



Monitoring Evaluation of the Learning Process

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Abstract

The learning process is a research theme that has constantly received attention from previous researchers. Given, that the learning process will determine the quality of learning outcomes. Previous research found that the learning process is highly dependent on the maturity of planning. On this basis, this study aims to carry out evaluation monitoring of the learning process. The setting of this research is located at the Faculty of Tarbiyah, Institut Agama Islam Negeri Curup. The approach used in this research is qualitative with descriptive study method. Furthermore, the data were obtained from interview method, participant observation and documentation study. The results of this study concluded that the standard operating procedures (SOP) became a reference for monitoring the evaluation of the learning process. In fact, the SOP becomes a form of learning planning maturity process. For this reason, the SOP products produced in this study can be a reference in efforts to strengthen systematic learning from the planning to evaluation stages.

Keywords: Evaluation, Monitoring, Learning Process.

PRELIMINARY

The State Civil Apparatus (ASN) is a profession for civil servants (PNS) and government employees with work agreements (PPPK) who work in government agencies (Law No.20 of 2023). Civil Servants (PNS) are part of the State Civil Apparatus (ASN) which has an important role in national development and serves a vital function for government. Every civil servant must take basic training for civil servant candidates (CPNS) before becoming a civil servant. Civil Servant Candidates (CPNS) are Indonesian citizens who have passed the civil servant recruitment selection, appointed and determined by the Personnel Supervisory Officer (PPK), and obtained technical approval and determination of employee identification numbers. Basic Training for Civil Servant Candidates (CPNS) is education and training held during the pre-service period in an integrated manner, aimed at shaping moral integrity, honesty, enthusiasm and motivation for nationalism and nationality, building superior and responsible personal character, and increasing professionalism and competence in their fields (Handoko, 2021; Jalis, 2021; Mirdin, 2021).

According to LAN-RI Regulation Number 13 of 2022 concerning Civil Servant Management, CPNS are required to take part in the new pattern of Pre-Service Training (Latsar). Latsar participants are expected to be able to internalize the basic values of the PNS profession through implementation and actualization activities at the place of duty and feel the benefits directly. These basic values include service-oriented, accountable, competent, harmonious, loyal, adaptive, and collaborative which are known as Morals. Every ASN who takes part in the new pattern of Pre-Service Training (Latsar) is required to actualize the basic values of ASN as a benchmark for the participant's eligibility to be appointed as a PNS (Sembodo, 2021; Rahmanendra, 2021). Therefore, participants must prepare an actualization plan that includes the basic values of ASN that will be applied in their respective workplaces.

Law No. 20 of 2023 states that ASN has three main functions, namely as an implementer of public policy, public servant, and a unifier and unifier of the nation. These three functions are further

explained in Article 11, which states the duties of ASN, namely: (1) implementing public policies determined by personnel development officials in accordance with laws and regulations, (2) providing professional and quality public services, and (3) strengthening the unity and integrity of the Unitary State of the Republic of Indonesia.

In Latsar CPNS, there are four agendas that must be followed. The first agenda is national defense readiness, which aims to equip CPNS with national insight so that they are able to demonstrate national defense attitudes and behaviors in readiness, reflecting physical and mental health to face contemporary issues when carrying out their duties as professional civil servants who serve the community (Suwarno, 2021). The second agenda is the basic values of civil servants, which aim to provide provisions on service-oriented, accountable, competent, harmonious, loyal, adaptive, and collaborative values (Sejati, 2021). The third agenda is smart ASN and ASN Management. The fourth agenda is the habituation of the implementation of actualization in the work unit.

