

**PROMOTING MONITORING AND EVALUATION PROGRAM
TO ENHANCE THE QUALITY OF SMA ENGLISH TEACHERS
IN BANDAR LAMPUNG**

A Thesis

**By:
HJ. DERMAWATI**



**MASTER PROGRAM OF ENGLISH EDUCATION
TEACHER TRAINING AND EDUCATION FACULTY
LAMPUNG UNIVERSITY
BANDAR LAMPUNG
2016**

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By:

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NPM 1423042012**

A Thesis

Submitted in a partial fulfillment of
the requirements for S-2 Degree



**MASTER PROGRAM OF ENGLISH EDUCATION
TEACHER TRAINING AND EDUCATION FACULTY
LAMPUNG UNIVERSITY
BANDAR LAMPUNG
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ABSTRACT

PROMOTING MONITORING AND EVALUATION PROGRAM TO ENHANCE THE QUALITY OF SMA ENGLISH TEACHERS IN BANDAR LAMPUNG

By:

Hj. Dermawati

This study aimed at investigating (1) the effectiveness of promoting monitoring and evaluation program (2) the quality of supervisors, and (3) the teachers' expectations to enhance the quality of SMA English teachers in Bandar Lampung. To achieve these aims, the researcher used qualitative research with phenomenal design. There were 161 SMA English teachers as the subject. The samples were taken purposively. There were 40 SMA English teachers: 10 were interviewed and 30 were asked to respond the questionnaire. The data were gathered using questionnaire, interview, and documentation. The researcher analyzed the data from the result of interview, questionnaire, and documentation. The validity and reliability of the instrument in the questionnaire were analyzed by using SPSS 21 version to find out the effectiveness. The result of the interview was summarized and analyzed to find out the school supervisor' qualities and the documentation was analyzed to describe proportional between school supervisors and guided teachers. The results were (1) promoting (Monev) program to enhance the quality of SMA English teachers in Bandar Lampung was 90% effective, (2) the school supervisors' qualities were identified, and (3) the SMA English teachers' expectation were stated. It was found that linearity between school supervisor and the teacher was important to enhance SMA English teachers academically besides school supervisor's social competence. Finally, the researcher analyzed the proportion between SMA English school supervisors and SMA English teachers in Bandar Lampung. Ideally, the proportion is 1: 40. It implied that 1 SMA English school supervisor guided 40 SMA English teachers. The fact, there was 1: 161. Because of this, it was suggested to the government to appoint more SMA English school supervisors to match the teachers' expectation as well as to enhance the quality of SMA English teachers. In conclusion, promoting Monev program to enhance the quality of SMA English teachers in Bandar Lampung was effective when it was supported by qualified school supervisors and it could match the teachers' expectation.

Research Title : **PROMOTING MONITORING AND EVALUATION PROGRAM TO ENHANCE THE QUALITY OF SMA ENGLISH TEACHERS IN BANDAR LAMPUNG**

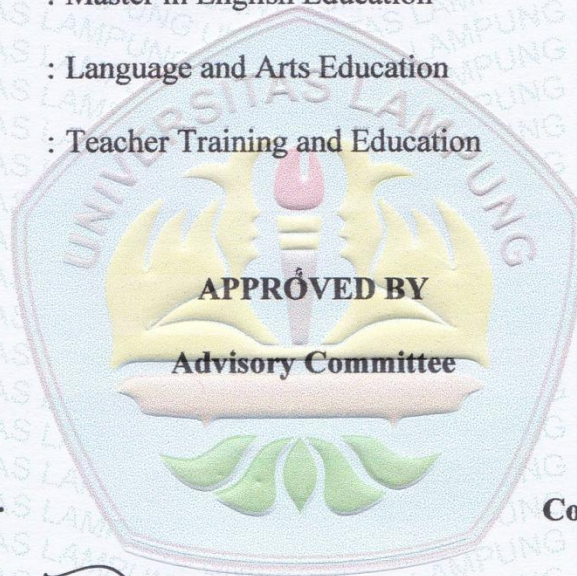
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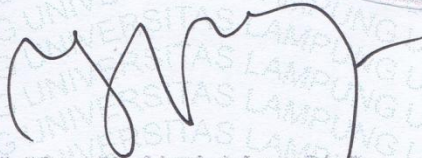
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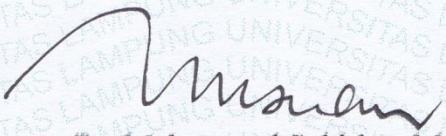
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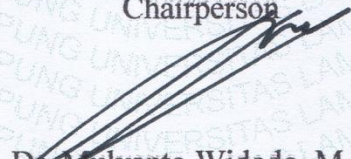
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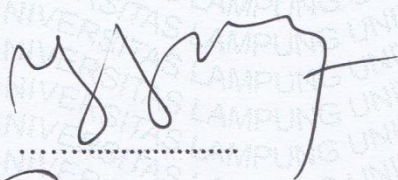

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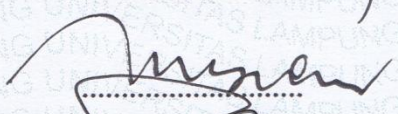
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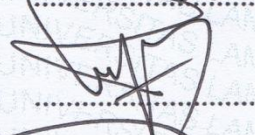

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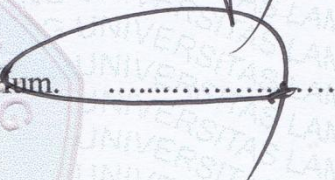
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LEMBAR PERNYATAAN

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Yang membuat pernyataan,



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CURRICULUM VITAE



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DEDICATION

By offering my praise and gratitude to Allah SWT for the abundant blessing to me, I'd proudly dedicate this piece of work to:

My beloved parents, Hi. Amran and Hj. Maswidah, my beloved parent-in-law H. Achmad Raja Mega and Hj. Raden Ibu, my beloved husband H, Arizon Mega Jaya, SH, MBA. and my children: Aristama Mega Jaya, S.H.I., Belardo Prasetya Mega Jaya, S.H., Cakra Rakasiwi Mega Jaya, my sweet daughter Dila Anggita, and also my lovely sisters and brothers.

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Thank you for giving me support and understanding me to finish this study.

MOTTO

“Everything started as nothing.”

(Ben Weissenstein)

“If you want to live a happy life, tie it to a goal. Not to people or things.”

(Albert Einstein)



Man Jadda WaJada

"Who does it seriously, s/he will succeed, God will (Insya Allah)."

(Arab proverb. <https://www.facebook.com/tsiyaby>)

“Success as walking from failure to failure with no loss of enthusiasm.”

(Sir Winston Churchill)

مَنْ كَانَ يُرِيدُ حَرْثَ الْآخِرَةِ نَزِدْ لَهُ فِي حَرْثِهِ وَمَنْ كَانَ يُرِيدُ حَرْثَ الدُّنْيَا نُؤْتِهِ مِنْهَا وَمَا لَهُ فِي

الْآخِرَةِ مِنْ تَصِيْبٍ

“Those who want the benefit in the hereafter, so We will add the benefit for them, and those who want the benefit in the world, so We will give the half of the world’s benefit , and there is no benefit for them in the hereafter.”

(Qs. Asy-Syura: 20)

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The writer would like to acknowledge her respect and sincere gratitude to H. Hery Yufrizal, M.A., Ph.D., her first advisor, for his criticism, motivation, and encouragement to the writer to think more scientifically and critically. Her thankfulness is also addressed to Dr. Muhammad Sukirlan, M.A., her co-advisor, for his assistance, ideas, guidance and revision in improving this thesis. Her gratitude is also extended to H. Ujang Suparman., M.A., Ph.D., and Dr. Flora, M.Pd., for their encouragement, ideas, suggestions, and great motivation in supporting the writer to finish her study as soon as possible.

The writer also wants to extend her appreciation to Drs. Suhendar Zuber, M.Si., the head of Dinas Pendidikan Kota Bandar Lampung for giving the writer permission to continue studying at Master Program of English Education Teacher Training and Education Faculty at Lampung University and to conduct the research, and several SMA Headmasters who have given the full support for this research and the SMA English teachers 2015/2016 for their participation as the subject of this research.

The writer hopes this research would give a positive contribution to the educational development, especially school supervisors, English teachers, government and the readers.

Bandar Lampung, July 23rd, 2016
The writer,

Hj. Dermawati

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I. INTRODUCTION

This chapter covers the reasons for conducting the research, the research questions, the objectives of the research, the benefits of the research, the scope and the definition of terms.

1.1. The Background

The objective of Indonesian National Education is to make Indonesian citizens to be smart, civilized, faithful in God, competitive and innovative. Indonesia has many regions or provinces with different level of competencies. For example, Irian, which is located in a village that is almost forgotten and Jakarta which is located in a city, they have different level of competencies. Because of this, the government sets National Education Standards (NESs).

