



## Optimization of Supervision and Monitoring in Performance Assessment: Strategy and Implementation

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### Abstrak

Tujuan penelitian ini adalah mengeksplorasi optimalisasi supervisi dan monitoring dalam penilaian kinerja di lembaga pendidikan. Supervisi dan monitoring merupakan elemen kunci dalam manajemen pendidikan yang berperan penting dalam meningkatkan kualitas kinerja lembaga. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan mengumpulkan data melalui wawancara mendalam terhadap kepala sekolah, guru, dan pengelola pendidikan, serta analisis dokumen kebijakan terkait. Hasil penelitian menunjukkan bahwa supervisi dan monitoring yang terintegrasi secara sistematis dapat meningkatkan efisiensi dan efektivitas institusi melalui identifikasi kekuatan dan kelemahan kinerja. Strategi berbasis teknologi digital, seperti sistem informasi manajemen (SIM), terbukti mempermudah pemantauan real-time dan penyampaian umpan balik yang cepat. Kendala utama meliputi keterbatasan waktu, resistensi terhadap umpan balik, dan kurangnya kompetensi teknis tim supervisi. Solusi yang diusulkan mencakup pelatihan rutin, pendekatan personal, dan optimalisasi teknologi. Dengan strategi yang terencana dan terstruktur, supervisi dan monitoring berkontribusi dalam mendukung pengembangan profesional guru, meningkatkan kualitas layanan, serta menjawab tantangan global dalam pendidikan.

Kata Kunci: Supervisi, Monitoring, Penilaian Kerja, Strategi, Implementasi

### Abstract

The purpose of this study is to explore the optimization of supervision and monitoring in performance assessment in educational institutions. Supervision and monitoring are key elements in education management that play an important role in improving the quality of institutional performance. This study uses a descriptive qualitative approach by collecting data through in-depth interviews with school principals, teachers, and education managers, as well as analysis of related policy documents. The results show that systematically integrated supervision and monitoring can improve the efficiency and effectiveness of the institution through the identification of performance strengths and weaknesses. Digital technology-based strategies, such as management information systems (SIMs), have been proven to facilitate real-time monitoring and prompt feedback delivery. The main obstacles include time constraints, resistance to feedback, and lack of technical competence of the supervision team. The proposed solution includes regular training, a personalized approach, and technology optimization. With a planned and structured strategy, supervision and monitoring contribute to supporting teacher professional development, improving service quality, and responding to global challenges in education.

Keywords: *Supervision, Monitoring, Work Assessment, Strategy, Implementation*

## Introduction

Supervision and monitoring are important components in modern management that aim to ensure the achievement of organizational goals through systematic performance evaluation. In the context of education, supervision is not only focused on supervising educator activities, but also directed to improve the professionalism of teachers and other education personnel through continuous coaching. Meanwhile, monitoring aims to monitor the progress of activities with predetermined indicators, thus allowing institutions to make strategic adjustments according to the dynamics and needs of the organization. Both, if optimized, will contribute significantly to improving the performance of individuals and institutions (Pratiwi, S.I. 2024). In the implementation of performance assessment, supervision and monitoring have a strategic function to identify the strengths and weaknesses of the institution. Through an integrated approach, supervision can provide relevant guidance based on the analysis of monitoring data, thereby supporting efforts to improve organizational efficiency and effectiveness. In addition, the implementation of supervision and monitoring based on digital technology has opened up new opportunities to accelerate the data collection process, provide real-time feedback, and improve overall institutional governance (Armstrong, M. 2014)

The importance of optimizing supervision and monitoring also lies in its ability to drive innovation, strengthen leadership, and create an organizational culture that is adaptive to change. By utilizing the right strategies and implementation, institutions can not only

improve performance, but also ensure sustainability in achieving their long-term vision and mission. Through careful planning, structured implementation, and continuous evaluation, supervision and monitoring are vital instruments to answer global challenges in creating competent, innovative, and superior institutions.

Supervision and monitoring play an inseparable role in the effective management of institutions, especially in the context of education and other organizations. This process focuses not only on monitoring the results, but also on the continuous improvement of the processes carried out, both by individuals and groups. Through supervision, supervision of the learning process or other activities is carried out systematically to improve quality and professionalism. Monitoring, on the other hand, allows institutions to collect relevant data to analyze whether activities are running according to plan or whether there are any irregularities that need to be corrected immediately. By using a system based on clear and measurable indicators, both supervision and monitoring ensure that every step taken is aligned with the organization's strategic goals.