The Quality Cluster is an extension of the Quality Assurance Agency (LPM) to ensure academic quality at the Faculty and Study Programme levels. The Quality Control Group is appointed and assigned based on the Rector's Decree (SK). The Quality Control Group is tasked with identifying, analysing and finding solutions to problems that are aligned with the internal quality assurance system, and is responsible for planned and sustainable quality improvement (Munizu, 2023; Li, et.al., 2014; Tang, et.al., 2014). One of the main tasks and functions of the Quality Control Group is to conduct monitoring and evaluation (Monev) of the learning process. The function of monitoring and evaluation (M&E) in the learning process is to ensure that learning activities take place in accordance with established standards, identify deficiencies or problems that arise, and provide feedback for improvement. M&E also acts as a tool to assess the effectiveness of teaching methods, the achievement of learning objectives, and the quality of interaction between lecturers and students, so that it can support continuous improvement in the quality of education (Escobar, et.al., 2024; Ji, et.al., 2021).

Relevant research discussing the learning process has been widely reviewed, including discussing aspects of student responses to online learning (Widayati, et.al., 2020; Huda, 2022; Engko & Usmany, 2020), the use of learning media (Istiqlal, 2018; Tafonao, 2018; Nurwahidah, et.al., 2021), the role of artificial intelligence in the learning process (Putri, et.al., 2023; Arly, et.al., 2023; Risnina, et.al., 2023; Mayasari, et.al., 2023), the level of student learning activity (Respati, 2018), instructional communication in the learning process (Darmawan, 2006), and the impact of the Covid-19 pandemic on the learning process (Sari, et.al., 2020; Ridwanto & Capah, 2020).

Referring to the literature review above, the novelty obtained in this study is related to the importance of learning SOPs. In carrying out the task of monitoring the evaluation of the learning process, it is important to have a procedure that is used as a reference in carrying out the task (Hartati, et.al., 2023; Niati, et.al., 2023). This can be achieved by having a standard operating procedure (SOP). The objectives of the SOP include: (1) as a guide in carrying out certain activities, (2) to avoid failure or errors, so as to prevent conflict, doubt, and waste in carrying out activities, and (3) to explain the flow of tasks, authority, and responsibilities of officers who are interconnected (Arafat, 2017; Fauziah & Rangkuti, 2020; Taufiq, 2019; Setijanangrum, 2020; Ramudin, 2019). However, in the Quality Control Group of the Faculty of Tarbiyah there is no SOP for monitoring and evaluating the learning process.

So far, GKM has used the SOP made by LPM and the SOP is also the general SOP for the Quality Control Group. So that the flow in monitoring is not yet directed which makes the monitoring results not yet standardized. Based on this description, the author is interested in utilizing digital media in the process of monitoring the evaluation of the learning process by implementing the core value of ASN BerAKHLAK by implementing actualization and habituation with the title "Monitoring Evaluation of the Learning Process at the Faculty of Tarbiyah IAIN Curup". Through this research, an SOP product was produced that can be a reference in efforts to strengthen the systematic learning from the planning stage to evaluation.

METHOD

This study aims to carry out monitoring and evaluation of the learning process. The setting of this research is at the Faculty of Tarbiyah, State Islamic Institute of Curup. The approach used in this study is qualitative with a descriptive study method. Furthermore, data were obtained from interview methods,

participant observation and documentation studies (Arifin, 2017; Sukendra & Atmaja, 2020). Furthermore, the data were analyzed using data reduction, data display, and conclusion drawing. Finally, the data validity test used the research data triangulation technique (Assingkily, 2021).

Furthermore, the conceptual framework of this study is shown in the scheme below:

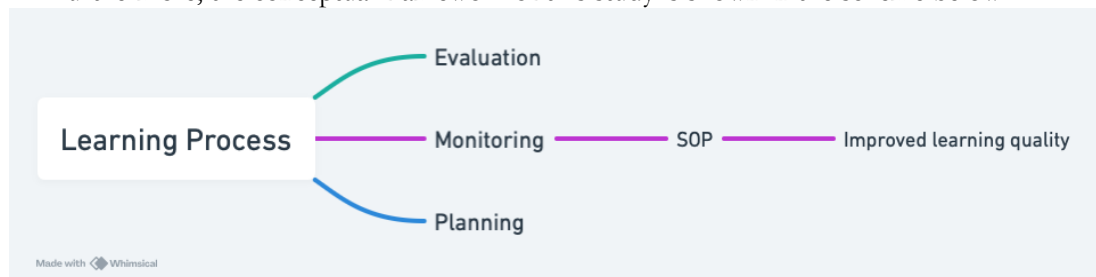


Figure 1. Framework (this study)