National Education Standards comprise of items: (1) Content standard; (2) Process standard; (3) Graduate Competency standard; (4) Educators and educator officers standard; (5) Facilities and infrastructure standard; (6) Management standard; (7) Financing standard; and (8) Evaluation standard, The enactment of the eight National Education Standards is stated in the Indonesian Government Regulation/PP No.19 /2005. It is one of the government's efforts to improve the quality of education. There are four out of eight standards related to teachers' performance, i.e. Content standard, Process standard, Graduate competency standard, and Evaluation standard. These 4 standards are evaluated by using

teacher performance appraisal standard. Teacher Performance Appraisal (TPA/PKG) is done twice a year, namely; formative and summative. Formative is done in the first semester for self-evaluation for teacher's profile while summative is done in the second semester for deciding the credit point for promotion and guidance for the next improvement. Both formative and summative are filed to decide whether or not a teacher deserves getting a month basic salary as an incentive of teacher certification (appendix 1: the instruments of monitoring and evaluation program on managerial and academic). The law of teacher has attempted to address the issue comprehensively by linking a varied range of strategies to the powerful incentive of a significant salary increase. It has been designed to harness a number of strategies to improve the quality and welfare of teachers.

Defining the competencies which are required of all teachers, the law of teacher expands on the need to incorporate these into the standards for teachers and underlines the role of agencies such as the BSNP, LPMP or district municipality in defining these. The teacher certification process is outlined in the Law, with the specifics being left to the Regulations. The upgrading of qualifications as a prerequisite for eligibility is established clearly. Similarly, the specific conditions under which teachers are eligible to receive the professional allowance and the functional and special (locality) allowance are clearly defined. In short, the law of teachers and lecturers (UU No. 14/2005), National education system (UU No. 20/2003) and state regulation No. 19/2005 on National Education Standard (PP No. 19/2005) provide a comprehensive, defined package of reforms that establish an agenda for improving the national education system.

Based on these situations, the Indonesia government has given certification for professional teachers. Consequently, the teachers who have been certified as professional teachers will get compensatory salary. The compensatory salary is a monthly basic salary. After getting the certificate as professional teachers, they must be monitored and evaluated routinely. It is in accordance with The Law number 14/2005 on teachers and lecturers (PP No. 14/2005): “certification is a formal recognition to teachers as professional teachers and thus receive additional financial income that is clearly a monthly basic salary. It is also stated in Permenpan dan RB No. 16/2009 (empowerment minister of state regulation of the state apparatus and bureaucracy reform) and teacher functional position and his/her credits are monitored and evaluated (Pedoman PKB Buku 2, 2012:13). The monitoring and evaluation (henceforth Monev) is done by senior teacher, headmaster and/or school supervisor. In addition, monev program is also done collaboratively by school supervisors of Dinas Pendidikan Kota Bandar Lampung under the signatory of The Head of Dinas Pendidikan Kota Bandar Lampung. The later monitoring and evaluation program is the focus of the research.

A previous study on teachers’ perception towards teachers’ performance standard was done by Suharto (2015). His study investigated teachers’ perception towards teachers’ performance standard and its impact for teachers in teaching senior high school students. Teachers’ perception towards teachers’ performance standard had motivated teachers in teaching.

A standard is a measurement of work. Teacher performance standard is a measurement of teachers’ performance used to describe the success and quality of

teachers in teaching. Teachers must prepare administration of teaching, lesson plan and the implementation of the lesson plan in the class. This research investigates English teachers' perception towards monev program. The monev program uses teacher performance appraisal standard and it is done by school supervisors of Dinas Pendidikan Kota Bandar Lampung collaboratively.

Another study on how perception influences communication was conducted by Lombardo (2015). This study shows that perception can affect communication. *Perception effects on the communication process is all about how the same message can be interpreted differently by different people.*

The facts stated above inspired the researcher to do the research. The researcher wants to know how English teachers' perception towards monitoring and evaluation program and their perception is considered as additional information for school supervisors/government in case of what to do or not to do in conducting monev program on SMA English teachers.

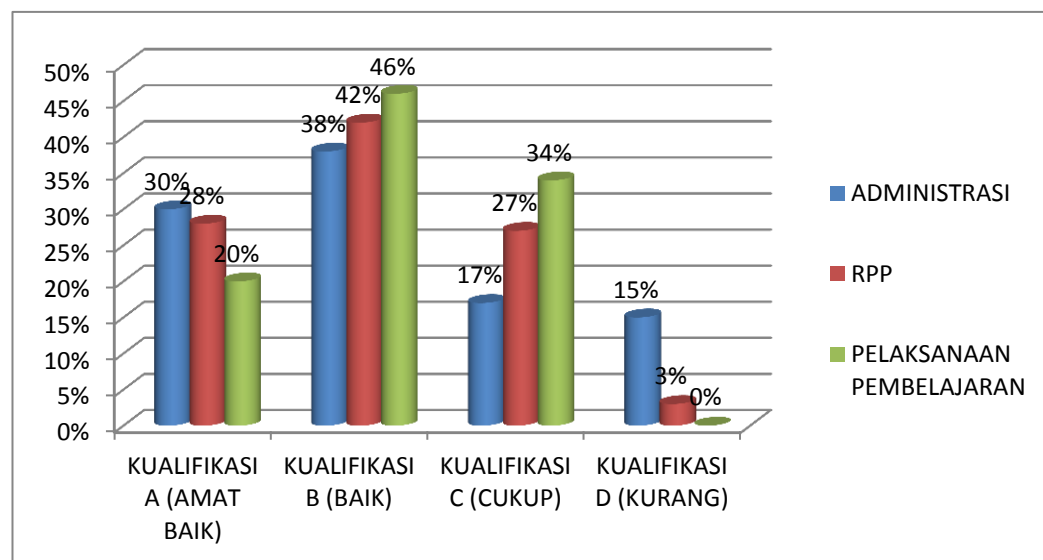
Nowadays, there are many teachers who are still not professional in doing their performance. A professional teacher, according to Law no 14 year 2005 on teacher and lecturer, must have 4 competences. The 4 competences are pedagogy, personality, professional, and social..

A professional teacher is a teacher who has earned professional teacher certificate. The certificate must be linear to his/her subject of bachelor's degree (S.1). For example, an English bachelor's degree must have professional English teacher certificate. There are 5 teachers whose certificates are not linear to their subjects. For instance, a mathematics teacher has the teacher certificate of

guidance/counselor. S/he is ordered to take linear certification. This statement is supported by the report of money 2014 and the result of interview with JD. Manurung, a coordinator of school supervisors of Dinas Pendidikan Kota Bandar Lampung. It causes low teachers' performance because they are not professional in their subjects. They still have under required minimum scores. This is supported by the result of money program report done by Dinas Pendidikan Kota Bandar Lampung 2014 as the following:

Table1.

PERCENTAGE (%) OF THE ACHIEVEMENT OF SMAN TEACHERS' PERFORMANCE IN BANDAR LAMPUNG 2014



Note: A= very good, B= good, C= sufficient, and D =insufficient.

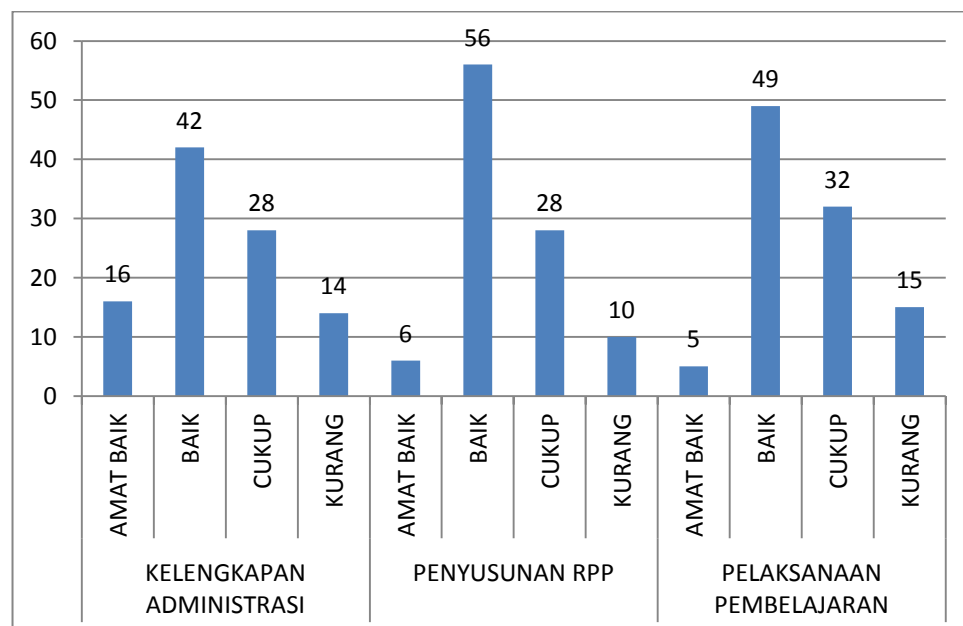
(Source: Monev Report 2014)

Based on the graph, from 71 sample teachers of 17 SMAN Kota Bandar Lampung, it can be depicted as follows: (1) Teachers' Administration Component: the number of teachers who got A (very good) is 30% (21 teachers), B (good) is 38% (27 teachers), C (sufficient) is 17% (12 teachers), and D

(insufficient) is 15 % (11 teachers); (2) Teachers' Lesson Plan Component: the number of teachers who got A (very good) is 28 % (20 teachers), B (good) is 42 % (30 teachers), C (sufficient) is 27 % (19 teachers), and D (insufficient) is 3 % (2 teachers); (3) Teaching Learning Process Component: the number of teachers who got A (very good) is 20 % (14 teachers), B (good) is 46 % (33 teachers), C (sufficient) is 34 % (24 teachers), and D (insufficient) is 0 % (0 teacher). In addition, there are 34 SMAS teachers still under the required minimum scores and 3 out of 34 are English teachers. The required minimum score is B.

