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Monitoring and Its Influence on the Learning Process of High School Students in Improving Knowledge: A Comprehensive Study

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Received: 11 April 2024 Accepted: 09 May 2024 Published: 06 June 2024 Abstract: Monitoring and Its Influence on the Learning Process of High School Students in Improving Knowledge: A Comprehensive Study. Objective: of this study was to analyze the influence of teacher performance in implementing learning to high school students. Learning problems will arise if teachers do not carry out monitoring tasks on classroom teaching seriously. Very many administrative tasks make teachers busy with administrative and bureaucratic activities. However, in reality there are 24% happy with a lot of administration and forget the actual task. Another fact, there are 68.8% of students who think that high school teachers have performance below expectations. This is urgent to be studied because there is a difference between theory and expectations. Method: research used is a quantitative approach survey. The number of samples in this study was 330 high school students located in the Jakarta area. Data collection techniques with instruments in the form of statements about the implementation of the learning process and teacher monitoring in the learning process at school. Samples were selected randomly from all schools in Jakarta. Anyone who was found and willing to be a respondent. The analysis technique with descriptive statistics with the help of SPSS Version 25.0 and the instruments built consisted of Daily Learning Plans, material delivery, questioning techniques, student involvement, reinforcement, training and student assignments, training checks and closing. Results: found that teachers in schools monitored but not optimally. Found from student assessments of the teaching and learning process and only focused on completing the material. But overall, it is still in a reasonable stage. Conclusion: planning, implementation and evaluation must continue to be carried out by teachers to increase students' interest in learning.

Keywords: learning management, teaching program, secondary school teachers, implementation.

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INTRODUCTION

The In preparing teaching materials, it is necessary to continue to develop education and develop the curriculum sustainably (Perwitasari et al., 2023; Machado & Davim, 2023). Curriculum development aims to ensure that all students have the right to education and focuses on student development in knowledge and understanding as well as extracurricular activities (Kim et al., 2023; (Mpuangnan & Ntombela, 2024). Curriculum development aims to ensure that all students have the right to education and focuses on student development in knowledge and understanding as well as extracurricular activities

(Bodolica et al., 2021; McCormack et al., 2023). The main task of high school teachers is to prepare learning with the aim of achieving the success of the curriculum itself (Marx et al., 2023; (Neville, Petrass, & Ben, 2023). The learning process that is carried out from the planning to the evaluation stage is an obligation that must be carried out by teachers (Ibda, Syamsi, & Rukiyati, 2023). Monitoring of learning conducted in high schools must be in accordance with planning and regular in order to improve the effectiveness of education. In the study, it was stated that teachers who carry out evaluation and monitoring of learning have a significant relationship to the effectiveness of the learning process in the classroom (Hanaysha et al., 2023; Ordofa & Asgedom, 2022). In previous studies, it was found that the role of teachers as educators and supervising students in class during the learning process is very necessary (Triansyah et al., 2023; Hidayat & Wardat, 2024). In addition, teachers can also provide access to information that cannot be accessed by students carelessly. Every teacher is required to know what is happening in the classroom, what students are doing in the classroom, whether the material presented to students is understood and there is feedback and whether students have an interest in learning (Donkin & Rasmussen, 2021). Teachers must ensure that all of this has been done and in accordance with procedures. In previous studies, it was found that teachers pay less attention to the learning evaluation process because most of their time is spent doing school management tasks (Yirci, Karakose, Kocabas, Tülübaº, & Papadakis, 2023). While other studies emphasize that the evaluation process is very necessary and must be carried out routinely to improve students' understanding in high schools (Sanusi, Oyelere, Vartiainen, Suhonen, & Tukiainen, 2023). The basis for teachers to improve their teaching methods is to collaborate with students who are