Evolving digital technologies make it easy to optimize both processes, allowing for more efficient data collection, as well as more timely and structured feedback delivery, allowing institutions to respond to challenges more quickly and accurately (Sari et al., 2024).

## Research Methods

This research method uses a descriptive qualitative approach to understand the supervision and monitoring process in performance assessment in educational institutions. The research population

consists of educators and managers, with samples taken purposively based on experience in supervision and monitoring. Data was collected through in-depth interviews with principals, supervisors, and teachers, as well as analysis of policy-related documents and reports on supervision results to provide a broader context. Data analysis is carried out descriptively by summarizing information obtained from interviews and documents, as well as expressing findings in the form of narratives describing existing circumstances and processes. This research also adheres to ethical principles, by obtaining the consent of participants and maintaining identity confidentiality. Through this approach, it is hoped that a comprehensive understanding of the optimization of supervision and monitoring in performance assessment in educational institutions can be obtained.

The author gave several questions to the informants or subjects in the study, namely 2 principals with questions; 1. What is the structure and supervision method implemented in this institution to ensure optimal performance? 2. What are the key indicators used in performance monitoring, and how are the results analyzed and utilized? 3. What are the main strategies of the institution in optimizing supervision and monitoring, as well as examples of implementations that are considered successful? 4. What are the obstacles faced in the process of supervision, monitoring, and performance appraisal, and how to overcome them? 5. How does the institution involve employees and other stakeholders in the development and implementation of performance appraisals? 6. Does the institution use technology to support supervision and monitoring, and to what

extent does it improve the effectiveness of the process?

## Results and Discussion

### A. Results

The results of this mini research can be seen from the answers of two principals from different institutions. Teni Marlina M and Retno Kurniawati, S.Pd.I, are the main subjects. The following is the answer explained by the 2 heads.

1. How is the structure and supervision methods implemented in this institution to ensure optimal performance

The supervision structure in the institution managed by Teni Marlina M involves school principals, teachers, and education staff. The principal directly supervises to ensure that the work standards that have been set can be met. The supervision methods applied include three types, namely clinical supervision, academic supervision, and administrative supervision. Clinical supervision is carried out through direct observation of teaching and learning activities (KBM), academic supervision includes analysis of learning tools such as lesson plans, while administrative supervision focuses on examining the financial aspects of the institution. On the other hand, Retno Kurniawati, S.Pd.I, implements clinical supervision procedures with three main stages, namely introduction, observation, and evaluation.

2. What are the key indicators used in performance monitoring, and how the results are analyzed and utilized

The main indicators used in monitoring educator performance also vary. According to Teni Marlina M, the indicators include teacher competency standards, which reflect teachers' ability to carry out KBM, as well as service

standards that assess the quality of services to students and their guardians. Meanwhile, Retno Kurniawati, S.Pd.I, focuses more on mastery of the material by teachers, effectiveness in teaching, student participation, communication skills with students, as well as creativity and innovation applied by teachers during the learning process. The results of supervision and monitoring at the institution led by Teni Marlina M are used as feedback to ensure that teaching and learning activities and services to students and parents can run optimally. On the other hand, in the institution managed by Retno Kurniawati, S.Pd.I, the results of supervision are analyzed in depth and followed up with teacher development activities, workshops are carried out, and comparative studies to other institutions.

3. What are the main strategies of the institution in optimizing supervision and monitoring, as well as examples of implementations that are considered successful

Strategies in optimizing supervision and monitoring were also revealed by both subjects. Teni Marlina M ensures that monitoring is carried out on a scheduled basis, so that the follow-up of supervision results can be carried out optimally. Supervision in this institution is carried out twice in one school year, namely in odd and even semesters, starting with the creation of a supervision program which is then socialized to teachers. Teachers are asked to prepare administration in accordance with the instruments used in supervision. Retno Kurniawati, S.Pd.I, emphasized the importance of learning supervision that is carried out systematically in three stages, namely learning planning,

learning implementation, and evaluation. Examples of successful implementation of supervision and monitoring can be seen in both institutions. Teni Marlina M emphasized the importance of scheduling supervision at least twice in one semester so that follow-up can be carried out optimally. Meanwhile, Retno Kurniawati, S.Pd.I, showed the success of learning supervision through the implementation of structured supervision stages, namely planning, implementation, and evaluation of learning.

