

## Enhancing The Caliber of Learning Procedures and Results Via Strategic Program Assessment

Machfudz<sup>1</sup>

machfudz.kemenag@gmail.com

**Abstract:** Evaluation is assessing student growth in the teaching and learning process. This article describes the strategic program evaluation method for improving the quality of learning processes and outcomes at Madrasah Aliyah Raudhatul Ulum, Lumajang Regency. This research uses a qualitative and descriptive method through a case study approach. Data collection in this research was interviews and direct observation in the field. The data analysis process involves phases of pattern matching, explanation building, time series analysis, logic model, and cross-case synthesis. The research found that evaluation forms include evaluating learning programs, learning outcomes, and learning processes. Evaluation aims to report student progress, inform the results achieved, maintain the results achieved, and make improvements in the learning process system.

**Keywords:** process quality, learning outcomes, strategic program evaluation.

**Abstrak:** Evaluasi merupakan proses penilaian pertumbuhan siswa dalam proses belajar mengajar. Artikel ini mendeskripsikan tentang bentuk evaluasi program strategis dalam meningkatkan mutu proses dan hasil pembelajaran di Madrasah Aliyah Raudhatul Ulum Kabupaten Lumajang. Penelitian ini menggunakan pendekatan kualitatif dengan metode deskriptif melalui pendekatan studi kasus. . Pengumpulan data dalam penelitian ini yaitu wawancara, dan observasi langsung ke lapangan. Proses analisis data dengan fase pattern matching, explanation building, time series analysis, logic model, dan cross case synthesis. Hasil penelitian menemukan bentuk evaluasi antara lain: evaluasi program belajar, evaluasi hasil belajar dan evaluasi proses pembelajaran. Evaluasi bertujuan untuk melaporkan perkembangan siswa, menginformasikan hasil yang telah dicapai, mempertahankan hasil yang dicapai, dan melakukan perbaikan dalam sistem proses pembelajaran

**Kata Kunci:** mutu proses, hasil pembelajaran, evaluasi program strategis.

### Introduction

One of the school supervision activities is evaluating or assessing school programs, a dimension of educational evaluation competency that school administrators must carry out (Alawiyah, 2022). All school activities, including school development plans, are outlined in the school's program. This is the basis for reference

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<sup>1</sup> Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember

and accountability of school principals and teachers in their duties and functions of evaluating school programs (Birgili & Kırkıç, 2021).

School program evaluations will run well if teachers have a comprehensive understanding of the scope of their duties, master the procedures for evaluating school programs, and have the ability to think systematically to design program evaluations and activities to be implemented so that they are productive and contribute to improving the quality of learning outcomes (Abdi, 2016).

Judging from the targets to be achieved, evaluation in the education sector can be divided into macro and micro evaluation. The target macro evaluation is the planned educational program to improve the educational sector (Seje et al., 2021). Evaluation at the macro scope also involves evaluating the curriculum, methods, teaching media, teaching materials, teacher quality, learning evaluation, and so on to create an excellent and future-oriented teaching system (Aulya et al., 2022).

Meanwhile, micro-evaluation is often used at the class level. Here, the target of micro-evaluation is the learning program in the classroom, and the person responsible is the teacher for the school or lecturer for the university (Carvalho et al., 2022). Teachers are responsible for preparing and implementing learning programs, while schools are responsible for evaluating learning programs implemented by teachers.

There are several research results and theories regarding evaluation within educational institutions' educational program evaluation models that are relevant to educational programs, such as the CIPP (Context, Input, Process, and Product) evaluation model developed by Stufflebeam (Wedyanthi et al., 2024), the Goal Oriented Evaluation Model developed by Tyler, Goal Free Evaluation Model by Scriven, Formative-Summative Evaluation (Schildkamp et al., 2020), Countenance Evaluation Model by Stake, Discrepancy Model by Provus, Kirkpatrick's Evaluation Model by Kirkpatrick, and even the EKO (Quality et al.) model by Eko S. Widoyoko which he developed in in 2007 (Prawisanthi et al., 2023), as well as the English Language Learning Evaluation (EPBI) model by (Usman et al., 2023). These evaluation models are compared with each other so that the advantages and disadvantages of the evaluation model are found.

