DOI: https://doi.org/10.33487/edumaspul.v8i1

EDUMASPUL JURNAL PENDIDIKAN

Vol 08 No. 02 (2024) page 49-53

p-ISSN 2548-8201 | e-ISSN 2580-0469
https://ummaspul.e-journal.id/maspuljr/



Monitoring And Evaluation of School Principals Based on ICT : Mome'atik in Optimizing Data-Based Planning at SDN No.11 Kota Barat

Marsella Desriyarini Gui[1], Syaiful oktavianto H. Musa[2]
[1,2,3]Universitas Pohuwato, SDN 11 Kota Barat
syaiful121091@gmail.com

Receive: 11/08/2024	*Accepted: 10/09/2024*	*Published: 01/10/2024*

Abstract
ICT-Based Principal Monitoring and Evaluation (MOME'ATIK) is an innovative approach that aims to improve the effectiveness of educational planning at SDN No. 11 Kota Barat. Through the use of Information and Communication Technology (ICT), this program is designed to optimize the collection, analysis, and use of data in the decision-making process at the school level. In the digital era, the use of accurate and relevant data is very important for formulating appropriate policies. MOME'ATIK allows principals to monitor student academic development, teacher performance, and the effectiveness of learning programs in real-time. With this system, the data collected can be used to identify strengths and weaknesses in the implementation of educational programs, so that data-based planning can be carried out better. The results of the implementation of MOME'ATIK at SDN No. 11 showed an increase in teacher and student participation, as well as improvements in student learning outcomes. With integrated data-based reports, principals can take more appropriate and targeted strategic steps. This program not only supports improving the quality of education, but also encourages a culture of transparency and accountability in school management. Overall, MOME'ATIK has the potential to be a model that can be adopted by other schools to optimize data-based educational planning, with the hope of improving the quality of learning at the elementary level.
Keywords: monitoring, evaluation, principal, ict-based, mome'atik.

Introduction

Independent Learning is a policy from the Ministry of Education and Culture to improve the quality of education in Indonesia (Hajar & Marwan. 2024). The Independent Learning policy can run optimally of course if it is supported by innovation and the use of ICT in learning. The use of ICT is a must in order to create a quality learning process (Hafizah. 2024).

Learning is a process of developing knowledge, skills and attitudes for someone who wants to study (Sanjaya & Khasanah. 2024). The facilitator teacher provides direction regarding the learning environment and includes facilities in the school environment or in the emotional realm (Lolon, et al. 2024). This learning process can also be seen because of the interaction between teachers and students (Timu, et al.

Copyright © 2024 Edumaspul - Jurnal Pendidikan (ISSN 2548-8201 (cetak); (ISSN 2580-0469 (online)

2024). So that from the aspects obtained by students, their achievements can be measured regarding the existing learning devices and made by the class teacher by looking at the process of assessing student learning outcomes in the learning process carried out (Susanti, et al. 2023).

Currently, the world of education has developed and progressed, teachers can take advantage of the development of online application technology which can make it easier for teachers to create teaching tools and assess students (Junaidi, et al. 2023). There are various kinds of applications that are used. We can use the application to use the belajar.id account application provided by Google for education, the educational application allows teachers to be creative in making interactive and fun assessment teaching tools (Budiarti, et al. 2023). When creating interactive assessments or quizzes (Maisurah. 2023). Principals can use data to improve the effectiveness of monitoring and evaluation in schools. Through an ICT-based approach, principals can gain a deeper understanding of teacher performance, identify areas for improvement, and make more targeted decisions.

Thus, the Monitoring and Evaluation of School Principals based on ICT (Mome'aTIK) to improve the effectiveness of monitoring and evaluation of the performance of school principals, teachers at SDN No. 11 Kota Barat, can optimize data-based planning and to understand school conditions, identify areas that need to be improved, and make the right decisions to achieve more optimal educational goals.

Research Methods

The method used in this study is a literature study, namely a method of collecting data by understanding and studying theories from various literature related to research (Siroj, et al. 2024) related to monitoring and evaluation of ICT-based school principals (Mome'aTIK) as the main pillar in optimizing data-based planning. Data collection was carried out by sorting reference sources and scientific literature related to monitoring and evaluation of ICT-based school principals (Mome'aTIK) in optimizing data-based planning. Then it was reviewed and analyzed and presented in a systematic arrangement.