FINDINGS AND DISCUSSION

After identifying and describing the issues in the work unit, the issues were then analysed using several methods. This aims to gain an understanding of the issues as a whole and determine the quality issues to be resolved. The tapping tools used to determine issue quality criteria are the APKL method (Actuality, Validity, Problematics, and Feasibility) and the USG method (Urgency, Seriousness, Growth). After determining the core issue based on the two issue weighting methods, the cause of the issue will be analysed using a fishbone diagram.

APKL (Actual, Problematic, Feasibility, and Appropriateness)

The next stage after describing the issue is to analyze the issues. The analysis is carried out to determine the criteria for the issue and the quality of the issue. Not all issues can be raised as material for actualization, therefore, to determine the criteria and quality of the issue, the APKL method can be used. The APKL technique is a technique used to determine the feasibility of a problem by considering four factors, namely: actual, problematic, feasibility, and feasible (Idris, et.al., 2019).

The following is a detailed explanation of APKL: (A) Actual: the issue is still being discussed or has not been resolved until now, (P) Problematic: this issue deviates from standard expectations, provisions that cause anxiety, and has elements of complexity in various conditions, (K) Feasibility: the issue raised directly concerns the lives of many people, and (L) Feasible: this issue is reasonable, logical, rational, realistic, and can be discussed in accordance with duties, rights, authority and responsibilities.

Table 1. APKL Issue Analysis

No	Issue	A	P	K	L	Skor	Rangking
1	There is no Standard Operating Procedure (SOP) for monitoring the evaluation of satisfaction with learning process services at the Tarbiyah Faculty of IAIN Curup.	5	5	5	5	20	I
2	There is no questionnaire instrument for satisfaction with administrative services at the Faculty of Tarbiyah, IAIN Curup.	5	4	5	4	18	III
3	Lack of management of the Quality Control Group website at the Faculty of Tarbiyah, IAIN Curup.	4	4	4	4	16	IV
4	Lack of website management for archiving documents of the Quality Control Group of the Faculty of Tarbiyah, IAIN Curup.	4	4	4	4	16	V
5	There is no application for non-academic complaint services for the	5	5	4	5	19	II

Faculty of Tarbiyah at IAIN Curup.						
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The APKL score results were obtained based on a questionnaire distributed via Google Form with 13 respondents. Respondents came from lecturers, employees and leaders at the Faculty of Tarbiyah IAIN Curup. This is the link used for the survey <https://forms.gle/uxm6EF4WA6xyEHL47>. Based on the results of the analysis using the APKL analysis technique, three issues were selected that received the highest scores, namely: first, the absence of a Standard Operating Procedure (SOP) to monitor the evaluation of satisfaction with learning process services at the Faculty of Tarbiyah IAIN Curup (ranked first). Second, there is no application for non-academic complaint services for the Faculty of Tarbiyah at IAIN Curup (ranked second). Third, there is no questionnaire instrument for satisfaction with service administration at the Faculty of Tarbiyah IAIN Curup (ranked third).

USG (Urgency, Seriousness, Growth)

Based on the description above, the next stage is to choose which issues must be resolved quickly (priority issues). To find out the priority issues, the USG analysis technique is carried out. USG is a tool to find out which issues are priorities using the criteria of urgency, seriousness, and growth (Idris, et.al, 2019). The following is an explanation of the USG criteria, namely: (1) Urgency, namely how urgently the issue must be discussed, analyzed, and followed up; (2) Seriousness, namely how seriously the issue must be discussed and linked to the consequences; and (3) Growth, namely how likely the issue will get worse if not handled immediately.

