERSITY POSTGRADUATE
SUNAN MOUNTAIN DJATI BANDUNG 2024**

Part: 12

A. Basic Concepts of Managerial Supervision

1. Understanding Managerial Supervision

- Managerial supervision is "supervision relating to aspects of school management that are directly related to increasing school efficiency and effectiveness which includes planning, coordination, implementation, assessment, development of educational human resource (HR) competencies and other resources".
- The Directorate of Educational Personnel defines managerial supervision as "supervision relating to aspects of madrasah management that are directly related to increasing the efficiency and effectiveness of madrasahs which include planning, coordination, implementation, assessment, development of educational human resource (HR) competencies and other resources"
- Thus, the focus of this supervision is aimed at implementing areas of school management, which include: (a) curriculum and learning management, (b) student affairs, (c) facilities and infrastructure, (d) personnel, (e) finance, (f) school relations with the community, and (g) special services.

2. Goals and Functions of Managerial Supervision

Managerial supervision is a supervisory or monitoring activity related to educational management which functions as a supporter and implementation of learning, management of educational institutions and plays a role in improving overall school performance." Implementing the function of managerial supervision plays the role of:

a. Collaborator and negotiator in the process of planning, coordinating, developing school/madrasah management, b. Assessors identify weaknesses and analyze school potential c. Information center for school/madrasah quality development d. Evaluator of the meaning of supervision results.

94

3. Academic Supervision Targets …..

3. Academic Supervision Targets

In the process of implementing managerial supervision activities, each educational administration service sector has duties such as:

a. Executing administrative administration,

b. Implementing Personnel administration,

c. Executive of Student Affairs administration,

d. Implementing Facilities and Infrastructure administration,

e. Implementing administration of School Relations with the Community,

f. Implementing correspondence and archiving administration,

g. Executing Financial administration,

h. Implementing Curriculum administration, i. Executor o special services.

B. Scope of Managerial Supervision

In accordance with the implementation guidelines for school supervisors, it is explained that the scope of Managerial supervision:

1. **Coaching, namely coaching school or madrasah principals whose aim is to increase the understanding and implementation of the competencies possessed by school/madrasah principals in carrying out their daily duties to achieve National Education Standards.**

2. **Monitoring, including monitoring the implementation of national education standards in schools and utilizing the results to help school principals prepare for school accreditation,**

3. **Assessment, namely the assessment of the principal's performance regarding school management in accordance with national standards. From the quote above, it is clear that managerial supervision carried out by school supervisors is part of efforts to improve the abilities of school personnel which are carried out in the context of carrying out school supervision duties.**

C. Principles,………

C. Principles, Methods and Techniques of Managerial Supervision

1. Principles of Managerial Supervision

The principles of managerial supervision are essentially no different from academic supervision, namely:

a. Must distance oneself from authoritarian traits, such as acting as a superior and the principal/teacher as a subordinate.

b. Supervision must be able to create harmonious human relations. The humanitarian relations created must be open, loyal and informal.

c. Supervision must be carried out continuously. Supervision is not a part-time task that is only done occasionally if the opportunity arises.

d. Supervision must be democratic. Supervisors must not dominate the implementation of supervision. The emphasis of democratic supervision is active and cooperative.

e. The supervision program must be integral. In every educational organization there are various behavioral systems with the same goal, namely educational goals.

f. Supervision must be comprehensive. The supervision program must cover all aspects, because in essence one aspect is definitely related to other aspects.

g. Supervision must be constructive. Supervision is not always about looking for mistakes by the principal/teacher.

h. Supervision must be objective. In preparing, implementing and evaluating, the success of the supervision program must be objective.

2. Managerial Supervision Method ……..

2. Managerial Supervision Method

a. **Monitoring and Evaluation;** The main method that must be carried out by school supervisors in managerial supervision is monitoring and evaluation. 1) Monitoring Monitoring is an activity to determine the progress of the implementation of school administration, whether it is in accordance with the plans, programs and/or standards that have been set, as well as finding obstacles that must be overcome in implementing the program. 2) Evaluation Evaluation activities are to determine the extent of success in the implementation of school administration or the extent of success that has been achieved within a certain period of time.

b. **Focused Group Discussion**; The results of monitoring carried out by supervisors should be conveyed openly to the school, especially the principal, school committee and teachers.

c. **Delphi Method;** The Delphi method can be used by supervisors to help the school formulate its vision, mission and goals. In accordance with the MBS concept. In formulating a School Development Plan (RPS), a school must have a clear and realistic formulation of vision, mission and goals that are derived from the condition of the school, students, regional potential, as well as the parents/parents of all stakeholders.

d. **Workshops**; are one method that supervisors can use in carrying out managerial supervision. This method is of course group in nature and can involve several principals, deputy principals and/or school committee representatives.

