

**Educational Evaluation Management Strategy
in Improving the Quality of Learning**

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ARTICLE INFO	ABSTRACT
Published: 17 Jan 2025	This study examined educational evaluation management strategies at SMP Al Hidayah to improve learning quality. Driven by the need for effective quality control mechanisms to enhance student performance, the research aimed to explore and analyze the effectiveness of the strategies employed. A qualitative approach was used, involving interviews with teachers and the principal, along with classroom observations. The focus was on the participatory evaluation management strategy. Findings highlighted strengths, including enhanced collaboration, increased student engagement, shared accountability, and improved communication, promoting continuous improvement. However, challenges emerged: time constraints, conflicting opinions, insufficient training, inconsistent implementation, and difficulty in quantifying the strategy's impact. The study concludes that while participatory evaluation offers significant potential, SMP Al Hidayah should address identified weaknesses. Recommendations include providing professional development, developing clearer implementation guidelines, and creating more effective metrics to measure impact. Further research could explore additional strategies and long-term effects.
Keywords: <i>Education evaluation, Management Strategy, Quality learning</i>	

INTRODUCTION

The quality of education is increasingly recognized as a critical factor in the overall development of students and the effectiveness of educational institutions. Various studies and initiatives have highlighted the need for systematic quality control mechanisms in schools to enhance student performance and educational outcomes. Agustriani (2023) emphasized that effective quality control can notably boost student achievement and performance, underlining the importance of assessing and improving educational practices.

Moreover, evaluating educational programs is essential for enhancing the quality of education. Widoyoko and Putro (2013) suggest that a focus on program evaluation significantly contributes to educational quality improvements. Such evaluations allow for ongoing assessment of educational methodologies and curriculum effectiveness, ensuring that institutions adapt to changing student needs and learning environments.

In parallel, Setiawati (2020) identifies key strategies for improving school quality through organized meetings involving school leadership, the school committee, teachers, and

staff. Regular and structured communication among these stakeholders fosters a collaborative environment, encouraging the sharing of insights and practices that are beneficial to educational outcomes. This collective effort is essential for strategic goal-setting and sustained improvements in teaching and learning processes.

Further emphasizing the interplay of leadership and strategic management in education, Nur Efendi and Muh Ibnu Sholeh (2024) discuss comprehensive approaches to educational management. They highlight the significance of participatory, evidence-based, sustainable, collaborative, goal-oriented, and team-based methods in implementing educational management practices. These approaches contribute to enhanced teacher performance, which is crucial for positively impacting student learning experiences. The study indicates that improvements in teaching quality lead to better academic performance, increased student motivation, enhanced life skills, self-confidence, and an overall positive school climate.

In a broader context, Noprika et al. (2020) discuss the strategic implementation of various educational activities, including teacher training, tutoring programs, and extracurricular engagement in sports and arts. Such initiatives are integral to providing a comprehensive educational experience that prepares students for academic assessments such as National Examinations and other academic challenges. The focus on a wide range of activities ensures that students receive holistic support, addressing not only their academic needs but also their personal and social development.

In the current educational landscape, particularly with the rise of online learning, priorities have shifted to focus on enhancing the quality of virtual education. Institutions must ensure that lecturers are consistent in delivering effective lectures, adept at using learning platforms, and responsive to student needs (Wandi et al., 2025). Fostering student motivation and addressing any impediments to learning are paramount in building a successful online learning environment. This focus reflects a broader theme in educational management: that consistent evaluation and accountability are essential to ensuring educational effectiveness and continuous quality improvement.

Given this context, the research seeks to explore "Educational Evaluation Management Strategies for Improving Learning Quality at SMP Al Hidayah in Tangerang District." The objectives of the study is to investigate the current evaluation management strategies employed at SMP Al Hidayah.

METHOD

This research was conducted from January to March 2022 at SMP Al Hidayah in Tangerang. The study employed a qualitative research method, focusing on gathering in-depth insights regarding the educational evaluation management strategies implemented to improve the quality of learning at the school.

The respondents included ten teachers and one school principal, ensuring a comprehensive perspective on the effectiveness of the evaluation strategies in place. This selection provided an opportunity to capture diverse viewpoints from both instructional staff and administrative leadership.

Data collection was carried out through interviews and observations. The interviews were designed to explore the experiences and insights of the respondents regarding the existing evaluation management strategies and their impacts on the quality of learning. An interview question guide was developed as the primary instrument for this process, facilitating structured yet flexible conversations that allowed for nuanced responses.

Additionally, observational methods were employed to gather contextual data on classroom dynamics, interactions among educators and students, and the overall educational environment at SMP Al Hidayah. This observational data complemented the insights gained

from the interviews, providing a richer understanding of how evaluation management strategies are enacted and perceived in practice.