Results and Discussion

Situation (S)

Implementation, in the Big Indonesian Dictionary, is defined as the process, method, act of carrying out a plan, decision, and so on (Ansori, et al. 2024). Meanwhile, according to Pertiwi & Mahmudah (2023), the implementation of learning is the application of the process of interaction between students and educators and learning resources in a learning environment, learning interactions in the form of a process of exchanging information. Meanwhile, according to Azizah et al. (2024), implementation is an action or implementation of a plan that is prepared in a mature and detailed learning process.

Based on the opinion above, implementation is not something new in the world of education. Every teacher, after designing a program and plan, will definitely try as hard as possible to realize the plan so that it is successful and achieves the expected goals according to the minimum completion criteria in the learning process. Implementation of learning is a process of implementing ideas and plans that have been prepared in implementing interactions between students, teachers and learning resources in the learning environment. Implementation in the assessment process requires innovation by looking at the development of the times where in achieving the completion of the Education report.

In the educational unit that I lead, the results of the educational report summary show that the quality of learning is the indicator with the lowest achievement, one of which is caused by the poor learning methods. One example to improve this is through improving GTK competency and policies that support cognitive activation. Learning activities need support from the Head of the Education Unit to monitor and evaluate educators to create quality learning

Copyright © 2024 Edumaspul - Jurnal Pendidikan (ISSN 2548-8201 (cetak); (ISSN 2580-0469 (online)

tools.

Challenge (C)

Data-driven planning is a strategic approach that enables principals to make more informed and effective decisions (Ilma. 2024). Data collected through various sources, such as academic data, student data, teacher data, and school performance data, can be analyzed to identify trends, strengths, and weaknesses (Andayani & Madani. 2023). This information helps principals understand school conditions better, identify areas that require special attention, and formulate appropriate strategies to improve learning effectiveness and achieve set educational targets.

There are several challenges in schools in optimizing data-based planning, namely the lack of identification of data needs that are relevant to monitoring and evaluation purposes. Schools need to determine the important aspects that they want to monitor and evaluate. Such as student academic achievement data, then student activity in extracurricular activities, Teacher performance in the learning process. Teachers have not been maximally prepared in preparing Learning Tools so that the quality of Learning looks unfocused and lacking in achieving the criteria of completion in the learning process. So that it can result in a monotonous learning process caused by the habit of losing control of school leadership, the next challenge is the success of the school program and the satisfaction of the committee and the parent association of students.

Action (A)

Information and communication technology (ICT) plays an important role in the process of monitoring and evaluating the performance of school principals. ICT-based platforms enable real-time data collection, storage, and analysis, so that school principals can obtain more accurate and updated information (Mustari. 2023). In addition, the ICT platform also facilitates collaboration between principals, teachers, and school staff, enabling them to share information with each other and work together to improve the quality of education (Maritim. 2024).

The implementation of Momeatik can foster teacher efforts to create a situation that allows individual or group of teachers (with certain characteristics) to be more able to develop themselves optimally so that they can meet the minimum expected success criteria, through a planned, organized, directed, coordinated, and controlled interaction process by paying more attention to the level of suitability to the diversity of objective conditions of the individual or group of students concerned and the supporting capacity of the facilities and environment. In this case, the learning community can mediate the implementation of this Momeatik.

In the Thursday Berkobar Learning Community at SDN No. 11 Kota Barat, we discussed the principal's performance agenda in improving the quality of learning at the school. In the learning community activity, the Principal displayed and explained to the Teachers, a simple school website using the Google Sites application, the belajar.id account as our school's social media and made it easier for me to monitor activities, document learning process activities carried out by the teachers. The school's Google sites contain the school profile, vision, mission, goals and programs, documentation of school activities, the school's Facebook social media and a learning device folder that is linked to the Google Drive folder.

The principal facilitates the teachers to create learning devices and then upload them to the Google Drive sharing link by utilizing the teachers' independent activation of their belajar.id accounts. These activities can be evaluated periodically regarding the learning tools they use during the learning process in their class and can be read periodically at any time the RPP activities or teaching modules created by the Teachers at SDN No. 11 Kota Barat.