3. Managerial Supervision Techniques

Supervision techniques are specific methods used by supervisors to achieve supervision goals which can ultimately improve the learning process according to the situation and conditions. There are 2 techniques commonly used by supervisors, including:

a. Individual Supervision

Techniques Individual supervision techniques are the implementation of individual supervision of teachers. Individual supervision techniques consist of five types, namely: class visits, class observations, individual meetings, inter-class visits and self-assessment.

b. Group Supervision Techniques

Group supervision techniques are a way of implementing a supervision program directed at two or more people. Teachers who are suspected according to the needs analysis, have the same problems or needs or weaknesses are grouped or gathered into one, then given supervision services according to their problems or needs.

D. Implementation stage of Academic Supervision

Final Model of Equality-Based Managerial Supervision Source: adapted from (Kartika Susilowati, et al. 2016) :

1. **Managerial Supervision Planning Managerial supervision of teachers focuses on administrative aspects.**

2. **Implementation of Managerial Supervision Implementation of managerial supervision is the supervisory task of supervisors (supervisors) and madrasah heads.**

3. **Managerial Supervision Assessment Assessment must be objective. In preparing and reviewing, the success of the assessment program must be objective.**

4. **Managerial Supervision Reporting This report presents the results of Managerial Supervision of activities, implementation of school programs and school management carried out by the principal for teachers which includes Supervision**

5. **Follow up on Managerial Supervision Results In following up on the results of academic supervision, the principal formulates criteria for the effectiveness of the process of implementing managerial supervision with the criteria for achieving supervision objectives (output) and achieving the impact of academic supervision (outcome), then the principal formulates measurements of the effectiveness of the process** of implementing managerial supervision.

EDUCATIONAL QUALITY ASSURANCE SYSTEM

By: A. Rusdiana

EDUCATIONAL QUALITY ASSURANCE SYSTEM

- - •Basic Concepts of Education Quality Assurance Systems
- - •Education quality assurance system development policy
- - •Quality Assurance System for Primary and Secondary Education
- • Higher Education Internal Quality Assurance System (SPMI).

A. Basic Concepts of Education Quality Assurance Systems

1. Understand the meaning of educational quality

The term quality which comes from English, namely quality, in the dictionary "the standard of something when it is compared to other things like it", gives the meaning that quality is a standard or measure of something when compared with other things of the same nature. Based on these terms, in the educational context, the definition of quality refers to input, process, output and impact. Input quality can be seen from several sides,

2. The nature of the Education Quality Assurance

Educational control is important and fundamental for both regional and central governments. Control in terms of what is taught, how it is delivered, by whom, and what mechanisms should be involved in monitoring, evaluation and review? Apart from that, what should students do to be successful?

In essence, education quality assurance as stated in Minister of Education and Culture Regulation no. 28 of 2016; is "a systematic, integrated and sustainable mechanism to ensure that the entire education delivery process is in accordance with quality standards". In essence, the Education Quality Assurance System is a unity of elements consisting of organization, policies and integrated processes that regulate all activities to improve the quality of education in a systematic, planned and sustainable manner.

3. Functions and Objectives of the Education Quality Assurance System

3. Functions and Objectives of the Education Quality Assurance System

In general, the education quality assurance system functions to control the implementation of education by educational units to realize quality education. The aim is to ensure the fulfillment of standards in educational units in a systemic, holistic and sustainable manner, so that a culture of quality grows and develops in educational units independently.

a. Objectives of the quality assurance system of primary and secondary education guarantee the fulfillment of standards in primary and secondary education units in a systemic, holistic and sustainable manner, so that a culture of quality grows and develops in education units independently. The quality assurance system has the function of controlling the implementation of education by educational units to realize quality education.

b. The aim of the Higher education quality assurance system Assurance of the quality of higher education in higher education is the process of determining, fulfilling, controlling and developing quality standards for managing higher education consistently and sustainably, so that stakeholders (students, parents, the world of work, government, lecturers, supporting staff and other interested parties)) gain satisfaction. The aim of guaranteeing the quality of higher education is to maintain and improve the quality of higher education on an ongoing basis (continuous improvement), which is carried out by a university internally to realize its vision and mission, as well as meeting the needs of stakeholders through implementing the Tridharma of Higher Education.

B. Education quality assurance system development policy ....

B. Education quality assurance system development policy

In accordance with the implementation guidelines for school supervisors, it is explained that the scope of Managerial supervision:

1. **General Policy for Quality Assurance System Development**: **(a)** The government's role in ensuring the quality of education for the nation's children is very important. As mandated in the 1945 Constitution Article 31 paragraph (3), **(b)** Based on Law Number 20 of 2003, the national education system must be able to guarantee equal distribution of educational opportunities, improve the quality and relevance and efficiency of education management to face challenges in accordance with the demands of changes in local, national and global life so that it is necessary to reform education in a planned, directed, and sustainable.