taught through projects. The survey also revealed that students find it difficult for teachers to accept them as references for them (Samosir et al., 2023; Zhang & Tur, 2024). Students prefer to ask each other than to teachers. Effective school leaders recognize the importance of supervision and encourage improvements in teaching (Yirci et al., 2023). Because teacher monitoring aims at the quality of teaching, evaluation can be used as a catalyst for student progress in high school. It must be admitted that the implementation of monitoring requires a fairly long time, but even so, teachers must still do it (Lokman, Abdullah, Mustafa, Sembak, & Letchumy, 2023). The purpose of evaluation and monitoring carried out by teachers to students is to organize activities to determine the effectiveness of the school's learning process, especially in the teaching and learning process (Torres, Piraquive, & Chiappe, 2023). The effectiveness of teacher teaching improves the quality of teaching along with sharing knowledge with students. One assumption in monitoring is that without guidance and support, teachers do not have the opportunity to change. The study stated that 67% of students strongly agreed with the evaluation carried out by teachers in order to improve the quality of teaching (Hoque, Wang, Qi, & Norzan, 2023). However, in previous findings, 68.8% of teachers were only busy working on school administration without paying attention to the quality of their learning (Gouge et al., 2023). Teachers need to develop models, methods and tools for implementing learning and must be accompanied by two-way communication between teachers and students. Several effective supervision models can be applied to supervision. namely the intensive model and the collaborative model (Nutakki & Mandava, 2023).

The Intensive Model is rational and this practice is designed to be one of the models that teachers often use in the world in monitoring the

development of student learning by using this model, teachers can find out whether students have understood the material or not (Sabatini et al., 2023; (Algahtani et al., 2023). In the incentive model requires direct face-to-face with students. This monitoring model builds familiarity between students and teachers and a formative focus on assessment and protecting relationships in critical analysis of teaching (Kerman et al., 2024; Noorbehbahani et al., 2022). This monitoring also aims to improve teacher professionalism by emphasizing the improvement of teaching practices in the classroom. The pre-assessment stage is very important in seeing the teacher's performance whether the teacher and students have an agreement or there is still miscommunication that has not been resolved. Teachers must get a clear picture of how the monitoring process is carried out. The second stage involves monitoring the actual teaching that occurs in the classroom. In this stage, observations are made of the teacher who teaches, what is taught, and how students react during teaching. Teachers must ensure the quality of learning that students get from the learning process and must ensure that all students leave the classroom at the end of the class in a way that does not disrupt learning in the classroom. The teacher's ability to analyze the data and information collected is also needed so that it is more meaningful in planning a management strategy for the supervisory function carried out by the teacher to the students who will be taught. Post-observation is carried out to inform students that later when monitoring is carried out the teacher will pay attention in class when the teacher teaches to encourage the teacher to improve his teaching methods. In the last part, an assessment of teacher performance is carried out and to see how much the students have learned the knowledge given to them by the teacher.

Meanwhile, the Cooperative Monitoring model uses the term cooperative evaluation as a process that encourages the development of teacher professionalism through systematic collaboration with colleagues (García-Martínez et al., 2022; Fu & Hwang, 2018). Teachers can form groups of four or five people in one team. Usually this model is often used by teachers in working on project assignments brought home by students (Tsybulsky & Muchnik-Rozanov, 2019; Ventista & Brown, 2023). Students are expected to be able to form collaborations with their friends in completing the project (Tumpa et al., 2023; Hartikainen et al., 2023). Members voluntarily develop their abilities by exchanging ideas with each other. Activities carried out in groups include observing each other, discussing results and teachers as facilitators and continuing to ask questions and provide questions according to the competencies of the students they teach (Chandran et al., 2023). Teachers in this model must also be able to design materials that are tailored to the abilities of students in the class they teach. The cooperative approach involves mentoring teachers who are more experienced than new teachers (Khasawneh, 2023; J. Kim, 2024). With the temporary assumption that the cooperative approach is that teachers in teaching in class have extensive knowledge and good management (Cañabate et al., 2019; Sein-Echaluce et al., 2022). Therefore, they can help students adapt more easily to teachers who are always open and have prepared learning tools that will be used in the material to be taught. The relationship between teachers and students will reach a mature level if there is a reciprocal relationship (Almatrafi, Johri, & Lee, 2024). The cooperative approach is to solve problems through decision-making on problems or challenges being faced by students. Teachers encourage by providing motivation and communication that is supportive and convincing for students to learn actively (Chukwuere, 2023; Ortiz & Huber-Heim, 2017). It is hoped that students can develop good ideas and principles in learning and socializing with fellow friends. If a problem is found, then with this model students can ask the teacher together and the teacher must be ready to provide a solution that can satisfy the students (Chan, 2023). Discussion needs to be done so that the solution to the problem can be agreed upon by both parties, both from the teacher and among the students (Eidin & Shwartz, 2023). By conducting a planned evaluation of students, it can provide a high commitment to teaching and can help students overcome their fear of entering the material or subject (Almossa, 2021). This ensures that teachers improve the quality of teaching through quality supervision. This shift can improve the teacher's experience in helping to improve the quality of teaching (Maria Lucila S. Sumapal & Maria Lucila S. Sumapal, 2023). Quality supervision can only be perfected by students if they are willing to provide feedback or assessment of the learning process given by the teacher to them (Rizvi, Waite, & Sentance, 2023). In his research, he stated that elements such as knowledge, interpersonal skills, and technical skills need to be present in a teacher to determine the effectiveness of the planning process and implementation of learning in the field. The relationship between teachers and students that is increasingly good and positive will have an impact on harmony in running the class and guarantee students' interest in learning more deeply about the material taught by the teacher.