Madrasah Aliyah Raudhatul Ulum, Lumajang Regency, which stands during the community and Islamic boarding school environment, organizes various extra-

curricular programs, both religious and non-religious, one of which is the Acceleration Program, the Book Reading Tutoring Program, which is in the Extra-curricular Book Study Forum intending to develop students who have above average intelligence and equip students with a good understanding of religion (Zarkasyi, 2021).

Judging from the history of the founding of Madrasah Aliyah Raudhatul Ulum, it is not surprising that the Acceleration program, Book Reading, and Book Reading Guidance Program have become superior programs, apart from being able to help students who are mostly santri (boarding school) to support their achievements outside the Madrasah and support and assist participants. non-santri students (not boarding school) as a remedial activity to balance the abilities of other students (Observation, Mei 2024).

The management of the Madrasah Aliyah Raudhatul Ulum Acceleration Program and Reading Tutoring Program carry out evaluations both within the scope of the program, process, and learning outcomes because these two programs are one of the intra- and extra-curricular curriculum programs that support the formation of a generation that understands religion well and practices values. Spiritually, this program is a strategy to accelerate student graduation and provide soft skills, such as the ability to read books in the religious field, which students who graduate from religious institutions should have, and as a benefit for the future of society.

### **Research Method**

The research conducted by the author with the title *Enhancing the Caliber of Learning Procedures and Results via Strategic Program Assessment at Madrasah Aliyah Raudhatul Ulum, Sumberanyar Village, Lumajang Regency*, is a qualitative descriptive research with a case approach (Rahman, 2022). Qualitative research produces descriptive data (descriptions in the form of written or spoken words of each behavior of the people observed) (Alamri, 2019). This research uses a case study design because this design is a more suitable strategy if the central question of research concerns how or why. The research will be conducted in months from March to May 2024.

The data collected in this case study were obtained from interviews and direct observations in the field. The data was obtained from informants, namely heads of foundations, school principals, teachers, or educational staff who work in the places

studied (Williams, 2022). Furthermore, at least three organization members were interviewed for data triangulation. This research collected data through interviews and direct observation in the field (Garrido, 2022).

The data analysis process in this research runs simultaneously." According to Yin, the techniques used in the data analysis stage are pattern matching, explanation building, time series analysis, logic models, and cross-case synthesis (Kolachi & Wajidi, 2017). To validate the data, the author uses triangulation, namely comparing theory and field results from one data source to another (Fauzi & Pradipta, 2018).

## **Result and Discussion**

### **Form of evaluation of strategic programs in improving the quality of learning processes and outcomes at Madrasah Aliyah Raudhatul Ulum, Lumajang Regency**

The evaluation of the implementation of the acceleration program and the ability to read books without punctuation at Madrasah Aliyah Raudhatul Ulum, Sumberanyar village, Lumajang Regency, was carried out in order to determine the level of success of educators in delivering material to students. In contrast, in broad scope, the evaluation was carried out to determine the level of success and weaknesses. Implementation of the acceleration program and found forms of evaluation, including a) evaluation of the learning program, b) evaluation of learning outcomes, and c) evaluation of the learning process (Datahan, 2020). In detail, it is explained as follows:

#### **a. Evaluation of learning programs**

Program evaluation is used to observe and determine the implementation of learning plans by implementing them effectively and on target. In this case, the principal's supervision is an essential component in implementing teaching and learning activities to see the extent to which the principal knows the development of the school he leads.