While percentage of the achievement of SMAS (private schools) teachers' performance in 2014 is as the following:

Table 2. PERCENTAGE (%) OF THE ACHIEVEMENT OF SMAS TEACHERS' PERFORMANCE IN BANDAR LAMPUNG 2014



Note: Amat baik= A (very good), Baik= B (good), Cukup= C (sufficient), and Kurang= D (insufficient).

(Source: Monev Report 2014)

Based on the graph above, from 107 sample teachers of 39 SMAS Kota Bandar Lampung, it can be described as follows: (1) Teachers' Administration Component: the number of teachers who got A (very good) is 16% (17 teachers), B (good) is 42% (45 teachers), C (sufficient) is 28% (30 teachers), and D (insufficient) is 14% (15 teachers); (2) Teachers' Lesson Plan Component: the number of teachers who got A (very good) is 6% (6 teachers), B (good) is 56% (60 teachers), C (sufficient) is 28% (30 teachers), and D (insufficient) is 10% (11 teachers). (3) Teaching Learning Process Component: the number of teachers who got A (very good) is 5% (5 teachers), B (good) is 49% (52 teachers), C (sufficient) is 32% (34 teachers), and D (insufficient) is 5% (16 teachers). In addition, there are 50 SMAS teachers still under the required minimum scores and 7 out of 50 are English teachers. The required minimum score is B.

By considering the data above, promoting money program is important. Teachers must be monitored and evaluated by school supervisors to enhance the quality of English teachers' performance. This program is signed by the head of Dinas Pendidikan Kota Bandar Lampung. This statement is also in line with Ani's study (2006: 6), it is reported that professional teachers are still low in doing their performance professionally. This could be seen that there were some teachers who worked out of their work time because they wanted to fulfill their daily needs. They did not have time to improve themselves as professional teachers. Besides, they also had low motivation to do their performances professionally. It could also be seen that many teachers were still undisciplined, they were late to teach, they did not have lesson plans, they still had students write the materials until the end

of the meeting or they did not want to have self-improvement to be professional teachers.

The Trends in International Mathematics and Science Study (TIMSS) and Program for International Student Assessment (PISA, 2009) also show evidence of poor overall student performance, which has implications regarding the quality of teaching. It is also supported by the result of money report by school supervisors at Dinas Pendidikan Kota Bandar Lampung 2014. Some teachers got C and D. According to standard of professional teacher, they should have got at least B on teacher performance appraisal (PKG). Government tried to overcome this situation through salary increases, professional development courses, improvement in training, promotion possibilities, monitoring and evaluation by school supervisors and other strategies.

Furthermore, Rahman (2011) says that the money program which is done by school supervisors is still not effective because it is not in good coordination among themselves "School supervisors still do not have good coordination among national school supervisor, province school supervisor and district/regent school supervisor". Another fact, the money program is done by school supervisors who are not linear with the teachers' subjects. Teacher performance appraisal (PKG) is done or validated by school supervisors. Ideally, school supervisors and subject school supervisors work cooperatively. For example, an English teacher will be evaluated by English school supervisor. Those problems inspired the researcher to know English teachers' perceptions toward monitoring and evaluation (money) program which is done by school supervisors at Dinas Pendidikan Kota Bandar Lampung.

Another fact shows that the qualification of school supervisors is still not satisfying. In some places, school supervisors states that their academic competence still need improvement because they are not involved in new innovation. Their academic competences are irrelevance to their supervision. For example, their academic competence is Mathematics but they supervise English teacher. (Aqib, 2009:48). According to the result of survey by Direktorat Tenaga Kependidikan (2008: 6), it is stated that school supervisors still have weaknesses in academic supervision, education evaluation, research and development competencies. In rule of Ministry of National Education (No. 12 year 2007) on School Supervisors, it is mentioned that school supervisors must have 6 (six) competencies: (1) personality; (2) managerial supervision; (3) academic supervision; (4) education evaluation; (5) research and development; and (6) social competencies.

Based on the previous studies and the facts, the researcher is interested to describe promoting monitoring and evaluation program done by school supervisors of Dinas Pendidikan Kota Bandar Lampung to enhance the quality of SMA English teachers. It has not been discussed by the previous researcher. How effective it is. This research focuses on SMA English teachers, state and private schools, at Dinas Pendidikan Kota Bandar Lampung. The researcher is the only English supervisor of SMA school supervisors at Dinas Pendidikan Kota Bandar Lampung. That is why she is also interested to know how English teachers' perception towards monitoring and evaluation (monev) program that is done by school supervisors at Dinas Pendidikan Kota Bandar Lampung. Since 2012, Dinas Pendidikan Kota Bandar Lampung has assigned school supervisors to monitor and

evaluate teachers' performance collaboratively based on teacher performance standard. These activities are called moneyv program. The moneyv program is done towards junior, senior high and vocational schools, state and private schools once a year.

English teachers' expectation toward moneyv program is important to investigate/observe in order to give information for English school supervisors as a model or additional information when they do the moneyv program. It enables school supervisors in doing moneyv program to assist English teachers so that it will be useful for English teachers. It will create conducive atmosphere among school supervisors and English teachers and the moneyv program will be more effective and more useful because of good communication between an English teacher and a school supervisor.

1.2. Identification of the Problems

There are many problems that can be identified from the previous explanations:

1.2.1. Moneyv program is not effective for SMA English teachers.

1.2.2. School supervisor's quality is insufficient.

1.2.3. Teacher's insufficient competencies are prevalent.

1.2.4. SMA English teachers are still low in doing their performance professionally.

1.3. The Limitation of the Problems

The researcher limits the research on :

- 1.3.1. Monitoring and evaluation program at Dinas Pendidikan Kota Bandar Lampung on SMA English teachers to enhance the quality of SMA English teachers is not effective.
- 1.3.2. School supervisor's quality to enhance the quality of SMA English teachers is insufficient.
- 1.3.3. SMA English professional teachers' performance is still low in doing their performance professionally.

1.4. The Research Questions

Based on the background, there are 3 (three) problems which can be formulated to attempt to know/describe promoting money program to enhance the quality of SMA English teachers in Bandar Lampung. They are:

1. Is promoting money program to enhance the quality of SMA English teachers in Bandar Lampung effective?
2. What school supervisor's qualities are needed to enhance the quality of SMA English teachers at Dinas Pendidikan Kota Bandar Lampung?
3. What are SMA English teachers' expectation towards promoting money program to enhance the better quality of SMA English teachers in Bandar Lampung?

1.5. The Objectives of the Research

Based on the research problems above, the researcher states the purposes of this research as follows:

1.5.1. General purpose

The general objective of this research is to find out whether promoting monev program to enhance the quality of SMA English teachers at Dinas Pendidikan Kota Bandar Lampung effective or not,

1.5.2. Specific purposes

- 1) To find out/describe how effective is promoting monev program to enhance the quality of SMA English teachers' quality done by school supervisors of Dinas Pendidikan Kota Bandar Lampung.
- 2) To describe what quality of school supervisors should have to enhance the quality of SMA English teachers in Bandar Lampung.
- 3) To know/describe SMA English teachers' expectation from monev program in order to enhance better SMA English teachers' quality. It will give information which should be considered by school supervisors when doing monev program dealing with SMA English teachers, especially in Kota Bandar Lampung.

1.6. The Benefits of the Research

This research has theoretical and practical benefits.

1.6.1. Theoretical benefits

- 1) It can enrich theories that have relationship with the increasing of School supervisors' performance in implementing monev program.

- 2) It can be a new model/additional information in the development and knowledge in education, especially what strategies to do by English school supervisors/school supervisors and what action to promote monev program to enhance better SMA English teachers' quality.

1.6.2. *Practical benefits*

- 1) *For Dinas Pendidikan Kota Bandar Lampung, it gives information about the condition of school supervisors performance towards teachers performances to ensure the quality of education and as input for Dinas Pendidikan Kota Bandar Lampung to make decision and policy on English school supervisors performance and English teachers' performance.*
- 2) *For English school supervisors, it can be used as a reference in making good supervision program yearly. It can be used as self-evaluation or corrective evaluation for school supervisors for the next supervision and guidance.*
- 3) *For school supervisors, it gives information/signal how to cope with SMA English teachers. It also enhances school supervisor develop her/his competency in doing a research.*
- 4) *The headmaster, it opens the knowledge of the importance of monev program. The headmaster works cooperatively to ensure the quality of education.*
- 5) *For teachers, it controls and motivates the teachers' performance and gives input and guidance in order to be professional teachers.*

1.7. The Scope of the Research

Based on the problems mentioned above, the researcher restricts the scope of the research on promoting monev program done by school supervisors of Dinas Pendidikan Kota Bandar Lampung, especially monev program on academic/teachers' performance. The focus of the population is SMA English teachers in Bandar Lampung. The respondents are 40 SMA English teachers: 10 (ten) SMA English teachers are interviewed and 30 (thirty) SMA English teachers answer the questionnaire. The official data (document) on the school supervisors compared to SMA English teachers available at Dinas Pendidikan Kota Bandar Lampung are analyzed.

1.8. The Definition of Terms

There are some terms used in this research, so to add precision to this research, it is necessary to clarify the terms. Below are the terms:

- 1) **MONEV** stands for Monitoring and evaluation. It intends monitoring and evaluation of SMA English teachers.
- 2) **PERCEPTION** means processing, interpreting, selecting and organizing of information.
- 3) **SNP** stands for Standar Nasional Pendidikan. It means National Education Standard
- 4) **PKG** stands for Penilaian Kinerja Guru. It means teacher performance appraisal.
- 5) **PKB** stands for Pengembangan Keprofesian Berkelanjutan, It means Continuous Professional Development.