2. **General Policy for the Development of an Education Quality Assurance** System in Primary and Secondary Education Units Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 28 of 2016 concerning. One of the quality assurance systems in Indonesia is regulated through Minister of Education and Culture Regulation Number 28 of 2016 concerning the quality assurance system for primary and secondary education (Kemendikbud, 2016).

3. **General Policy for the Development of an Education Quality Assurance System in Higher Education.** The legal basis for implementing the SPM Dikti is: a. The Higher Education Database is developed and managed by the Science, Technology and Higher Education Data and Information Center of the Ministry of Research, Technology and Higher Education, as regulated in Permenristekdikti No. 61 of 2016 concerning Higher Education Database b. Minister of Research, Technology and Higher Education Regulation Number 62 of 2016 concerning the Higher Education Quality Assurance System.

104

C. Principles,………

C. Quality Assurance System for Primary and Secondary Education

1. The essence of the SPMI Education Quality Assurance System

The Education Quality Assurance System is directed at providing education quality assurance at the education unit level. The Education Quality Assurance System is directed at providing education quality assurance at the education unit level including SPMI and SPME.

2. Implementation of the SPMI Education Quality Assurance

a. Quality mapping is carried out through School Self Evaluation (EDS) activities based on SNP.

b. Preparation of quality improvement plans is carried out by preparing school development plans and action plans based on quality maps, Government policies (curriculum and SNP), as well as school development strategic plans.

c. Implementation of quality improvement plans, through fulfilling the quality of education and SNP achievements which are implemented in the management of educational units and learning processes.

d. Monitoring and evaluation is carried out to ensure that the implementation of quality improvement goes according to the plan that has been prepared and outlined in the SNP compliance implementation report and the implementation of the quality fulfillment plan by the education unit.

e. Determination of new quality standards and quality improvement strategies, through the preparation of quality improvement strategies from previous achievements based on monitoring and evaluation results with the establishment of new, higher quality standards in order to build a culture of quality in educational units.

105

3. Dikdasmen's External Quality Assurance System (SPME) Cycle. ……..

3. Dikdasmen's External Quality Assurance System (SPME) Cycle

The SPME Basic Education cycle is implemented by the central, provincial and district/city governments in accordance with their authority which is divided into three groups:

a. Quality improvement facilitation cycle. Activities carried out include mapping the quality of education at the educational unit level, planning to improve quality through a strategic plan for educational development, facilitating quality fulfillment in all educational units, monitoring and evaluating the process of implementing quality fulfillment and facilitating continuous quality improvement by the central government in collaboration with regional governments.

b. Cycle of development of quality standards for primary and secondary education. Developed on an ongoing basis by BSNP through evaluating the fulfillment of SNP by educational units, determining SNP and developing strategies to improve the quality of education by educational units.

c. Education unit accreditation cycle. It is continuously developed by BAN-S/M through evaluating the quality of educational units, external quality audits, and determining accreditation. In carrying out their authority, BSNP and BAN-S/M utilize data and information from educational quality mapping available in the Education Quality Information System. .

*) The parties who play a role in Quality Assurance of Primary and Secondary Education are: a. Central Government dhi. Ministry in charge of Government affairs in the fields of education and culture; b. Regional Government (Provincial Regional Government and Regency/City Regional Government); and c. Education units.

106

D. Higher Education Internal Quality Assurance System (SPMI).

1. The essence of the SPMI Education Quality Assurance System

According to Article 51 of the Higher Education Law, quality higher education is higher education that produces graduates who are able to actively develop their potential and produce knowledge and/or technology that is useful for society, the nation and the state. To obtain quality higher education, the government organizes a Higher Education Quality Assurance System (SPM Dikti).

2. Objectives and Functions of the Higher Education Quality

The aim of guaranteeing the quality of higher education is to maintain and improve the quality of higher education on an ongoing basis (continuous improvement), which is carried out by a university internally to realize its vision and mission, as well as meeting the needs of stakeholders through implementing the Tridharma of Higher Education. The function of SPM Dikti is to control the implementation of higher education by universities to create quality higher education.

3. Structure and Mechanism for Quality Assurance in Higher Education …..

3. Structure and Mechanism for Quality Assurance in Higher Education

According to Article 53 and Article 52 paragraph (4) of the Higher Education Law, the Quality Assurance System consists of:

1. Internal Quality Assurance System (SPMI) implemented by universities;

2. External Quality Assurance System (SPME) which is carried out through accreditation by BAN-PT or the Independent Accreditation Institute (LAM);

3. Higher Education Data Base (PD Dikti) as the basis for implementing SPMI and SPME which is managed by each university and the Ministry of Research, Technology and Higher Education.