The evaluation carried out on the implementation of the acceleration program at Madrasah Aliyah Raudhatul Ulum consisted of internal and external evaluations, as stated by the Head of Madrasah Aliyah Raudhatul Ulum:

*"Internally, that is, frequent communication between the Head of Curriculum, teachers, and operators regarding the implementation of SKS, whether it is appropriate, apart from that, evaluation related to making lesson plans, UKBM, and the teaching and learning process, always holding coordination meetings in order to socialize the process of*

*implementing SKS. Correct. Externally, the evaluation of the administration, achievements, and implementation of SKS in each institution is carried out by the SMA SKS organizing team throughout East Java. " (Interview with Hesti Astui, M.Pd, Head of Madrasah Aliyah Raudhatul Ulum on 09 May 2024. 08.30 WIB).*

Furthermore, Ririn Sumarni, S.Pd, Deputy Principal for Curriculum Division of Madrasah Aliyah Raudhatul Ulum, stated that:

*"We regularly hold monthly evaluation meetings to monitor progress in implementing the independent curriculum. Data on student learning outcomes is crucial for us in assessing the effectiveness of the curriculum. We also collect feedback from students and parents to understand the real impact of this curriculum. Evaluation of the implementation of the SKS program must be carried out, and this is intended to find out to what extent the implementation of the SKS program has achieved its objectives. The matters discussed at the meeting were the implementation of SKS program learning, student learning outcomes, facilities and infrastructure, and complaints from students, parents, and teachers about conditions and problems. "We evaluated the semester exams with the teachers regarding what was needed to increase the effectiveness and efficiency of the SKS program. Meanwhile, what is lacking is a language laboratory, so we are still waiting for funding." (Interview with Ririn Sumarni, S.Pd Deputy Principal for curriculum at Madrasah Aliyah Raudhatul Ulum on May 15, 2024. 10.15WIB).*

From the results of the researcher's interviews with informants, a common thread can be drawn that the evaluation of the learning process in the accelerated reading kitab class without punctuation at Madrasah Aliyah Raudhatul Ulum, it is divided into internal evaluations; in this case, the evaluations carried out by the school to achieve student learning achievement through implementation (Kim, 2011). Acceleration, such as the implementation of the program, implementation of the Learning Implementation Plan and Independent Learning Activity Unit for each student, while for external evaluation, namely evaluation related to the curriculum and management of the implementation of the acceleration program, which the East Java Acceleration Organizing Team can carry out (Triana, 2024).

#### **b. Evaluation of the learning process**

Learning process evaluation aims to improve and optimize learning activities, especially efficiency, effectiveness, and productivity. The results of an interview by

Ririn Sumarni, S.Pd Deputy Principal for Curriculum at Madrasah Aliyah Raudhatul Ulum, stated that:

*"Indicators assessed in the learning process include the suitability of learning objectives with learning materials, the condition of students and their learning activities, the condition of teachers and their teaching activities, the learning tools and resources used, techniques and methods for implementing learning outcomes evaluation."* (Interview with Ririn Sumarni, S.Pd Deputy Principal for curriculum at Madrasah Aliyah Raudhatul Ulum on May 15, 2024. 10.15WIB).

Meanwhile, the components used in evaluating the learning process were explained by Imam Mahalli, S.Pd. Teacher of the Yellow Book Reading Guidance Class for Madrasah Aliyah Raudhatul Ulum Students, namely:

*"Assessment components which include the type of assessment tool used, content and formulation of questions, examination and interpretation, assessment system used, implementation of assessment, follow-up to assessment results, use of assessment results, administration of assessment, level of difficulty of questions, validity and reliability of assessment questions, differentiating power, assessment frequency, and assessment planning."* (Interview with Imam Mahalli, S.Pd Teacher of the Yellow Book Reading Guidance Class for Madrasah Aliyah Raudhatul Ulum Students on May 13, 2024. 12.10 WIB)

Based on the description of the data presented, it can be understood that the evaluation tool for measuring the effectiveness of the learning process is prepared with a comprehensive assessment rubric to evaluate student involvement and achievement in the projects undertaken (Hallinger et al., 2014). The curriculum section also analyzes student exam results and assignments to identify areas for improvement. In addition, they hold reflection sessions with teachers to discuss teaching experiences, difficulties encountered, and improvement strategies. Each semester, they prepare an evaluation report containing recommendations for curriculum adjustments based on the findings (Lutfiyanti et al., 2024).