- 6) **PERMENPAN AND RB** stands for Peraturan Menteri Pendayagunaan Aparatur Negara dan Reformasi Birokrasi. It means Regulation of the Minister of Empowerment of State Apparatus and Bureaucratic Reform.
- 7) **UU** stands for Undang-Undang. It means Law.
- 8) **PP** stands for Peraturan Pemerintah. It means government regulation.

II. LITERATURE REVIEW

This chapter discusses the concept, the definition, the objectives, the benefits, and the components of monev program. It also discusses the data collecting method, the data validation and reliability, the basic rules of activities, the doers, the scope and the criteria of appraisal for 8 NESs, teacher performance, the definition and the use of perceptions, the teacher's duties, professional teachers and their perception, the school supervisors: their types and duties.

2.1. The Concept of Monitoring and Evaluation (Monev)

Monev program at Dinas Pendidikan Kota Bandar Lampung deals with managerial and academic supervision. Managerial supervision focuses on 8 National Education Standards while Academic supervision deals with teachers performance appraisal. There are 3 components of teachers performance appraisal: teachers' administration, lesson plan and teaching learning process.

2.1.1. The definition and the objectives of monev program in education:

According to Yufrizal, (2016: 104), the meaning of monitoring is an ongoing information gathering effort aimed at providing information to program manager for the benefit of an early indication of the progresses and shortcomings of the program in order to achieve the objectives of the program improvement. Based on the usage, Jerome (in Burhanuddin: accessed 06/02/2014) divided monev into eight categories:

- 1) Monitoring is used to maintain and freeze the implementation of a plan in order to increase efficiency and reduce the cost of implementing the program.
- 2) Monitoring is used to secure the assets of the organization or agency of the possibility of tampering, theft, wastage and the alleged abuse of authority.
- 3) Monitoring is used directly to determine a match between the quality of a result with the interests of the users of the results with the ability of executive power.
- 4) Monitoring is used to determine the accuracy of the delegation of tasks and responsibilities that must be carried out by staff or subordinates.
- 5) Monitoring is used to measure executive task performance.
- 6) Monitoring is used to determine the accuracy of the implementation of the program planning.
- 7) Monitoring is used to determine a wide range of plans and compliance with the source of which is owned by an organization or institution.
- 8) Monitoring is used to motivate the involvement of the executive.

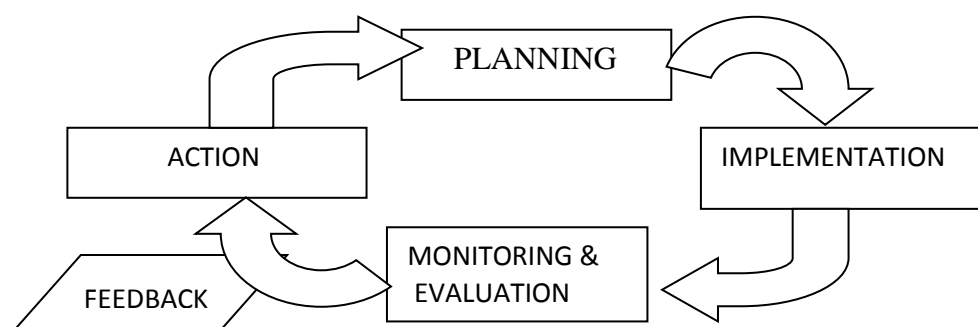
At Dinas Pendidikan, Monitoring is used to determine the accuracy of the delegation of tasks and responsibilities that must be carried out by staff or school supervisors, to measure executive task performance, to determine the accuracy of the implementation of the program planning. Monitoring is generally done at the prior time or concurrently with the implementation of guidance. It is in line with Yufrizal, (2016: 105). He explains that monitoring can be defined as an activity,

to follow the development of a program that is carried out steadily, regularly and continuously.

While the evaluation, according to Yufrizal (2016: 104), is scheduled activities to objectively evaluate the performance and success of the program that is running or has been completed, in particular to answer questions about how much contribution to the achievement of program activity results/impact has been determined. Another notion mentions that "Evaluation is the process to determining a value or worth of a program, course, or other initiative, towards the ultimate goal of making decisions about adopting, rejecting, or revising the innovation.

In education, there are two types of teacher's performance evaluation. They are formative evaluation and summative. These two evaluations are implemented in teacher performance appraisal in Indonesia. Formative evaluation provides information for self evaluation as teacher's profile to enhance or improve process/plan in teaching, whereas summative evaluation provide short-term effectiveness or long term impact information to determine credit point for promotion and feedback for the next program. Scriven (1967) was the first to distinguish between formative and summative evaluation. In this case, the money can not be separated because both of these is an integral and very full role in supporting the success of an educational unit. It is also inline with Yufrizal, H. (2016: 105) who mentioned formative and summative evaluation. According to him, formative evaluation is done when the program/activity is in process for the purpose of improving the action while summative evaluation is done when the

program has finished for the purpose of measuring the impact and to gather useful lessons/experiences. He mentioned the money management cycles as follows:



Based on the diagram above, Dinas Pendidikan also implements monev following that diagram and also implements monev at the same time once a year. This activity is called yearly monev program of Dinas Pendidikan. The objective of the monitoring and evaluation activities in the form of education is to get a clear explanation as to how or strategies to achieve the desired results in the education unit/school. Therefore, the process of Monev Program itself has a purpose - the purpose is to support the success in the education unit/school. Both monitoring and evaluation have some important goals to support the process of achieving good results in the educational unit/school.

The purpose of monev program is to provide information about the implementation of the program or activity as feedback for implementing these activities, for example in the academic part, it can be used to monitor the use and distribution of books - textbooks and so on. While in the non-academic, it can be used on asset maintenance program required by the Administrative staff. With the data inputs of the supervisor, they can take actions (Yufrizal, 2016: 110) as the following:

- 1) Re-examine the implementation of the strategy or program activities in the unit as planned earlier after a comparison with the reality on the ground.
- 2) Find problems related to the implementation of a program or agenda of activities in the educational unit/school.
- 3) Can determine factors such as supporting and inhibiting factors in the implementation of the program or activity of the educational unit.
- 4) To know the relationship between the implementation and the plan to see the progress.
- 5) To adjust the implementation with the changing environment without making any differences from the purpose which has been planned.

In the education, monitoring activities can be done in two ways: by using the technique of the direct approach and indirect approach. Direct approach can use formal and informal interview and field observation or observation of running processes to monitor the activities, events, components, processes, and outcomes of the program being run by the education unit. Meanwhile, the indirect approach can use the way - means reviewing periodic reports submitted by each headmaster in unit of education providers. Evaluation of the education unit is to determine whether the goals and plans that have been determined can be achieved inline with expectations and run smoothly, and or what impact arising from the program that has been done by the educational unit. In addition, the evaluation is also useful to determine whether a program or activity can be continued or discontinued or repaired and modified or expanded. Based on the purpose of evaluation, in the

opinion of Anderson (1978) theorized that the purpose of the evaluation are as follows:

- 1) Provide input for program planning.
- 2) Provide inputs for a decision on the continuation, extension and termination.
- 3) Obtain information about any factors that can impede and support processes or activities.
- 4) Provide inputs to understand the scientific foundation for an assessment.

Money in education unit is an essential part of an institution/school. Connor (1974) explains that the success in achieving the goal, half of whom are determined by the predetermined plan and go round the half part of the oversight function. In general, management stressed the importance of these two functions, namely planning and supervision. This is based on the idea that by using the money of progress can be measured levels of the educational program of the school district level to the provincial level and the next. It can be used to give information to support decision making. With the information which is expected, management strategy should be done quickly and accurately. Monitoring itself is an activity to obtain information about the implementation of policies so that it can be concluded that the focus rather than monitoring itself. The evaluation is the process to obtain information about the results, where information is compared with the target or targets that have been set. If the results are in accordance with the objectives defined what it means to be successful or effective, but if on the contrary it is considered ineffective evaluation/fail. Money aims to obtain information used for decision making. The results of the monitoring will be used

to provide the built form of the input (feedback), for improving the implementation of the program, while the results of the evaluation can provide information that can be used to provide input to the overall components not based on the results.

Another point of view, Monitoring and evaluation are not the same, but both require a variety of elements and the same tools, among others, the goals of the program are clear, targets and indicators, as well as the database containing the latest data. Target (output, outcome, impact) need to be set from the beginning (at the time of planning), as well as the main indicators and targets. Monitoring can be easier for us to constantly observe trends and issues, and if necessary make adjustments in the implementation plan or process management in a timely manner. It can be used to identify and resolve problems. When associated with a robust monitoring system, the evaluation is not only able to identify the results of the program, but also can provide information about when, why, and how the implementation of the program misses from the original plan and then present recommendations to address the problem of monev program. Monev is also important in order to record the discovery, innovation, results, and good to be disseminated and utilized by parties and other regions as well as the basis for "celebrate" success. In addition, monev program is a vehicle for the participation of beneficiaries of the program/activity that is very effective when it is done correctly.

Monev is a continuous process which consists of collecting data, observing the process and choosing the information about the implementation of eight National Education Standards and teachers' performance, private and state

schools. The implementation of 8 National Education Standards are observed and evaluated how far they are already achieved until what impact of implementing them.

