

The Role of Educational Program Evaluation in Optimizing the Quality of Learning at MA Nurul Fadhillah

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ABSTRACT

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Evaluation of educational programs is an effort to find out the goals of education, it can also be interpreted as an effort to provide information that will later be conveyed to decision makers. This study is intended to review how evaluation of educational programs can play a role in optimizing the quality of learning. By using a qualitative ethnographic research approach in which we conducted direct observations and interviews with one of the teaching staff at the target school, this study found: First, evaluation activities were carried out regularly on a weekly basis. Second, the method used in evaluating madrasas is through standards of infrastructure, curriculum and financing. Third, the educational program implemented is a question and answer pattern regarding children's talents and interests. This makes it easier for educational staff to find out which programs are suitable to be implemented. Thus, evaluation of educational programs plays a very important role in improving the quality of learning.

Kata Kunci

Educational Program, Program Evaluation

INTRODUCTION

Education is one of the sectors that will produce quality human resources. State policy makers must pay close attention to the planning, implementation and evaluation of education to make the nation's life more intelligent. According to Article 31 of the 1945 Constitution, 4th Amendment, every citizen must be educated. Raharjo in (L Idrus, 2019) states that the Indonesian education system uses pathways, levels and types of education.

Therefore, teachers must have extensive knowledge. They must also master various types of learning materials, educational theories and practices, as well as curriculum and learning methodologies. One of the factors that influences the achievement of learning and education goals in elementary schools is teacher competence. However, teacher competency does not stand alone, but is influenced by educational background, teaching experience, and length of time teaching. Teacher competency can be considered important as a selection tool in recruiting prospective teachers and as a guide in coaching and developing teacher staff. (Alfie Ridho et al., 2023) In addition, it is important to

remember how teaching and learning activities relate to student learning outcomes. With this professional expertise, it can be hoped that it will influence the education management system so that education is quality.

The purpose of evaluation is to obtain objective and targeted information about the program being implemented. The general purpose of program evaluation is to provide or reveal data to assist decision making regarding the program. By evaluating these educational programs, we can make decisions about how to improve student learning (Nasution et al., 2023).

Therefore, evaluation is very important in people's daily activities because, both consciously and unconsciously, evaluations are carried out for themselves and other social activities. This can be seen starting from clothing, when a person looks at himself in the mirror to see whether his appearance is appropriate or not, to more important things in human life. For example, when a state official ends his term of office, the people around him will evaluate or rate his performance during that term. Is his leadership successful? Likewise, evaluation is an important part of the education system, and must be carried out with a planned and systematic means to assess success and achieve learning goals.

RESEARCH METHODE

The research method we used in this research is an ethnographic qualitative research approach in which we conducted direct observations and interviews with one of the teaching staff at the target school. Qualitative, this research uses an approach in collecting data and which is then explained in the form of descriptions. This research attempts to describe the role of educational program evaluation at MA Nurul Fadhillah. Informants in this research included the Head of the Madrasah and MA teacher Nurul Fadhillah. The techniques we use to collect data are observation, interviews and analyzing documents.

RESULT AND DISCUSSION

It is easy to inflate the interpretation of the results. Be careful that your interpretation of the results does not go beyond what is supported by the data. The data are the data: nothing more, nothing less. Please avoid and make over-interpretation of the results, unwarranted speculation, inflating the importance of the findings, tangential issues or over-emphasize the impact of your research.

Based on the results of direct observation research with teachers at Madrasah Nurul Fadhillah, implementing student evaluators at this school involved all organizational staff, all of whom participated in carrying out

student evaluations. Evaluations for educators and educational staff are carried out by the supervision of the school principal and supervising supervisors. Usually, before the supervisory supervision comes, there will be an evaluation first with the school principal so that they can discuss previous deficiencies

Teachers at this school take part in many workshops and training to improve the quality of teachers in developing knowledge in each subject. Then the evaluation of the students is carried out every week by monitoring things that develop and evaluating the level of success in receiving learning. Indicators of learning outcomes are seen through the grades obtained by santri/students when studying and also the results of exams every 3 months and every 6 months. Of course, with this, the school hopes that the results obtained will be an increase in students' knowledge from year to year and this will be informed through discussions between parents so that it can help motivate students' interest in learning.

Discussion

Evaluation Of Educational Programs

Definition of Educational Program Evaluation

Evaluation can be defined as an effort to determine the value of an evaluation object through a careful and accountable process of measurement, assessment, observation and data collection. Then, the word "evaluation" also refers to the words "measurement" and "assessment" (assessment). Evaluation, according to Egon G. Guba and Stufflebeam, is a process for collecting and providing information that is useful for decision making (Muryadi, 2017).