In this study, there was a gap between the opinions of one researcher and another. Some researchers see the need for a more in-depth analysis of the monitoring that teachers must do to students in high schools. With the assessment given by students, it can be a highlight in answering the doubts found by previous researchers. The theory says that teachers in the learning process must prepare planning carefully, systematically and easily understood by students. However, it is hoped that there are still many teachers in schools who have not maximized the evaluation function of the learning that has been given. Teachers are busy with educational administration matters that are assigned to teachers. Therefore, it is urgent to examine how the role of teachers in high schools is in providing services and monitoring the learning process to all students. To answer this, this study aims to analyze the planning, implementation, assessment and evaluation carried out in schools as their function as facilitators and the main source of student learning.

METHOD

The method in this study is a quantitative method, namely with a survey approach (Boestam et al., 2023; Lutfi et al., 2023). The subjects in this study were high schools consisting of respondents. The subjects of the study were 330 students in Jakarta. The sampling technique was carried out randomly to 30 partner schools. There were 34 items asked to students to answer this study. Previously, there were 52 items from the questions to be asked. However, when validation was carried out with experts, 18 items were removed and only 34 items were worthy of being used as tools in obtaining data. All items asked have gone through the validation process and reliability testing. All items were declared worthy of being used as questions to students as the main source in this study. Table 1 shows 34 items asked to students.

Table 1. Research instrument

No	Item
1	The teacher provides a learning plan according to the students' abilities and skills.
2	The teacher provides a learning plan according to the goals and achievements.

3	The teacher provides a time allocation learning plan.
4	The teacher provides a learning plans according to the assessment indicators.
5	The teacher designs materials to attract students' interests.
6	The teacher prepares materials according to the students' mentality.
7	Compiles questions and asks them according to abilities
8	Modifies questions
9	Asks according to curriculum achievements.
10	Questions are easy to understand.
11	Distributes questions to the whole class.
12	Giving students time to think
13	Giving students the opportunity to argue
14	Diverting questions to other students
15	Giving appropriate responses to students' answers
16	Giving praise to active students
17	Differentiating questions to students
18	Putting aside negative thoughts
19	Following students' abilities and skills
20	Giving types of models
21	Relating to the topic being studied
22	Emphasizing procedures and directions in making assignments
23	Showing student errors
24	Checking the duration and frequency of assignments
25	Giving constructive reviews
26	Giving awards for good work
27	Ensuring students make corrections
28	Creating cognitive closure
29	Creating closure with wise words
30	Ensuring a good atmosphere in the learning process
31	Ensuring student attendance to learn
32	Provoking students so that students' interest is high in learning
33	Being objective
34	Being disciplined