The 8 National Education Standards are: (1) content standard; (2) process standard; (3) graduate competency standard; (4) educators and educator officers standard; (5) Facilities and infrastructure standard; (6) Management standard; (7) financing standard; and (8). evaluation standard. These 8 NESs become a National Education System. It is in line with state regulation No. 19 year 2005 on National Education Standard. These monitoring and evaluation are done to know the progress of school/s in implementing the 8 national education standards and teachers' performance appraisal.

For Dinas Pendidikan Kota Bandar Lampung, the objectives of monev is as follows:

- 1) To view and assess performance in implementing the 8 components of National Education Standards which are subsequently be used as guidance for the school;
- 2) To view and appraise teacher performance who has primarily been certified whether s/he has to work optimally after obtaining Certificate Teacher and obtaining professional teacher who gets professional allowance.
- 3) To get data as information to make decision/policy for decision maker /government or other institutions.
- 4) To give feedback for the next program and continuous guidance for headmaster, teachers and other stakeholders.

- 5) To help school supervisor in making the next program by considering the previous finding of money.

2.1.2. The benefits of monitoring and evaluation in education unit/school

By understanding the concept, definition and the objectives of money, it can be noted that the existence of a money program of an educational unit will rise to some of the benefits that can be felt from the presence of both of these activities. The benefits include: (1) monitoring benefits; by monitoring activities, the benefits that we can take from these actions are: recognizing the problems of the activities that are being carried out as early as possible, doing a comparison between locations/areas, assessing the trend of a particular situation so Dapa taken appropriate corrective action, and fast, (2) evaluation benefits; the evaluation should serve various needs in an educational unit, the evaluation also has a lot of strategies or methods and performed at various levels of implementation of the program. We can benefit directly or indirectly to assess the weaknesses and strengths of planning in an educational activity to be better again. We can determine the degree of effectiveness of activity against the target of resources and services expected by the goals of National Education System (within the scope of the unit). We can also see the direct impact of the activities in the educational unit/school.

2.1.3. The components of monitoring and evaluation program

The components of monitoring and evaluation program are: (1) input, teacher and officers, (2) process, (3) output, and (4) outcome.

2.1.4. Data collecting method of monev program

Data collecting methods of monev program are: (1) Documentation; (2) Interview; (3) Observation; and (4) Questionnaire.

2.1.5. Data validation of monev program

Data validation of monev program are: (1) valid; (2) reliabel; (3) qualified; and (4) accountable.

2.1.6. Law considerations of monitoring and evaluation program

Law considerations of monitoring and evaluation program are :

- 1) Law No. 20/2003 on the National Education System;
- 2) Law No. 14/2005 on Teachers and Lecturers;
- 3) Government regulation no. 19/2005 on National Education Standards;
- 4) Government regulation no. 32/2013 concerning amendment to government regulation no. 19/2005 on National Education Standards;
- 5) Government regulation No. 74/2008 on Teacher;
- 6) Permendikbud number 58/2014, 2013 Curriculum Secondary School/Permendikbud number 59 /2014, 2013 Curriculum High School /Madrasah Aliyah;
- 7) Permendikbud number 60/2014, 2013 on Curriculum Vocational High School/Vocational Madrasah Aliyah;
- 8) Permendikbud number 61 of 2014 on Curriculum Education Unit in Elementary and Secondary schools;
- 9) Permendikbud number 62/2014 on Extracurricular Activities in Elementary and Secondary schools;

- 10) Permendikbud number 63/2014 on Education Scouting as extra curricular activities required in Elementary and Secondary schools;
- 11) Supervisors' program of junior, senior high and vocational schools;
- 12) The results of the Supervisory Working Group junior, senior high, and vocational schools Bandar Lampung;
- 13) Warrant Task by the Head of Dinas Pendidikan about monev. Team on curriculum implementation and teacher performance appraisal.

2.1.7. The Doers of Monev

The doers of monev program are: (1) headmaster; (2) senior teacher (under the warranty of the headmaster); (3) school supervisors (under the warranty of the head of education authority/Kepala Dinas Pendidikan); and (4) other institutions, such as LPMP, university or researcher. The monev program at Dinas Pendidikan Kota Bandar Lampung is done by all school supervisors.

2.1.8. The Scopes of Monev Program

The Scopes of monev program are the implementation of curriculum 2006 and 2013 and the implementation of 8 National Education Standards (NESs) and the Teacher Performance Appraisal.

Implementation of National Education Standards (NESs) consists of eight components, namely:

- 1) Content standard;
- 2) Process standard;
- 3) Competency standard;
- 4) Assessment standard;

- 5) Management standards;
- 6) Teachers and education personnel standards;
- 7) Financing standard;
- 8) Facilities and infrastructures standard

The teacher performance appraisal for certified teachers is monitored and evaluated on:

- 1) Administrative requirements of teaching learning process;
- 2) Preparation of making lesson plan (RPP);
- 3) Implementation of teaching learning process in class.

The activity of monev is conducted by the entire school supervisors of junior high, senior high and vocational schools at Dinas Pendidikan Kota Bandar Lampung. There are 50 school supervisors (Warrant Task of the Head of Education Department/Dinas Pendidikan Kota Bandar Lampung, appendix 12). There are 3 out of 50, (2 SMP and 1 SMA) English school supervisors. Instruments of monev of implementation of curriculum 2006 and 2013 are the 8 NESs and teacher performance appraisal. Monev of the implementation of the National Education Standards (NESs) use monev instruments (S.M.2.10-S.M.2.17 for managerial and S.A.1.1, S.A.1.3 and S.A.1.4. for academic/teachers see appendix 9).

2.1.9. Monev Scoring Criteria 8 NESs (8 SNP) and Teacher Performance

Appraisals

Monev scoring criteria 8 NESs (8 SNP) and teacher performance appraisals are:

- 1) For monitoring and evaluation on 8 NESs (8 SNP), the score and predicate of the money is as following.
 - a. Score: 86-100 = A; means the school had SNP very good achievements;
 - b. Score: 71-85 = B; means the school had SNP good performance;
 - c. Score: 56-70 = C; means the school had enough SNP achievement;
 - d. Score: ≤ 55 = D; means the school has achievements SNP Less.
- 2) For Certified Teacher Performance Appraisal:
 - a. Score : 86-100 = A; means teachers have Very Good performance achievements.
 - b. Score: 71-85 = B; means teachers have Good performance.
 - c. Score: 56-70 = C; means that teachers have enough performance.
 - d. Score: ≤ 55 = D; means that teachers have the least performance achievement.

2.1.10. Planning for Monitoring and Evaluation

Steps for designing a monitoring and evaluation system depend on what you are trying to monitor and evaluate. The following is an outline of some general steps you may take in thinking through at the time of planning your activities according to Sera, Y and Beaudry, S.2007:

- 1). Identify who will be involved in the design, implementation, and reporting.

Engaging stakeholders helps ensure their perspectives are understood and feedback is incorporated.
- 2). Clarify scope, purpose, intended use, audience, and budget for evaluation.

- 3). Develop the questions to answer what you want to learn as a result of your work.
- 4). Select indicators. Indicators are meant to provide a clear means of measuring achievement, to help assess the performance, or to reflect changes. They can be either quantitative and/or qualitative. A process indicator is information that focuses on how a program is implemented.
- 5). Determine the data collection methods. Examples of methods are: document reviews, questionnaires, surveys, and interviews.
- 6). Analyze and synthesize the information you obtain. Review the information obtained to see if there are patterns or trends that emerge from the process.
- 7). Interpret these findings, provide feedback, and make recommendations. The process of analyzing data and understanding findings should provide you with recommendations about how to strengthen your work, as well as any mid-term adjustments you may need to make.
- 8). Communicate your findings and insights to stakeholders and decide how to use the results to strengthen your organization's efforts. Monitoring and evaluation not only help organizations reflect and understand past performance, but serve as a guide for constructive changes during the period of implementation.

Dinas Pendidikan Kota Bandar Lampung also uses the steps above in implementing promoting monitoring and evaluation.

2.2. Definition and the Use of Perception

What is perception? Perception means the ability to see, hear, or become aware of something through the senses: *the normal limits to human perception. In*

psychology & zoology, perception is neurophysiological processes, including memory, by which an organism becomes aware of and interprets external stimuli. it also interpretes the way in which something is regarded, understood, or interpreted. (Oxford Dictionary: <http://www.oxforddictionaries.com/definition/english/perception?q=Perception>).

Another point of view on perception according to Saks and Johns (2011): "Perception" is defined as the "process by which individuals select, organize, and interpret the input from their senses to give meaning and order to the world around them". Components of perception include the perceiver, target of perception, and the situation.

Factors that influence the perceiver:

- 1) Schema: organization and interpretation of information based on past experiences and knowledge.
- 2) Motivational state: needs, values, and desires of a perceiver at the time of perception.
- 3) Mood: emotions of the perceiver at the time of perception.

Factors that influence the target:

- 1) Ambiguity: a lack of clarity. If ambiguity increases, the perceiver may find it harder to form an accurate perception.
- 2) Social status: a person's real or perceived position in society or in an organization
- 3) Impression management: an attempt to control the perceptions or impressions of others. Targets are likely to use impression management

tactics when interacting with perceivers who have power over them. Several impression management tactics include behavioral matching between the target of perception and the perceiver, self-promotion (presenting one's self in a positive light), conforming to situational norms, appreciating others, or being consistent. One of fallacies in social perception is self-fulfilling prophecy: the situation in which our expectations about people affect interaction with them that our expectations are fulfilled.