By utilizing qualitative methods, the research aimed to uncover the underlying factors influencing the effectiveness of educational evaluation management, which could lead to actionable recommendations for improving learning outcomes at SMP Al Hidayah.

RESULT AND DISCUSSION

In exploring educational evaluation management strategies designed to enhance learning quality at SMP Al Hidayah, a series of interviews were conducted with educators and the school principal. The focus of this analysis centers on one specific strategy: the implementation of participatory evaluation management.

Description of Participatory Evaluation Management

Participatory evaluation management involves engaging all stakeholders, including teachers, students, and parents, in the assessment processes that affect educational quality. This strategy promotes collaboration, transparency, and shared responsibility for educational outcomes, aligning with the approaches recommended by Nur Efendi and Muh Ibnu Sholeh (2024), which highlight the importance of participatory methods in educational management.

Interview Excerpts

Throughout the interviewing process, several key themes emerged regarding the perceived strengths and weaknesses of participatory evaluation management in the context of SMP Al Hidayah.

A teacher mentioned, "Having regular meetings where we can discuss our evaluation methods and sharing the responsibility of assessing student progress has made a significant difference. We all feel more invested in the students' success because we are part of the process."

Another educator added, "I believe that when we involve students in the evaluation process too, it empowers them to take charge of their own learning. They become more motivated to improve because they see their contributions matter."

The school principal echoed these sentiments, stating, "Participatory evaluation management has cultivated a sense of community within our school. Everyone feels they have a stake in the outcomes, and that has led to a collective push towards improving our teaching practices."

Strengths of Participatory Evaluation Management

1. **Enhanced Collaboration:** The participatory approach fosters a collaborative environment where teachers can share resources, strategies, and insights. This collaboration leads to more effective teaching practices, as knowledge and experiences are exchanged and leveraged for collective growth.
2. **Increased Student Engagement:** As noted by one teacher, involving students in the evaluation process serves to increase their engagement and motivation. When students participate in discussions about their learning and assessment, they are more likely to take ownership of their educational journey.
3. **Shared Accountability:** With all stakeholders involved, there is a stronger sense of accountability among educators. Each participant is responsible for contributing to the evaluation process, which encourages them to strive for higher standards in their teaching methods and student interactions.

4. **Improved Communication:** This strategy promotes open lines of communication between teachers, administrators, and students. Regular meetings and discussions facilitate a better understanding of individual challenges, thereby allowing for timely adjustments to teaching approaches.
5. **Continuous Improvement:** By utilizing a participatory model, SMP Al Hidayah can adapt and evolve its evaluation strategies based on ongoing feedback from its members. As educators and students share their experiences and insights, the school can implement changes that directly address any weaknesses identified during evaluations.

Weaknesses of Participatory Evaluation Management

While the participatory evaluation management strategy has its strengths, several challenges were also noted during the interviews.

1. **Time Constraints:** Participatory methods require significant time investment for meetings and discussions, which can be a challenge for busy educators. One teacher mentioned, "With all the curriculum requirements and teaching responsibilities, finding time for these participatory meetings can be difficult."
2. **Diverse Opinions:** The involvement of multiple stakeholders can lead to conflict, as differing opinions may arise regarding evaluation criteria or methods. The principal pointed out, "While we value everyone's input, it can sometimes lead to disagreements that slow down decision-making processes."
3. **Need for Training:** Effective participation requires training and understanding of collaborative evaluation methods. Several teachers expressed the need for professional development to guide them in engaging effectively with this approach.
4. **Implementation Consistency:** Ensuring that all teachers consistently apply the same participatory strategies can be challenging. One educator remarked, "Not everyone is on the same page when it comes to participatory evaluation; some teachers may hesitate to fully embrace this approach."
5. **Assessment of Outcomes:** Measuring the success of participatory evaluation management can be difficult. As noted by a teacher, "It's hard to quantify how much the participatory process has improved learning outcomes. We need to develop better metrics to assess its effectiveness."

These insights align with the literature, including the works of Setiawati (2020) and Widoyoko & Putro (2013), highlighting the importance of strategic management and teacher involvement in educational evaluation processes. As SMP Al Hidayah continues to refine its evaluation strategies, addressing these challenges and leveraging the strengths of participatory evaluation management will be vital in enhancing overall learning quality and achieving its educational objectives.

CONCLUSION

The findings from the interviews at SMP Al Hidayah demonstrate that participatory evaluation management brings notable strengths, including enhanced collaboration, increased student engagement, shared accountability, improved communication, and a foundation for continuous improvement. However, challenges remain, such as time constraints, diverse opinions, a need for training, implementation consistency, and difficulties in assessing outcomes.

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