

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings of the data analysis and the previous discussion, it can be concluded that the 26 schools included in this study, located in eight districts in West Kalimantan, have effectively and consistently implemented and practiced expectations on learning. It is evident that these schools have effectively implemented and practiced expectations in learning, maintaining a consistent and frequently level of implementation. The teachers within these schools possess a belief in the students' capacity to comprehend and engage in the learning process. This discovery underscores the positive expectations that teachers hold for their students, which are conveyed through the adoption of Minimum Completion Criteria (KKM) specific to each subject and the provision of constructive challenges to enhance student abilities.

Furthermore, it can be deduced that each school has integrated progress monitoring for both student performance and overall school performance, employing various levels of intensity. The two distinct variations in the intensity of progress monitoring practices are categorized as frequently and less frequently. This highlights the ongoing commitment of schools to closely monitor and assess student performance. Moreover, schools actively engage teachers in evaluating and monitoring school performance, fostering a collaborative approach towards achieving shared objectives. These collective efforts aim to elevate educational standards and cultivate an environment conducive to effective schooling.

B. Suggestion

Based on the research conclusions, the researcher suggests the following parties: schools, teachers, and other researchers.

1. To schools

Schools recommended to increase and maintain practice of monitoring of progress on student performance and provide space for teachers to be

involved in evaluating school performance together, so that the vision and mission of shared goals can be achieved significantly.

2. To teachers

Teachers recommended to continue to monitor student performance at school and be directly involved in evaluating school performance. Teachers also need to communicate their expectations of student learning in a clear and purposeful way.

3. To other researchers

This research is not perfect, therefore future researchers are suggested to continue this topic for further research. Further research is also needed to be able to find out the causes of obstacles that occur in schools in practicing school monitoring progress and expectations on learning.