In this research, the researcher describes English teachers' perception towards monev program done by Dinas Pendidikan Kota Bandar Lampung (school supervisors of Dinas Pendidikan). It is assumed that teachers' perceptions can provide useful information and resource to further understanding and appreciation of psychology. As stated by Kendra Cherry (a psychology expert) that person perception refers to the different mental processes that we use to form impressions of other people. This includes not just how we form these impressions, but the different conclusions we make about other people based upon our impressions. So through their perceptions, school supervisors can get information about their impressions and they can be used as feedback or reflection for doing better job. People often form impressions of others very quickly with only minimal information. We frequently base our impressions on the **roles and social norms** we expect from people. For example, you might form an impression of a supervisor based on how you would anticipate that a person in that role to behave, considering individual personality characteristics only after you have formed this initial impression.

One of the strengths of social categorization is that it allows people to make judgments very quickly. Realistically, you simply do not have time to get to know each and every person you come into contact with on an individual, personal basis. Using social categorization allows you to make decisions and establish expectations of how people will behave in certain situations very quickly, which allows you to focus on other things. A school supervisor has social categorization that is a person who has task of doing monitoring and evaluation who has good personality and good academic competencies.

People's perceptions and attributions influence how they behave in their organization. Perception describes the way people filter, organize and interpret sensory information. Attribution explains how people act, determining how people react to the actions of others as well. Accurate perception allows employees to interpret what they see and hear in the workplace effectively to make decisions, complete tasks and act in ethical manner. Faulty perceptions lead to problems in the organization, such as stereotyping, that lead people to erroneously make assumptions. By understanding the common causes of behavior, individuals can react more appropriately. People tend to evaluate other people on their ability, effort or personality. People commonly attribute success to skill, luck or chance. People tend to react to situations based on what they think caused the event. Just as perceptions can be faulty, attributions can be inaccurate as well. Based on the the statements above, it is believed that English teachers' perceptions can contribute some important information for school supervisor, especially English school supervisor.

2.3. Teacher and her/his duties

According to Oxford dictionary (http://www.oxforddictionaries.com/us/definition/american_english/teacher), the meaning of teacher is a person who teaches ,especially in a school. A teacher has main duties and additional duties.

2.3.1. The Main Duties of Teacher

The Main Duties of Teacher are:

- 1) Develop/create teaching program/practice/guidance
- 2) Implement/present teaching program/practice/guidance
- 3) Evaluate the learning/practice/guidance
- 4) Create and perform analysis of the results of the evaluation study/practice/guidance/development and implementation/improvement/remedial and enrichment programs.

In other words, a teacher must be able to make teacher's administration, lesson plans and the implementation of the lesson plans, besides the additional duties assigned.

2.3.2. The Additional Duties of Teacher

The additional duties of teacher are:

- 1) Principal
- 2) Vice Principal
- 3) Homeroom Teacher
- 4) Coordinator of subject teachers/counselor

- 5) Work coordinator
- 6) Couch of extra curriculum
- 7) Picket officer
- 8) Librarian, etc.

2.4. Professional Teacher

Professional teacher has the functions, roles, and positions that are very important in achieving the vision of education in 2025. They create an intelligent and competitive Indonesian people. Therefore, the teaching profession must be respected and developed as a dignified profession as mandated by act No. 14 of 2005 on Teachers and Lecturers. The consequences of the teachers as professions are continuous professional development (CPD/PKB=pengembangan keprofesian berkelanjutan). The activities of Continuous Professional Development (CPD) were developed on the basis of teacher performance as the embodiment of Teacher Performance Appraisal (TPA/PKG=Penilaian Kinerja Guru) results that are supported by the results of self-evaluation. For teachers performance appraisal (PKG) results still fall below the standard of competence or low teacher performance appraisal results, they are required to follow the CPD program oriented to achieve these standards; while for teachers who have reached the standard of competence, their CPD activity directed at increasing professionalism in order to meet future demands in the performance of duties and obligations in accordance with the needs of schools in order to provide a quality learning services to the learners. Their competencies are (1) academic competence, (2) personality competence, (3) pedagogy competence, and (4) social competence. In accordance with the mandate of the minister of state for administrative reform and

bureaucratic reform (Permenpan dan RB) No. 16 of 2009 on Functional Teachers and Lecturers credit figures, CPD is recognized as one of the main elements in addition to the learning activities/coaching and other additional tasks that are relevant to the function of the school/madrasah. They are given a number of credits for the career development of teachers, especially in the promotion/functional position of teachers.

Hopefully, through CPD activity will materialize professional teachers who do not only have strong science, completed and no half measures, but also have mature, strong and balanced personality. With the mastery of science and technology, they are powerful, complete and not half as well as the excellent personality ownership, It is expected that a skilled teacher can awaken the interest of students in science and technology through the presentation of quality education services. They are able to help and guide learners to develop and navigate the world of science and technology which are rapidly changing as the hallmark of 21st century society. In general, the relationship between teacher performance appraisal (TPA/PKG) and continuous professional development (CPD/ PKB) can enrich teacher career development.

The Government of Indonesia has been fully conscious of the need for making quality of education. To ensure a good quality of education, government sets forth aims and functions of education, and national standards and the principles of the education system. It applies to all educational institutions that exist or may be created in the Republic of Indonesia. Its underlying philosophy is that education is a national movement in order that different stakeholders participate in the development of education as a life-long process in hand with the

quality improvement. Its basic purpose is to develop a national educational system to achieve the good quality in education for all goals, to create opportunities for lifelong learning, etc. The Law recognizes active partnership with local government and other local authorities. The Government of Indonesia has immensely benefited from the technical assistance of school supervisors to collect, analyze, and report data to depict the quality of education in Indonesia. In short, school supervisors and teachers must work cooperatively to reach the National Education System' goals

2.5. English Teacher

An English teacher is someone who teaches English. In Indonesia, English is taught as foreign language (EFL). An English teacher has main duties and additional duties, too. What makes an English teacher different from the other teachers is s/he uses English as the medium of teaching learning process. Meanwhile the other teachers use Bahasa Indonesia as the medium of teaching learning process. In general, an English teacher has to teach English as foreign language to students, passive (listening and reading skills) and active (speaking and writing skills) communicatively.

In communication, the speaker and listener or writer and reader should have a tool for communication. One of the tool for communication is language (theory of communication). In fact, when a school supervisor does not have the same language with the observed teacher, there must be misunderstanding.

2.6. School Supervisor and it's requirements

School supervisor is a person who is assigned to conduct surveillance, guidance to principals, teachers, administrative staff and other stakeholders. Below will be discussed on the definition of school supervisor, the type of school supervisor, the main tasks of the school supervisor, school supervisor functions, powers and rights of the school supervisor.

The understanding school supervisor is mentioned in Permen PAN and RB No. 21 of 2010. School supervisor was a Civil Servant teacher (PNS) who was given the task, responsibility and fully authorized by the competent authority to carry out academic and managerial supervision in the educational unit. Pandong (2003) in Sudjana (2006: 6) Supervision of the educational unit/school is functional official who serves as the technical implementation to supervise the education of a certain school designated/assigned in an effort to improve the quality of the processes and outcomes of learning/guidance to achieve educational goals. According to Sudjana (2011: 25) school supervisor is a teacher who is a civil servant who was appointed and given the task, duties and responsibilities and authorized by the competent authority to supervise the academic and managerial supervision in the educational unit school. Sudjana (2011: 26) describes the school supervisor is the only career position occupied by the teacher with the status of civil servants (PNS). This indicates that the civil servants who are not teachers are not entitled to occupy the post of supervisor of the school, although they are civil servants of structural officials in the education department.

The minimum requirement to become supervisor of education unit includes: (1) the status of teachers at least 8 years or principal at least 4 years in education in accordance with the educational unit supervised, (2) having a functional education certificate as supervisor of education unit, (3) passing the test as a unit supervisor of education, (4) the highest age when appointed as supervisor of the school 55 years, (5) the last education for secondary school supervisor is the master (S2), and (6) the status of class/PNS minimal space III/c.

2.7. Types of School Supervisors

Based on the nature of the task and field surveillance activities conducted by the school supervisor as mentioned in the School Supervisor Workbook (Center for Work force Development BPSDMP&PMP Ministry of National Education in 2011), there are five types of school supervisor, among others:

- 1) Supervisory Kindergarten is supervisor of the school who has duties, responsibilities, authority and rights fully in carrying out supervisory duties at the early age of formal education, both public and private sectors in the type of implementation and development of learning programs in kindergarten.
- 2) Supervisor Primary School is a school supervisor has the duties, responsibilities, authority and right to participate fully in the supervisory task on a number of both public and private schools, both school management and the entire elementary school subjects except subject of religious education and physical education and health.