The data collection technique used by the researcher is using the Instrument. The instrument was developed and has gone through a validation process from experts and was declared valid. This study was conducted for 2 months by distributing the instrument to students. The instrument was assessed based on a Likert scale of 1 = Strongly Disagree, 2 = Disagree, 3 = Quite Agree, 4 = Agree and 5 Strongly Agree. This study recorded all the advantages and disadvantages during the teaching and learning

process session. The observation instrument for the teaching and learning process was taken from the Standard Assurance Instrument set by the School Inspectorate and used by all schools to measure the teaching and learning process. The following are the indicators and instruments used. H1: There is no significant effect of evaluation and monitoring on teacher teaching performance based on student involvement, H2: There is no significant effect of evaluation and monitoring on teacher teaching performance based on reinforcement, H3: There is no significant effect of evaluation and monitoring on teacher teaching performance on training and student assignments, H4: There is no significant effect of evaluation and monitoring on teacher teaching performance based on training and student assignments.

In this study, the data analysis technique used is descriptive statistics with the help of SPSS Version 25.0 (Jacques de Sousa, Simões, Poças Martins, Sanhudo, & Moreira da Costa, 2023). The data analysis technique using SPSS looks at the mean, standard deviation, t-test and how the evaluation and monitoring of learning carried out by teachers influence learning. This study uses a paired t-test to determine the effect of monitoring evaluation on teacher teaching in the classroom.

RESULT AND DISCUSSION

The results found in this study are seen in the process of evaluation and monitoring of learning, statistical analysis plays an important role in assessing the effectiveness of the teaching methods applied. The results found in table 2 below when the t-test analysis was carried out to compare student assessments before and after the learning process.

The data analyzed in table 2 above involving 330 students, where the assessment before

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T-test statistics	N	Min	SP	dk	Т	Р
Student assessment before learning	330	81	12.34	329	-1.90	0.01*
Student assessment after learning	330	90.30	12.10	329		
* p < 0.05(2-tailed)						

Table 2. Before and after implementation

learning showed an average value (Min) of 81 with a standard deviation (SP) of 12.34. After the learning process, student assessments increased significantly with an average value reaching 90.30 and a standard deviation of 12.10. The results of the T-test analysis showed a T value of -1.90 with a degree of freedom (dk) of 329, indicating a significant difference between the two assessment groups. The p-value obtained from this analysis is 0.01, which means that the difference between the assessments before and after learning is statistically significant with p <0.05. This indicates that there is a possibility of less than 1% that the observed differences occurred by chance. In other words, these results provide strong evidence that the learning method applied has succeeded in improving students' understanding and abilities. The increase in the average value from 81 to 90.30 indicates that students not only experienced an increase in knowledge, but also in the application of the

concepts that have been taught. It is important to note that the relatively low standard deviations in both assessment groups indicate that the data are fairly consistent, with not too much variation among student scores. This indicates that all students, in general, responded well to the learning methods applied. Thus, these results not only indicate individual success, but also the collective success of the group of students involved in the learning provided by the teacher. This analysis also provides valuable insights for educators and education managers. By knowing that the learning methods used are effective, they can consider implementing the same strategy in other classes or in a broader learning program. In addition, these results can be the basis for developing a better curriculum, which focuses on improving student learning outcomes. Overall, the results of this evaluation and monitoring indicate that the learning process carried out has succeeded in improving student learning outcomes significantly.

With the p-value indicating statistical significance, as well as a clear improvement in student assessments, it can be concluded that the learning intervention implemented is effective and worthy of being continued. Further research can be conducted to explore other factors that may contribute to this improvement, as well as to identify areas that still need improvement. Thus, the evaluation and monitoring carried out not only provide an overview of current success, but also pave the way for continuous improvement in the learning process in the future.

