

## **ABSTRACT**

Klauditia Raudatul Jannah. (321910081). An Analysis of School Monitoring Progress and Expectation on Learning Practices in School. Main supervisor, Dedi Irwan Ph.D. Assistant supervisor, Sahrawi, M.Pd.

This thesis aimed to investigate the implementation of school monitoring progress practices and expectations in learning, which are two crucial factors for effective schools, on 26 schools in West Kalimantan. This study proved to be highly valuable for schools and teachers, as gained a comprehensive understanding and reference to enhance teacher professionalism and establish effective, accredited schools. A survey with quantitative research approach was employed for this study. With Questionnaire Close-ended as tool of data collection, descriptive statistic and inferential statistic for analysis data. The researcher focused on 26 schools, encompassing 435 participants including teachers, principals, and staff members. The data analysis revealed that the 26 schools, spanning across the 8 regencies, implemented school monitoring progress with an average score of 3,023 and had expectations on learning with an average score of 3,354. In terms of practice, two levels of intensity were observed in relation to the school's geographical location and academic level: Frequently and Less Frequently.

**Keywords:** *Schools Monitoring Progress, Expectation on Learning, Effective Schools.*

## THESIS OVERVIEW

Research conducted with the title Analysis of School Monitoring Progress and Expectations on Learning Practices in Schools, has two focuses of discussion 1) How are School Monitoring Progress and Expectation on learning practiced in school? And 2) What are the variations of School Monitoring Progress and Expectation on learning practices in school by school levels and region of origin? This research using survey research methods with quantitative approach, with questionnaire as the data collection technique. This research involved teachers from 26 schools on 8 regencies in West Kalimantan. The results of this study found that the practices of the implementation of School Monitoring Progress and Expectation on learning in schools that have Frequently intensity, School Monitoring Progress with a total mean of 3,023 while the Expectation on learning with a total mean of 3,354. Also found that the intensity variation Frequently appears most in the implementation by region of origin and school level, i.e. in Expectation on learning by region of origin in 4 regions and in all of school level with a Mean range of 3,10 to 3,50, while in School Monitoring Progress by region of origin in 4 regions and school level (elementary and junior school) with a Mean range of 3,04 – 3,18. The second variation found is rare intensity, which is found in the variable School Monitoring Progress by region of origin in 4 districts and at the senior high school level with a mean range of 2.83 to 2.99, while this variation is only found in the variable Expectation on learning by region of origin with a mean range of 2.80 to 2.98.

So, it can be concluded that the practice of implementation of School Monitoring Progress and Expectation on learning in school has been well implemented at all of the schools studied, so it can be said that the schools studied have fulfilled one of the indicators of effective schools. Researcher also provides suggestions to schools that schools recommended to increase monitoring of progress on student performance and provide space for teachers to be involved in evaluating school performance together, to teachers that the teachers recommended

to continue to monitor student performance at school and be directly involved in evaluating school performance and communicate their expectations of student learning, for future researchers to continue this topic for further research to find out the causes of obstacles that occur in schools in practicing school monitoring progress and expectations on learning.