- 3) Supervisory subjects/subject cluster is a school supervisor who has duties, responsibilities, authority and full rights in carrying out supervisory duties on subjects or subject cluster on a number of both public and private schools.
- 4) Supervisory special education is school supervisor who has duties, responsibilities, authority and full rights in carrying out supervisory duties in a number of schools, both public and outstanding private schools in the Ministry of National Education for all subjects.
- 5) Supervisory guidance and counseling is a school supervisor who has duties, responsibilities, authority and full rights in carrying out supervisory duties on a number of both public and private schools in guidance and counseling activities

2.8. Main Task for School Supervisors

The principal tasks of the school supervisor are doing monitoring and evaluation to carry out the functions of supervision, supervision both academic and managerial supervision. Based on the duties and functions over a minimum of three activities that must be carried out supervisory, namely:

- 1) Conducting monitoring development of school quality, performance of the principal, teacher performance, and the performance of the entire school staff,
- 2) Evaluating and monitoring the implementation of development programs and their schools,
- 3) Conducting an evaluation of the process and outcomes of school development program collaboratively with school stakeholders. As

Sudjana (2006:16) said that the key task of the first reference to the supervisory or managerial control while the main tasks of the second refers to the supervision or academic supervision. Managerial supervision basically provide monitoring, evaluation and assistance/guidance from the program plan, process, until the results. Guidance and assistance is given to the principal and the entire school staff in school management or education provision in schools to improve school performance. Academic supervision relating to foster and assist teachers in improving the quality of learning/guidance and the quality of student learning outcomes.

Based on these three main tasks over the activities carried out by the supervisors, their tasks are:

- 1) Developing supervisory work program for each semester and each year at the guided school;
- 2) Evaluating, data processing and analysis of learning outcomes/ guidance of students and teachers' abilities;
- 3) Collecting and processing data of educational resources, learning/ tutoring, school environment that influence the development of learning outcomes/guidance of students;
- 4) Carrying out a comprehensive analysis of the results of the analysis of the various factors of educational resources as materials for school innovation;
- 5) Providing direction, assistance and guidance to teachers about the learning process/quality guidance to improve the quality of teaching and learning outcomes /guidance of students;

- 6) Evaluating and monitoring the delivery of education in schools from accepting new students, learning implementation, test execution until the release of graduates/diploma awarding;
- 7) Preparing reports on the results of monitoring in schools and report to the Department of Education, the School Committee and other stakeholders.

2.9. The Model of Monev Program at Dinas Pendidikan Kota Bandar Lampung

- 1) Mandate from the head of Dinas Pendidikan Kota;
- 2) Monev on eight (8) NESs (National Education Standards) and teachers' performance;
- 3) Monev on teachers' performance: teachers' administration competence, making lesson plan Competence, and teaching- learning process competence;
- 4) Team work (one school is visited by one team of 4/5 school supervisors) will choose teachers who will be supervised in the class randomly;
- 5) Teachers who are supervised in the class, they will be monitored and evaluated on teachers' administration competence, lesson plan competence, and teaching- learning process competence;
- 6) Teachers who are not supervised, they will be monitored and evaluated on the teachers' administration;
- 7) Others (teachers' discipline, problems and constraints);
- 8) Report of monitoring and evaluation program.

III. RESEARCH METHODOLOGY

This part describes the setting of the research, research participants, the approach and research design, data collecting techniques, try out of the instruments, validity of data, and data analysis.

3.1. The Setting of the Research:

This research was done in July 2015 up to September 2015. It took places at three (3) state schools (SMA Negeri) and three (3) private schools (SMA Swasta) for interview and other schools for questionnaire at Dinas Pendidikan Kota Bandar Lampung. This study was done for 5 (five) months. These activities were started from the starting survey, arranging proposal, instruments of the research, collecting data, analyzing data and reporting the research.

3.2. The Subject of the Research

The population was SMA English teachers, state and private schools, in Kota Bandar Lampung. There were 161 SMA English teachers at Dinas Pendidikan Kota Bandar Lampung. This study was done with 40 participants. These places were chosen because the researcher works as an English school supervisor at Dinas Pendidikan Kota Bandar Lampung. Another crucial reason was that Dinas Pendidikan Kota Bandar Lampung had implemented collaborating

monitoring and evaluation (Monev) program by all school supervisors of Dinas Pendidikan Kota Bandar Lampung.

Focusing a research topic is narrowing (or sometimes broadening) a topic so that you can demonstrate a good understanding of it, including enough examples and important details, within the size limits of the research you are required to produce. The purposes in formulating the problems are by making advantage of focus: (1) determining the focus to restrict the study and make good use of focus; (2) determining the focus to know criteria that are in and out (*inclusion-exclusion criteria*) or new information from the field study as mentioned by Moleong (2004:93-94). In qualitative research, the focus of the research will restrict the inquiry. If there is no focus, the researcher will be trapped on the data that are found in the field. So the focus will have important role to determine the research question. The focuses in this research relate to the research questions and the purposes of the research are: (1) To find out/describe a model of promoting monitoring and evaluation (Monev) program to enhance the quality of SMA English teachers done by school supervisors of Dinas Pendidikan Kota Bandar Lampung; (2) To know/describe SMA English teachers' expectation from the monitoring and evaluation program in order to enhance the quality of SMA English teachers; (3) It will give information which should be considered by school supervisors when doing monitoring and evaluation program dealing with SMA English teachers especially in Kota Bandar Lampung.

3.3. The Research Design and the Approach

The research design and the approach were as the following:

3.3.1. The Research Design

The research design in this research used a qualitative study. This qualitative study was chosen to get answers of the questions how and why in understanding English teachers' expectations toward monitoring and evaluation (Monev) program at Dinas Pendidikan Kota Bandar Lampung. In this case, the researcher tried to answer a question on how to formulate a new model in monitoring and evaluation program for English teachers done by English school supervisors by knowing teachers' perception towards monitoring and evaluation program. In relation to why this research was important, the research could contribute a new model of monitoring and evaluation of English teachers for English school supervisor by considering their expectations toward monitoring and evaluation in order that the monitoring and evaluation would be more useful for English teachers, especially English teachers in Kota Bandar Lampung.

In conclusion, this research would focus on contemporary phenomena in today's real life of English teachers' expectation toward monitoring and evaluation program. Their expectation would inform a new model of monitoring and evaluation of English teachers done by English school supervisor.

3.3.2. The Approach of the Research

Qualitative research design was conducted in this study in order to investigate monitoring and evaluation program (in selected state and private senior high schools at Dinas Pendidikan Kota Bandar Lampung) which stressed

on school supervisors. The monitoring and evaluation program was done by school supervisors collaboratively under the mandatory of the Head of Dinas Pendidikan Kota Bandar Lampung. This approach was employed because it was helpful to find out/describe how to promote monitoring and evaluation program especially dealing with SMA English teachers.

This research used qualitative research with phenomena theory. Phenomena theory tried to see what happened in the surface/work environment including teachers' expectation. These expectations were symptoms/phenomena of something that were hidden in the head of the teachers. Whatever expectations that were seen from the surface of the teachers could be understood or explained when they could state what were hidden in their head in the world of knowledge of the teachers (Bungin, 2008:9). In the knowledge of phenomenology, the researcher tried to understand the meaning of an event in relation to the teachers who were involved in certain situation (Moleong, 2004:9). In this case, the teachers were SMA English teachers in Kota Bandar Lampung. And the researcher was one of English school supervisors at Dinas Pendidikan Kota Bandar Lampung. Hopefully, this research could give information about SMA English teachers' expectations toward monitoring and evaluation program. Their expectations could be considered to formulate a new model of monitoring and evaluation of English teachers for English school supervisors.

This model could be applied by English school supervisor when s/he did monitoring and evaluation of English teachers so that the monitoring and evaluation would be more useful for English teachers. This statement is supported by Setiyadi, (2006: 53): "If the research purpose is to find new theory, researcher

tends to use instrument of data that use description/words and human attitude. Open questionnaires are more appropriate if the inquiry tries to find a new model/pattern". The research was not designed into variable. It was qualitative research. The researcher used purposive sampling due to her limitation of time and distance.

Qualitative research had some criterion: (1) it had natural background; (2) the researcher was the main instrument in trying to collect data; (3) the data analysis was inductive; (4) it was descriptive; (5) It stressed on process rather than the result; (6) there was a limit determined by focus; (7) it used basic theory; (8) there was specific criteria for data validity; (9) the design was contemporary; (10) the result was discussed and agreed together (Moleong, 2004:4-8). In addition, Erickson in Stainback (2003) and restated by Sugiyono (2011:22) mentioned that criteria of qualitative research were (1) Intensive, long term participation in field setting; (2) Careful recording of what happened in the setting by writing field notes and interview notes by collecting other kinds of documentary evidence; (3) Analytic reflection on the documentary records obtained in the field; (4) Reporting the result by means of detailed descriptions, direct quoted from interview, and interpretative commentary.

This research needed observation deeply and wholly and the data were displayed not in the form of numbers but words and document as mentioned by Setiyadi (2006: 58). The use of phenomenology theory in this research was used to describe/find the English teachers' perceptions toward monitoring and evaluation program and the researcher tried to find a model of monitoring and evaluation for English teachers by considering their perception on what to do or

not to do during and/or after the monitoring and evaluation. Their Perceptions would give information/signals for English school supervisors at Dinas Pendidikan Kota Bandar Lampung to make Monev more useful for English teachers.

3.4. Data Collecting Techniques

Data collecting techniques in this research were interview (open-ended question), questionnaire and documentation, A research that used some data collecting techniques are known as triangulation or double methods. The researcher used triangulation to analyze the data.