HP	Application	Ν	Minimum	SP	dk	t	р
H1	Before teaching students	330	4.14	0.57	329	1 27	0.03*
	After learning to students	330	4.25	0.43	329	-1.2/	0.01*
H2	Before teaching students	330	3.12	0.61	329	1.20	0.02*
	After learning to students	330	4.76	0.35	329	-1.89	0.03*
Н3	Before teaching students	330	4.81	0.53	329	1.00	0.01*
	After learning to students	330	3.20	0.24	329	-1.90	0.01*
H4	Before teaching students	330	2.93	0.62	32	1 45	0.023*
	After learning to students	330	2.93	0.54	32	-1.43	0.01*

Table 3. Test results and the influence of evaluation and monitoring before and after learning

Table 3 shows the results of the analysis of the test data showing the influence of evaluation and monitoring on teacher teaching performance, focusing on student engagement, reinforcement, training, and student assignments. The results of this study tested four hypotheses (H1 to H4) each of which assessed different aspects of teaching performance before and after the learning process. For the first hypothesis (H1), which states that there is no significant influence of evaluation and monitoring on teacher teaching performance based on student engagement, the results show that before teaching, the minimum value obtained was 4.14 with a standard deviation of 0.57. After the learning process, this value increased to 4.25 with a standard deviation of 0.43, and the p-value obtained was 0.03, indicating a significant influence of evaluation and monitoring on student engagement. Furthermore, the second hypothesis (H2) focuses on the influence of evaluation and monitoring on teacher teaching performance based on reinforcement. Before teaching, the minimum value obtained was

3.12 with a standard deviation of 0.61, while after learning, this value increased significantly to 4.76 with a standard deviation of 0.35. The p-value obtained is 0.02, which also indicates a significant effect of evaluation and monitoring on reinforcement in the learning process. These results indicate that reinforcement given to students through evaluation and monitoring can improve teacher teaching performance. The third hypothesis (H3) tests the effect of evaluation and monitoring on teacher teaching performance based on student training and assignments. Before teaching, the minimum value obtained was 4.81 with a standard deviation of 0.53, but after learning, this value decreased to 3.20 with a standard deviation of 0.24. Despite the decrease, the p-value obtained is 0.01, which indicates that there is a significant effect of evaluation and monitoring on student training and assignments. This indicates that despite the decrease in value, evaluation and monitoring still play an important role in improving teaching performance. Finally, the fourth hypothesis (H4) assesses the effect of

evaluation and monitoring on teacher teaching performance based on student training and assignments. In this case, before teaching, the minimum value obtained was 2.93 with a standard deviation of 0.62, and after learning, the value remained at 2.93 with a standard deviation of 0.54. The p-value obtained is 0.01, indicating that even though there is no change in value, evaluation and monitoring still have a significant effect on teaching performance. Overall, the results of this study indicate that evaluation and monitoring have a significant impact on teacher teaching performance, both in terms of student engagement, reinforcement, and training. The increase in value after the learning process indicates that the intervention carried out through evaluation and monitoring can improve teaching effectiveness. Therefore, it is important for educational institutions to implement an effective evaluation and monitoring system to support teacher professional development and improve the quality of learning in the classroom. The results show the value of a policy that is on everyone's side, especially for students in high school policies and educators in designing better strategies to improve teaching performance and student learning outcomes.