Reflection (R)

What is the impact of the action on the steps taken, whether the results are effective/not, why and how students respond to the strategies taken, what are the factors for the success/failure of the strategies taken.

Copyright © 2024 Edumaspul - Jurnal Pendidikan (ISSN 2548-8201 (cetak); (ISSN 2580-0469 (online)

How does the action impact the steps taken? The impact of the actions that have been carried out are: Impact on teachers: Improving teacher competence in designing interesting and innovative learning, improving teacher skills in using and activating belajar.id accounts, improving teacher competence in managing classes so that students are always active during the learning process, teachers do not need to print a lot of teaching devices and waste money to buy teaching device printing paper. Impact on students: Interest in reading in students increases, Students are more enthusiastic during the learning process, Students are trained in communicating results and responsibilities. Impact on schools: Teachers at SDN No. 11 Kota Barat can produce learning tools that are easy to make and access to be studied and read continuously and utilize the potential they have to improve the quality of learning.

Are the results effective? Overall, the learning outcomes carried out by implementing the learning model are very effective. Because it is able to solve problems faced by teachers. How do other people respond to the strategies implemented? Other people's responses to learning activities: The Supervisor and fellow principals in the KKKS provide positive reinforcement to always implement innovations in learning models and media that are varied and can be accessed by everyone. Students feel happy when following the learning process because teachers can focus on learning according to the needs of students and teachers can apply varied and interesting learning media so that understanding the material is easy to understand. success factors of the strategy carried out, Success factors in Momeatik are largely determined by the teacher's mastery of optimizing the belajar.id account owned by the teachers, and teachers can create digital teaching tools so that the methods, learning models and steps in the learning implementation plan made will be more interesting for the principal to assess and monitor the teaching tools made by the teachers. And also information about student activities and achievements can be shown digitally.

What is the learning from this whole process. As a learning leader, the Principal has the responsibility to be able to create a digital climate for all teachers at SDN No. 11 Kota Barat, so that teachers can create meaningful, creative and innovative learning. Therefore, a teacher must be able to improve skills and learn to understand each student's needs and be able to follow the developments of the times. And also so that it can be remembered by educators and as a motivator for teachers, I give the acronym Mome'aTIK (monitoring and evaluation of school principals using or based on ICT) the basis of the word is Momeati which is a local wisdom of customs in the province of Gorontalo for the coming-of-age ceremony of Muslim girls to be baptized to say a vow of obedience to Allah SWT. Therefore, I hope that educators in educational units can work as well as possible, producing learning tools that are easy to make and access to be studied and read continuously and utilize their potential to improve the quality of learning.

Conclusion

Mome'aTIK (monitoring and evaluation of school principals using or based on ICT) simplifies the process of monitoring and evaluation based on data, principals can build an integrated monitoring and evaluation system. This system can include:

1. Structured and organized data collection.
2. Regular and systematic data analysis.
3. Monitoring the development of school performance.
4. Reporting the results of monitoring and evaluation to related parties.

Data-based monitoring and evaluation systems need to be evaluated periodically to ensure their effectiveness. Evaluations are conducted to identify deficiencies and weaknesses in the system, such as lack of data accuracy, lack of data access, or difficulty in interpreting data. Based on the evaluation results, the principal can make changes and improvements to the system to improve the accuracy, completeness, and ease of data access. Regular system

Copyright © 2024 Edumaspul - Jurnal Pendidikan (ISSN 2548-8201 (cetak); (ISSN 2580-0469 (online)

improvements will ensure that the principal's performance monitoring and evaluation are always effective and relevant to the needs of the school.

This system can be implemented using special software or platforms for school data management. Data-based monitoring and evaluation is an effective approach to improving school performance. By optimally utilizing data, principals can gain a deeper understanding of school performance, identify areas for improvement, and make more targeted decisions. It is important to involve all parties in the school in the data-based monitoring and evaluation process to ensure its success.

BIBLIOGRAPHY

Andayani, T., & Madani, F. 2023. The Role of Learning Assessment in Improving Student Achievement in Elementary Education. Jurnal Educatio FKIP UNMA, 9(2), 924-930.