3.4.1. Interview

The researcher used interview as the main instrument to collect data. The interview was done by three agents because the researcher was also their English enumerator/school supervisor. The agents were needed to avoid subjective answers from the participants. The agents used tape recorder during the interview. The interview was transcribed by the researcher and the agents. Meleong (2004) said that interview was intended conversation to get data. Hopefully, they gave the responses freely without being pressured by the researcher. According to Lincoln and Guba (1985) that the purpose of interview was to construct about people, event, activity, feeling, motivation, demand, caring and reconstruction of things happened in the past to describe agreement, verify, change and widen the construction/model that was developed by the researcher for future. Hadi (1986) in Sugiyono (2011:194) stated that assumptions of the researcher to use interview were:(1) The subject/respondent was the one who knew about him/herself, (2) The

answer from the subject was trusted/valid, (3) Subject's interpretation of the questions was the same with the questions delivered by the researcher.

The interview that was used was unstructured interview in order to get more information completely and depth in comfortable situation. All the questions in the interview were addressed to the correspondent both primary and secondary which were valid and credible. The interview would be done effectively and directly. It meant that the interview would will be done in as short time as possible and would get data as many as possible. Unstructured interview was a free interview where there was no guide for the interview or no list of questions arranged systematically and completely for collecting data. The guide for the interview was only the outline of the problems to be interviewed (Sugiyono, 2011:197).

The researcher would interview 10 respondents/interviewees, The issues that were intended to know in the interview were:

- 1). Whether promoting Monev Program was effective to enhance the quality of SMA English teachers in Bandar Lampung effective?
- 2). To find out what school supervisor's qualities were to enhance the quality of SMA English teachers needed at Dinas Pendidikan Kota Bandar Lampung?
- 3). To know what SMA English teachers' expectation were towards promoting Monev Program to enhance the better quality of SMA English teachers in Bandar Lampung?

3.4.2. Questionnaire

A questionnaire was a written set of questions that were given to people in order to collect facts or opinions about something (<http://www.merriam-webster.com/dictionary/questionary>), It was a set of questions for gathering information from individuals. It was helpful in gathering information that was unique to individuals, such as attitudes or knowledge. It was also helpful in maintaining participants' privacy because participants' responses could be anonymous or confidential. This was especially important if you were gathering sensitive information (<http://www.cdc.gov/HealthyYouth/evaluation/pdf/brief14.pdf,5-7-2015>) .

The researcher would use questionnaire to know the teachers' perception and expectation before and during the monitoring and evaluation. This was intended to know their satisfaction and expectation if the monitoring and evaluation program had contribution in helping teachers' problem or not. Their answers would be categorized and summarized then they would be analyzed and interpreted by the researcher.

3.4.3. Documentation

Documentation was a set of document provided on paper, or online, or on digital or analog media, such as audio tape or CDs. It was a confirmation that some facts or statements were true through the use of documentary evidence. This tool is used to support the data and theories as a reference. The researcher used the document from Dinas Pendidikan Kota Bandar Lampung (based on the report of monitoring and evaluation program 2013/2014). It would be analyzed and

concluded to support the data needed. It was also a back up data which would relate to the theories of monitoring and evaluation.

3.5. Try out of the Instruments

The instruments were questionnaire, interview and document. Questionnaire and interview list were modified and piloted using a group of English Language Magister Students (10 teachers) at University of Lampung to validate the instrument which were used in data gathering and to evaluate the clarity and reliability of the items. The pilot group would be asked to read all the instructions, the terminologies used, the design, the logical order of each items, and the format of the questionnaire. Finally, the group would give out the suggestion which were used to improve the final work. Finally, judgemental was the last consideration to decide the proper instruments. It was also consulted with the expert lecturers.

3.6. Validity and Reliability of the Instruments

This research was qualitative research. The researcher discussed validity and reliability of the instrument of questionnaire and she used the consistency and credibility (Lincoln and Cuba 1985: 316-317 in Setiyadi 2006 : 226).

3.6.1. Data Collecting Instruments

The main instrument in this research was the researcher. This statement was stated by Moleong (2004), "Only human as an instrument who can communicate with respondent or other objects and only human can understand phenomena that happen in the field. Only human that can evaluate whether a factor is disturbing so that if something happens, human can realize it to handle

the problem” (2004: 5). The presence of the researcher was compulsory. But in the interview, the researcher tried to work cooperatively with an agent to avoid the subjectivity of the researcher since the researcher was also their English school supervisor at Dinas Pendidikan Kota Bandar Lampung and the correspondents feel free to answer,. The benefit of the researcher (with the help of a co-researcher/the agent) as an instrument was the researcher could decide freely the situation and the decision in the research.

The aids in the research besides the researcher were questionnaire, interview and Monitoring and evaluation report document 2013 and 2014. Interview list would be delivered by three agents to help the researcher during the research. The agents were needed to avoid subjective opinion of the researcher and to make the correspondents feel to answer since the researcher was also one of their school supervisors at Dinas Pendidikan Kota Bandar Lampung. This was because the situation was unpredictable clearly and certainly so the only choice was the researcher, with the help of the agents to deliver the interview. as the instrument.

3.6.2. The Data Resource

The primary sources of data for this study were state and private senior high schools, SMA English teachers. Books and the reports of Monitoring and evaluation program 2013/2014 at Dinas Pendidikan Kota Bandar Lampung were used as secondary sources to review the literature and to support research findings.

The data resource was human and to not human (Miles and Huberman, 1992: 2). The human was function as the subject and the key in the research while the relevant document was a supplement data. In this research, the researcher used purposive sampling to get the data until the data were sufficient, complete and depth.

In this research, a coordinator of school supervisors at Dinas Pendidikan Kota Bandar Lampung was chosen as the key informan. According to Lincoln and Guba (1985), “key informan is someone who has the knowledge and information or is closed to the situation that becomes the focus of the research who knows the school supervisor performance and teacher performance”.

3.6.3. Kinds of Data

The researcher used primary data and secondary data.

3.6.3.1. Primary Data

Primary data were taken from the correspondents. The correspondents answered the open-ended questions that were made by researcher especially to solve the problems that were handled under the judgemental expert to keep the validity of the questions. The researcher collected the data from the main source or at the place of the objects happened. According to Sugiyono (2011:193), primary data were taken directly from the source of the data.

3.6.3.2. Secondary Data.

Secondary data were data that were collected besides to solve the problems. These data could be found easily. In this research, the secondary data were from The Report of the Monev document 2014, articles and electronic

journal that had relation to the research. Secondary data were taken from indirect source of data by researcher through another person or document (Sugiyono, 2011:193).

The researcher reported in the case of qualitative analysis, the data were analysed and categorized by using triangulation to see the validation of the data, It was in line with Suparman (2009: 154). The researcher comprised a summary statement of the research result and interpreted the research result.

V. CONCLUSIONS AND SUGGESTIONS

This chapter described the conclusion of the research results and also the suggestions from the researcher to the other researchers and school supervisors who wanted to know the benefits of monitoring and evaluation program activities and for those who wanted to conduct the similar research.

5.1. Conclusions

In reference to the results and discussions of the research, the conclusions were drawn as follows:

1. Promoting Monev program to enhance the quality of SMA English teachers in Bandar Lampung was 90% effective.
2. School supervisors' qualities to enhance the quality of SMA English teachers needed at Dinas Pendidikan Kota Bandar Lampung were:
 - a. School supervisors had ability to motivate, guide, inform, give examples, and correct the mistakes:
 - b. School supervisors had the same academic background with the teachers.
 - c. They checked teachers' administration, visited the class for observation, and had consultation wholly.
 - d. They might not be angry, interrupted during the teaching learning process, judged the teacher mistakes in the class, and judged the teacher in front of other teachers.

3. SMA English teachers' expectation from school supervisor in doing Monev program to enhance their quality were:
- a. School supervisors' competences should be better in the future.
 - b. The suggestion was not only on the teachers' administration but also the material and the steps in teaching.
 - c. School supervisors had the same academic background/linear with the teachers being Monev.
 - d. Most of the English teachers preferred having English school supervisor to combination between managerial and academic school supervisor
 - e. They preferred to had the Monev twice a year.
 - f. They could get something new after the Monev program and be good teachers as the government hopes.
 - g. English school supervisors monitored and evaluated English teachers.

5.2. Suggestions

In reference to the conclusions above, some suggestions are given as follows:

1. Theoretical Advice.

- a. Research methods and data collection techniques used in this research is qualitative research. Therefore, for those who want to do research using the same research object on the performance of the school supervisors are also expected to use research methods and different data collection techniques.

- b. The researcher realizes, that, in the discussion of this research sources and references that are directly related to the object of research used in this research is still insufficient. Therefore, it is expected for those who want to conduct research using the same research object in order to further expand more resources and accurate references associated with the problems studied.
- c. In this study, only the performances of school supervisors at Dinas Pendidikan Kota Bandar Lampung are studied. The researcher calls for further research to examine the performances of the school supervisors in another district in Lampung province, so it will be visible to know the similarities and differences about school supervisor performance in each district in an effort to guarantee the quality of education on English teachers.

2. Practical advice

- a. The school supervisors in conducting classroom visitation should provide an example of how an effective teaching and learning process. The implementation of the teaching learning process for a particular material in front of the class is really needed by teachers.
- b. School supervisors should be able to improve their competence in addition to academic competence and managerial competence so as to support and improve their performance in implementing the guidance for improving the quality of education in schools, especially at Dinas Pendidikan Kota Bandar Lampung.

- c. Dinas Pendidikan Kota/The Mayor should appoint subject/cluster school supervisor (Supervisor who has academic competence related to the teacher's subject) to meet the ideal proportion between school supervisors and the teachers available.
- d. Dinas Pendidikan Kota Bandar Lampung should set implementation of monitoring and evaluation program twice a year.

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