### **c. Evaluation of learning outcomes**

The types of evaluation used in evaluating learning outcomes at Madrasah Aliyah Raudhatul Ulum, as from the results of interviews conducted by researchers with Hesti Astui, M.Pd as the principal and teacher of the Nahwu subject, said that:



*"Teachers usually assess knowledge through oral tests, written tests, and assignments. For assessors, skills are acquired through practical tests, projects, and portfolios. Teachers also usually conduct assessments through observation, self-assessment, assessment between students, and journals to assess attitudes. Formative assessment is carried out immediately if students have completed the UKBM. They can continue with the next UKBM and be given enrichment if declared complete. However, if they are not completed, they will immediately be given remedial because the short semester program will be abolished. Written test assessments are carried out through formative tests (daily tests), mid-semester tests (UTS), final semester tests (UAS), and school examinations (US). Formative assessments are designed and developed based on assessment instruments by teachers/MGMP groups at schools. "Learning materials/materials for formative assessment are following the basic competencies that have been taught or UKBM that students have completed" (Interview with Hesti Astui, M.Pd, Head of Madrasah Aliyah Raudhatul Ulum on May 09, 2024. 08.30 WIB)*

A more detailed explanation was provided by the Deputy Head of the Madrasah Aliyah Raudhatul Ulum Curriculum Division, Shinta Swasningtyas, S.Pd, who stated:

*"Learning assessment in the accelerated program using the yellow book reading system includes 3 (three) aspects, namely attitude assessment, knowledge assessment, and skills assessment. Attitude assessment is seen in students' daily behavior, both in and outside the classroom. Knowledge assessment can be seen from students' understanding of the subjects taught and following the Learning Implementation Plan (RPP) that has been created. "Skills assessment is seen from how capable students are of applying known knowledge with practical techniques." (Interview with Ririn Sumarni, S.Pd Deputy Principal for curriculum at Madrasah Aliyah Raudhatul Ulum on May 15, 2024. 10.15WIB)..*

Based on the description of the data presented, it can be understood that the evaluation of assessments and criteria for completeness of the ability to read books without punctuation for students at Madrasah Aliyah Raudhatul Ulum refers to the minimum completeness criteria (KKM) that exist in each subject taken by students at Madrasah Aliyah Raudhatul Ulum. The minimum completeness criteria contain several tasks that students need to complete in order to be able to carry out daily tests and continue with the following minimum completeness criteria. So, the assessment

system applied each semester is based on daily tests at Madrasah Aliyah Raudhatul Ulum.

Madrasah Aliyah Raudhatul Ulum applies the Goal-oriented evaluation model. Namely, this type of evaluation focuses on students' mastery of the material, learning achievements, and minimum completeness criteria, which are the targets of the evaluation (Fitri, 2022). The second model uses a stake model evaluation, which compares two measurement results, namely the situation before and after program implementation. This evaluation can also be interpreted as a step to see whether a program implemented affects the school, so an evaluation needs to be carried out (Wangid et al., 2017).

Minimum completion criteria (KKM) for each Independent Learning Activity Unit (UKBM) are regulated by the evaluation team using a learning outcomes evaluation model (Pratomo & Shofwan, 2022). Each student's mastery or learning achievement is measured by the mastery of competencies achieved individually for each Basic Competency in each subject in the current semester (Mujiyati et al., 2020).

## **Conclusion**

Evaluation of the implementation of the acceleration program and the ability to read books without punctuation is carried out to determine educators' level of success in conveying material to students. In contrast, in broad scope, evaluation is carried out to determine the level of success and weaknesses found in the form of evaluation, including a) evaluation of the learning program, b) evaluation of learning outcomes, and c) evaluation of the learning process. Program evaluation aims to help plan program implementation in the future because programs that have had an assessment through program evaluation will know what things need to be maintained, improved, or corrected for the next program.

Madrasah Aliyah Raudhatul Ulum continues the results of the learning process assessment by setting improvement goals, organizing members, holding training, implementing program planning to solve problems, reporting progress, giving awards, informing the results that have been achieved, storing and maintaining the results achieved, and making improvements in the regular system of the learning process.

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