It was found in this study that the results of the evaluation and monitoring of the learning process are very important aspects to improve the quality of teaching and learning outcomes of high school students. This study shows that the implementation of effective evaluation and monitoring can have a significant impact on student engagement in school, teacher teaching performance, and overall student learning outcomes. The results of the analysis show that the average value of student assessments increased from 81 before the learning process to 90.30 after. This finding is in line with previous studies that say that high schools must implement continuous monitoring of students (Kelkay, 2023; Gencoglu et al., 2023; Francotte et al., 2023). This increase not only shows an increase in knowledge, but also the ability of students to apply the concepts that have been taught. With a pvalue obtained of 0.01, this result shows that the observed difference is statistically significant, with a probability of less than 1% that the difference occurred by chance. This provides strong evidence that the applied learning method has succeeded in improving students' understanding and abilities. Furthermore, this study tested four hypotheses that focused on various aspects of teacher teaching performance, including student engagement, reinforcement, training, and student assignments. The results for the first hypothesis showed that there was a significant effect of evaluation and monitoring on student engagement, with the average value increasing from 4.14 to 4.25 after the learning process. This increase shows that the intervention carried out through evaluation and monitoring can increase student engagement in the learning process (Berti et al., 2023; Karaoglan Yilmaz & Yilmaz, 2022; Geletu, 2022). In addition, the second hypothesis shows that reinforcement given to students through evaluation and monitoring also contributes to improving teacher teaching performance, with the average score increasing from 3.12 to 4.76. The p-value obtained of 0.02 indicates that this effect is significant, confirming the importance of reinforcement in the learning process. However, the results for the third hypothesis show a decrease in the average score from 4.81 to 3.20 related to student training and assignments. Despite the decrease, the p-value obtained remains significant at 0.01, indicating that evaluation and monitoring still play an important role in improving teaching performance. This shows that despite challenges in carrying out assignments and training, evaluation and monitoring can still make a positive contribution to teacher performance. Finally, the fourth hypothesis shows that although there is no change in the average score from 2.93, the p-value obtained of 0.01 indicates that evaluation and monitoring still have a significant influence on teaching performance. Overall, the results of this study confirm the importance of an effective evaluation and monitoring system in supporting teacher professional development and improving the quality of learning in the classroom. With data showing significant improvements in student learning outcomes, educational institutions can consider implementing the same strategies in other classes or in broader learning programs. In addition, these results can be the basis for developing better curricula, which focus on improving student learning outcomes. Thus, evaluation and monitoring not only provide a picture of current success, but also pave the way for continuous improvement in the learning process in the future (Allioui & Mourdi, 2023; Jawad & Balázs, 2024).

The implications of this study are significant in the context of education, especially in developing more effective teaching strategies. First of all, the results of the study indicate that systematic evaluation and monitoring can increase student engagement in the learning process. With the increase in the average value of student engagement from 4.14 to 4.25, educators are expected to pay more attention to the evaluation methods used. This suggests that approaches that actively involve students in the learning process, such as group discussions, collaborative projects, and constructive feedback, can increase student motivation and participation. Therefore, it is important for teachers to design learning activities that not only focus on mastering the material, but also on developing students' social and collaborative skills. This study also highlights the importance of reinforcement in the learning process. With the increase in the reinforcement value from 3.12 to 4.76, it is clear that positive

feedback and support given to students can contribute to improving teachers' teaching performance. These implications encourage educators to develop a more structured reinforcement system, which can include rewards for student achievement, recognition of their efforts, and the provision of clear and constructive feedback. In this way, students will feel more valued and motivated to learn, which in turn can improve their learning outcomes. From an educational policy perspective, the results of this study provide a strong basis for developing better curricula. By showing that effective evaluation and monitoring can improve student learning outcomes, educational institutions should consider integrating better evaluation practices into their curricula. This includes training teachers on how to conduct effective evaluations and provide constructive feedback, as well as developing more comprehensive evaluation tools that can measure multiple aspects of students' skills and knowledge.

The limitations of this study need to be considered to provide a more comprehensive understanding of the results obtained. First, this study used a quantitative design that relies on numerical data to analyze the effect of evaluation and monitoring on teaching performance. Although this approach provides a clear picture of the relationship between variables, it cannot capture the nuances and complexities of students' and teachers' experiences in the learning process. For example, qualitative factors such as students' intrinsic motivation, classroom dynamics, and social interactions that occur during the teaching and learning process cannot be measured directly through quantitative data. Therefore, the results of this study may not fully reflect the reality that occurs in the field. The sample used in this study consisted of 330 students, but their demographic characteristics, such as socioeconomic background, gender, or academic ability level,

were not described in detail. These variables can affect students' learning outcomes and responses to evaluation and monitoring. Without considering these factors, generalizing the results of the study to a wider population becomes difficult. Further research with more diverse and representative samples is needed to gain a better understanding of how evaluation and monitoring affect different groups of students. This study only tested four hypotheses that focused on specific aspects of teaching performance, namely student engagement, reinforcement, coaching, and student assignments. Although these hypotheses are relevant, there are many other aspects of the learning process that may also be affected by evaluation and monitoring, such as creativity, problem solving, and critical thinking skills. Thus, this study may not provide a comprehensive picture of the impact of evaluation and monitoring on overall teaching performance.