The criteria for determining USG indicators are:

Urgency:

- 1: Not Urgent
- 2: Less Urgent
- 3: Quite Urgent
- 4: Urgent
- 5: Very Urgent

Seriousness:

- 1: The consequences are not serious
- 2: The consequences are less serious
- 3: The consequences are quite serious
- 4: The consequences are serious
- 5: The consequences are very serious

Growth:

- 1: Not Growing
- 2: Undergrowth
- 3: Ciku Grows
- 4: Grow
- 5: Very Growing

The assessment with USG will use a scale of 1-5, the higher the weight of the assessment, the more urgent, serious, and must be handled immediately. The results of the USG analysis are as follows:

Table 2. Analysis of USG Priority Issues

No	Identify the Cause of the Issue	U	S	G	Skor	Rangking
1	There is no Standard Operating Procedure (SOP) for monitoring the evaluation of satisfaction with learning process services at the Tarbiyah Faculty of IAIN Curup.	5	5	5	15	I
2	There is no application for non-academic complaint services for the Faculty of Tarbiyah at IAIN Curup.	4	4	4	12	II
3	There is no questionnaire instrument for satisfaction with administrative services at the Faculty of Tarbiyah, IAIN	4	3	4	11	III

Curup.					
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The results of the USG analysis are based on a questionnaire that has been given to 10 respondents from lecturers, staff, and heads of study programs at the Faculty of Tarbiyah IAIN Curup. This is the link used to distribute the questionnaire <https://forms.gle/pRt9N5VqPv8SDh5a8> via Googleform. Based on the results of the analysis above, it can be concluded that the main issue or core issue identified in this paper is "The absence of a Standard Operating Procedure (SOP) for monitoring the evaluation of satisfaction with learning process services at the Faculty of Tarbiyah IAIN Curup".

Fishbone Diagram

Based on the results of the APKL and USG analysis, it is necessary to review it again to find the source of the problem which will later be useful in determining ideas or activities that can solve the problem. Fishbone diagram is an analysis tool to identify various potential causes of the problem, and analyze the problem and find out the root of the problem (Idris, et.al., 2019). The results of the issue analysis using fishbone are shown in the Figure below.

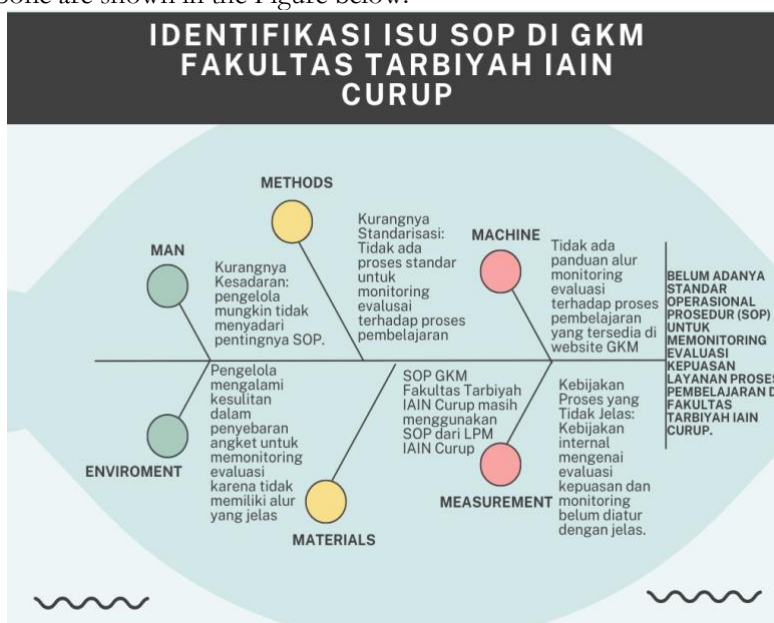


Figure 2. Fishbone Diagram of Issue Identification

The results of the fishbone diagram analysis are: first, man. Lack of awareness of managers regarding the importance of SOP: this can be resolved by socializing the SOP for monitoring and evaluating the learning process at the Faculty of Tarbiyah IAIN Curup. Second, methods. The absence of a standard process for monitoring and evaluating satisfaction with learning process services: this can be resolved by creating an SOP for monitoring and evaluating the learning process at the Faculty of Tarbiyah IAIN Curup. Third, machines. The absence of a guide to the flow of monitoring and evaluating the learning process available on the GKM website: this can be resolved by providing an SOP for monitoring and evaluating the learning process on the GKM website (Narayana & Amri, 2023; Pranoto, et.al., 2020).