According to Law Number 20 of 2003 concerning the National Education System, as stated in article 57 paragraph (1), evaluation is carried out as part of controlling the quality of national education and as a form of accountability and delivery of education to interested parties, including students, institutions, and educational programs. (Manik et al., 2019) Apart from that, Muri Yusuf stated that evaluation is one component of the educational process that can be used to provide feedback on how to improve education in the future. During the preparation process, procedures, implementation and processing are necessary conditions for good, effective and efficient educational evaluation design. Therefore, educational program evaluation includes more than just assessing.

According to Denim (2003), quality refers to the level of excellence of a product or work result. This can be any good or service. The concept of "quality" has different meanings depending on the person who uses it. Quality, or quality, comes from the Latin word *qualis*, which means "what kind". For higher education institutions, the quality of learning is very important, and this will influence the quality of learning outcomes (L Idrus, 2019).

Objectives of Educational Program Evaluation

This evaluation aims to measure the extent to which learning has succeeded in achieving its objectives, identify successes and obstacles faced, and provide recommendations for future improvements. (Abdullah et al., 2022) Through this evaluation, we can understand whether this program has succeeded in improving student competency, teaching quality, and whether the facilities provided have been utilized optimally.

Evaluation also plays an important role in the decision-making process. By understanding a program's strengths and weaknesses, policymakers can make more informed and targeted decisions. In addition, the evaluation results can be a basis for developing more effective and efficient educational programs in the future.

Educational Program Evaluation Criteria

Internal and external criteria are two types of criteria that can be used to assess programs. Standards that can be applied to a program within the framework of the program itself are called internal criteria. External criteria are standards used for programs from sources that are not included in the program framework (Ayu Diana, Nizar, 2023):

a) Internal Standards

1. Coherence is the internal criterion used.
2. Source dispersion is the internal criterion used.
3. User responses, attitudes and reactions of users who participate in the program are often used as measures.
4. Provider response refers to the response of the party providing the program, which is evaluated against the standards outlined in the program objectives.
5. Effective use of costs (cost efficiency).
6. The impact of the effects is greater than would be scientifically possible without the program.

b) External Criteria

1. Program policy direction usually must be carried out within a certain policy framework.
2. Analyze the immediate and indirect benefits of the program, as well as the costs of implementing the program, both direct and indirect.

Quality of Learning

Definition of Learning Quality

The quality of learning is a component of the overall quality of education. According to the Ministry of Education and Culture in (Abdullah et al., 2022), learning quality is the school's ability to manage the school operationally and

efficiently regarding components related to the school so as to produce added value to these components according to applicable standards or norms.

Education quality is a comprehensive description and characteristics of educational services internally and externally which demonstrate the ability to meet expected or implied needs, and includes educational input, process and output. Therefore, quality is related to the level of student satisfaction with the services provided by an educational institution (Wafa, 2017). Therefore, educational institutions must always ensure that their graduates meet standards.

Factors that influence the Quality of Learning

According to research, quality improvement components that are important for implementing learning include:

1. Teacher performance, which means that the series of teacher activities during teaching greatly influences the quality of the learning produced. To be successful, teachers must have the right abilities, skills and professional attitudes because they are one of the actors and even the main actors in implementing learning.
2. Mastery of Material/Curriculum. Teachers must have mastery of the material or curriculum before teaching in class because they function as material that must be conveyed to students. Mastery of material is the key to success in improving the quality of learning.
3. Use of Teaching Methods. This is part of improving the quality of learning which shows that the use of appropriate teaching methods by teachers when applying material in class will definitely contribute to improving the quality of learning. By using appropriate teaching methods, students will more easily understand what is being taught (Qodri, 2024).

CONCLUSION

Program evaluation is a unit or group of activities that aims to collect information about the realization or implementation of a policy, takes place in a continuous process, and occurs in an organization involving a group of people for decision making. Evaluation of educational programs is an activity of controlling, guaranteeing and determining the quality of education for various educational components at each pathway, level and type of education as a form of accountability for the implementation of education.

Then the educational program that has been implemented is improving the quality of teachers in developing the knowledge of each teacher in the field of study. Improving the quality of teachers in class can be done in several ways, including by attending training or workshops.

Efforts to improve the quality of learning require information on the results of evaluations of previous learning programs. To be able to develop better learning programs, the results of previous learning program evaluations are a reference that cannot be abandoned. Apart from that, the evaluation of learning programs will increase student learning motivation and improve teacher performance, which will ultimately increase student learning motivation and improve teacher performance as an improvement in the quality of subsequent learning. Increasing the quality of learning and other educational programs will ultimately improve the quality of education.

In this case, of course the school hopes that educators and students will achieve the expected results. Both teachers in teaching in class, delivering material, teaching materials and so on. Then also for students, it is hoped that they can receive learning well and can participate in class actively. The school always conveys the results of increasing students' knowledge to parents and guardians, in the hope that this can help the learning process run well.

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