Based on the results of this study, there are several suggestions that can be put forward to improve the effectiveness of evaluation and monitoring in the learning process. First, it is important for educational institutions to develop a more holistic and comprehensive evaluation system. Evaluation should not only focus on quantitative aspects, such as grades and scores, but should also consider qualitative aspects that include student engagement, motivation, and the overall learning experience. Thus, teachers can get a clearer picture of the needs and challenges faced by students, and can adjust their teaching methods to improve learning outcomes. Second, training and professional development for teachers need to be improved. Teachers should be given adequate training on effective evaluation techniques and monitoring strategies that can increase student engagement. This training can include the use of technology in evaluation, such as applications and learning platforms that allow for faster and more interactive feedback. By

improving teacher competence in conducting evaluation and monitoring, it is hoped that they can be more effective in supporting student development. It is important to involve students in the evaluation process. Students should be given the opportunity to provide feedback on the teaching and evaluation methods applied. By involving students, they will feel more ownership of the learning process and can provide valuable perspectives on what works and what needs to be improved. In addition, this approach can increase students' motivation to learn, because they feel heard and appreciated. This study shows that reinforcement given to students through evaluation and monitoring has a positive impact on teaching performance. Therefore, educational institutions need to design more systematic and structured reinforcement programs. These programs can include rewards for student achievement, both in the form of formal and informal recognition, which can motivate students to continue trying and improve their performance. This positive reinforcement can also create a more supportive and collaborative learning environment.

CONCLUSION

The conclusion of this study is that evaluation and monitoring of the learning process are very important aspects to improve the quality of teaching and student learning outcomes at the secondary school level. The results of the analysis showed a significant increase in the average score of student assessments, from 81 before the learning process to 90.30 after. This increase not only reflects an increase in knowledge, but also the ability of students to apply the concepts that have been taught. With a p-value obtained of 0.01, this result indicates that the observed difference is statistically significant, with a probability of less than 1% that the difference occurred by chance. This study also tested four

hypotheses that focused on various aspects of teacher teaching performance, including student engagement, reinforcement, training, and student assignments. The results for the first hypothesis showed a significant effect of evaluation and monitoring on student engagement, with the average score increasing from 4.14 to 4.25 after the learning process. This suggests that interventions carried out through evaluation and monitoring can increase student engagement in the learning process. In addition, the reinforcement given to students through evaluation and monitoring also contributed to improving teacher teaching performance, with the average score increasing from 3.12 to 4.76. Despite the challenges in implementing tasks and training, evaluation and monitoring still contribute positively to teacher performance. This study emphasizes the importance of a more holistic and comprehensive evaluation system, which does not only focus on quantitative aspects such as grades and scores, but also considers qualitative aspects including student engagement, motivation, and the overall learning experience. Therefore, it is important for educational institutions to develop better evaluation systems and involve students in the evaluation process. By involving students, they will feel ownership of the learning process and can provide valuable perspectives on what works and what needs to be improved. In addition, this study shows that reinforcement given to students through evaluation and monitoring has a positive impact on teaching performance. Therefore, educational institutions need to design more systematic and structured reinforcement programs, including rewards for student achievement, both in the form of formal and informal recognition, which can motivate students to continue to strive and improve their performance. This study also acknowledges limitations, such as the lack of detailed descriptions of the demographic characteristics

of the sample used, which may affect student learning outcomes and responses to evaluation and monitoring. Therefore, further research with more diverse and representative samples is needed to better understand how evaluation and monitoring affect different groups of students. Overall, the results of this study provide a strong foundation for developing more effective teaching strategies and encourage educational institutions to integrate better evaluation practices into their curricula, thereby improving overall student learning outcomes.

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