Fourth, environment. The management experienced difficulties in distributing the questionnaire: this can be solved by having a clear flow in monitoring and evaluating the learning process. Fifth, materials. The SOP of the GKM Faculty of Tarbiyah IAIN Curup still uses the SOP of the LPM IAIN Curup: this problem can be solved by creating an SOP by the Quality Control Team of the Faculty of Tarbiyah IAIN Curup. Sixth, measurement. Internal policies regarding monitoring and evaluation have not been clearly regulated: this can be solved by creating an SOP for monitoring and evaluating the learning process at the Faculty of Tarbiyah IAIN Curup.

Argumentation on Selected Core Issues

After conducting analysis using APKL, USG, and Fishbone methods, the highest ranking issue was obtained to be raised to obtain a solution. The selected issue was "The absence of a Standard Operating Procedure (SOP) to monitor the evaluation of satisfaction with the learning process service at the Faculty of Tarbiyah IAIN Curup". Currently, the Faculty of Tarbiyah IAIN Curup does not have an official SOP for evaluating satisfaction with learning services. Without a clear SOP, the evaluation process may be carried out sporadically and poorly planned, which can result in inconsistent data collection and lack of effective follow-up. A systematic and structured SOP is important to ensure that all evaluation steps from questionnaire preparation, data collection, analysis, to follow-up are carried out consistently and efficiently. With SOP, the faculty can ensure that each stage of the evaluation is carried out in accordance with established standards and can be accounted for.



Figure 3. Discussion and Signing of Standard Operating Procedure

The development of a comprehensive SOP will enable faculty to monitor and evaluate satisfaction with learning services more effectively. This SOP will include the preparation and distribution of questionnaires, data processing, evaluation report creation, and implementation of improvement plans. With the SOP, faculty can identify areas for improvement based on student feedback and respond with appropriate actions. This will support continuous improvement in the quality of learning services, as the evaluation and improvement process becomes more structured and measurable.



Figure 4. Decree of Approval from the Chancellor of IAIN Curup

In order for the evaluation of learning service satisfaction to run well, the SOP must integrate the principles of ASN morality and SMART ASN. The principle of ASN morality emphasizes service orientation, accountability, and competence in every evaluation process. By following this principle, the faculty will ensure that the evaluation process is carried out objectively and without bias with the service process that should be (Munadi, et.al., 2021; Maharani, et.al., 2021). In addition, the SMART ASN

principle will help in setting clear evaluation objectives, measurable indicators, realistic action plans, and regular schedules. This will increase the accountability and effectiveness of the evaluation, and ensure that the results can be used for real improvements.



Figure 5. Report on the Results of Monitoring and Evaluation of the Learning Process

With the SOP, the evaluation process will be more transparent and accountable. The SOP will clearly explain the responsibilities of each party involved, the procedures to be followed, and how the evaluation report is prepared and disseminated. This will reduce the possibility of errors or irregularities in the evaluation, and ensure that the evaluation results are accountable to all stakeholders, including students and faculty.

Developing SOPs for evaluating satisfaction with learning services will also support the ongoing development of the faculty. By conducting regular and systematic evaluations, the faculty can identify strengths and weaknesses in learning services and implement necessary improvements. This will create a culture of continuous improvement, where student feedback becomes the basis for developing better policies and practices.

CONCLUSION

Based on the description above, the results show that standard operating procedures (SOP) are a reference for monitoring and evaluating the learning process. In fact, SOPs are a form of learning planning maturity process. Therefore, the SOP products produced in this study can be a reference in efforts to strengthen the learning system from the planning stage to evaluation. The SOPs produced from this study can facilitate work units in the IAIN Curup environment in understanding the flow and procedures in implementing monitoring and evaluating the learning process at IAIN. In addition, reports on the results of monitoring and evaluating the learning process are very much needed by the faculty in completing institutional and study program accreditation documents.

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