Ansori, H., Rozak, A., Lase, E. N., Sahriani, I., & Fazilah, F. 2024. Service Strategy of the Office of the Ministry of Religious Affairs of Panyabungan City. Dewantara: Journal of Social Humanities Education, 3(2), 337-343.

Azizah, L., Prayogi, A., Faradhillah, N., & Nasrullah, R. 2024. Implementation of Quantum Teaching Method-Based Learning in the Subject of Aqidah Akhlak at MTsN 2 Pekalongan. Kalam Al Gazali: Education and Islamic Studies Journal, 1, 1-11.

Budiarti, E., Susanti, A., Elliza, E., & Purwanti, E. 2023. Utilization of the Canva Application as a Learning Video to Introduce the Concept of Numbers for the 4-5 Year Old Age Group at Ceria Kindergarten, Pasuruan Regency. AKSARA: Journal of Non-formal Education, 9(3), 1821-1838.

Hajar, S., & Marwan, A. 2024. The Role of Technology in Supporting Independent Learning. Elementary Journal: Journal of Elementary School Teacher Education, 7(1), 29-38.

Hafizah, H. 2024. The Impact of the Use of Information and Communication Technology on the Implementation of PAI Learning at SMK 1 Dua Koto, Pasaman Regency, West Sumatra (Doctoral dissertation, Muhammadiyah University of West Sumatra).

Ilma, R. Z. 2024. Analysis of the Principal's Managerial Ability in the Development of SMK Islam Tazkiyah Sukanagara. Current Strategic Management, 6(2).

Junaidi, M., Inonu, S. H., Syafitri, Y., Rizal, U., Rusdan, R., & Prtayasa, K. 2023. Improving Teacher Competence Through Assistance in Designing Learning Media Based on the Canva Application at SMK Ma'arif 3 Pesawaran Lampung. NEAR: Journal of Community Service, 3(1), 81-88.

Lolon, M., Sakdiyah, S. H., & Yulianti, Y. 2024. The Role of Teachers in Building Environmentally Concerned Student Character Through Science Learning for Grade IV of SD Negeri Bandungrejosari. Cendikia: Journal of Education and Teaching, 2(11), 550-560.

Maisurah, M. 2023. Development of HOTS-Based Multiple Choice Interactive Quizzes as Quizizz-Assisted Assessment Instruments on Electrochemical Cell Material (Doctoral dissertation, University of Jambi).

Maritim, E. 2024. Strategies for Overcoming Challenges in the Implementation of Educational Supervision. Socius: Journal of Social Sciences Research, 1(12).

Mustari, M. 2023. Information and communication technology in educational management.

Pertiwi, R. R., & Mahmudah, I. 2023. Implementation of Cooperative Model in Mathematics Learning for Grade V at MIN 3 Palangka Raya City. Galois: Journal of Mathematics Education Research, 2(2), 62-69.

Sanjaya, N. A., & Khasanah, Z. N. 2024. Guidance and Counseling in Cultivating Learning Motivation: Learning Attribution. Syifaul Qulub:

Copyright © 2024 Edumaspul - Jurnal Pendidikan (ISSN 2548-8201 (cetak); (ISSN 2580-0469 (online)

Journal of Islamic Guidance and Counseling, 5(1), 39-48.

Susanti, L., Handriyantini, E., & Hamzah, A. 2023. Creative Innovative Teachers in the Era of Independent Learning. Andi Publisher.

Siroj, R. A., Afgani, W., Fatimah, F., Septaria, D., & Salsabila, G. Z. 2024. Quantitative Research Methods Scientific Approach to Data Analysis. Journal of Education and Teaching Review (JRPP), 7(3), 11279-11289.

Timu, D., Nahak, K. E. N., Soinbala, H. V., Tasuib, M., Lesik, N. M., & Koy, R. 2024. Analysis of the Application of Truth or Dare Media to Improve Student Learning Outcomes in Civics Learning for Grade II Elementary Schools. Indonesian Journal of Education and Learning (JPPI), 4(2), 524-533.

Wijaya, A. R., Siregar, M., & Kartika, D. 2023. Strategic Planning of Information Systems as a Support for Optimizing Educational Services in Elementary Schools. Dirasisi, 1(1).

Copyright © 2024 Edumaspul - Jurnal Pendidikan (ISSN 2548-8201 (cetak); (ISSN 2580-0469 (online)