4. What are the obstacles faced in the process of supervision, monitoring, and performance appraisal, and how to overcome them

The process of supervision, monitoring, and performance assessment in an educational institution, especially at the kindergarten level, often faces various obstacles that require a strategic approach to overcome them. One of the main obstacles that often arise is the limited time that the principal or management team has to carry out direct supervision. This is often the case because the principal not only acts as a supervisor, but is also responsible for a variety of other administrative and managerial tasks. For example, in the management of kindergarten institutions, school principals often have to take care of administration such as reporting to the education office, budget management, and coordination with students' parents. As a result, the time to observe the teaching and learning process directly in the classroom is limited.

In addition, resistance from teachers or staff to feedback is also a significant challenge. Some teachers may feel uncomfortable or perceive evaluation as a criticism of their abilities, rather than as

an opportunity to improve. For example, a teacher who receives feedback regarding his teaching methods may feel defensive or even reluctant to accept changes. Another obstacle that often occurs is the lack of technical competence among the supervision team, especially in understanding and using assessment instruments that are appropriate for the kindergarten level. This can hinder the effectiveness of the evaluation process, because supervision in kindergarten requires a very specific approach, such as direct observation of teacher interaction with children and assessment of the application of play-and-learning methods.

In addition to competency constraints, there are also logistical problems, such as the lack of adequate technological devices to support real-time supervision and monitoring. For example, many kindergarten institutions do not have an integrated management information system (SIM) to monitor teacher performance, student attendance, or documentation of learning activities. On the other hand, ineffective communication between team members often slows down the follow-up process of evaluation results. This can happen, for example, when teachers and principals do not have a regular discussion forum to discuss the results of supervision and find solutions to the problems faced. To overcome all this, kindergarten institutions need to implement various strategies. One of them is more effective time management, where the principal can schedule supervision consistently and set aside special time to observe activities in the classroom. In addition, regular training

needs to be held to improve the competence of the supervision team, especially in understanding the relevant assessment approaches for the kindergarten level. A personal approach to delivering evaluations can also help reduce resistance from teachers, for example by first appreciating the teacher's achievements before giving suggestions for improvement.

5. How the institution engages employees and other stakeholders in the development and implementation of performance appraisals

In the performance appraisal process, involving employees and other stakeholders is an important step to ensure that the results of the evaluation are well received and can be the basis for development. In kindergarten institutions, this involvement can begin by inviting teachers and staff to participate in the design of assessment instruments. For example, teachers can be invited to provide input on performance indicators that are appropriate for learning activities in kindergarten, such as the ability to build positive interactions with children or creativity in creating a fun learning environment.

In addition, kindergarten institutions can hold periodic evaluation forums involving not only management and teachers, but also school committees or parent representatives. For example, the results of teacher performance assessments can be presented in a meeting with the committee to get input and suggestions from a parent's point of view. Evaluation-based reward programs can also be applied to increase teacher motivation, such as giving awards to teachers who successfully implement

innovative teaching methods. Transparency in communicating the results of the evaluation to relevant parties, such as teachers and parents, is an important step to build trust and create accountability in the management of kindergarten institutions.

6. Whether the institution uses technology to support supervision and monitoring, and to what extent it improves process effectiveness

The use of technology is also one of the most effective steps in supporting supervision and monitoring in kindergarten institutions. Many educational institutions are now starting to use school management applications or management information systems (SIM) to record and track performance data in real-time. For example, an application can be used to record teacher attendance, child attendance, and the results of daily learning evaluations. This technology allows school principals and management teams to monitor performance aspects such as teacher attendance, implementation of play while learning, and documentation of children's learning outcomes more efficiently. Learning supervision can also be done online using a video conferencing platform, for example to monitor online classes held during the pandemic.

With integrated data analytics, kindergarten institutions can analyze performance results based on historical data, such as the progress of fine motor skills or children's social skills, so that school principals can make more accurate decisions. In addition, automation technology in the assessment process greatly helps reduce manual workload, allowing the supervision team to focus on the strategic aspects of performance

development. Technology not only improves accuracy and efficiency, but also encourages better collaboration between management, teachers, and other stakeholders. For example, the results of teacher evaluations can be directly shared with parents through digital platforms, so that they can also monitor the progress of activities at school.

### **B. Definition of Monitoring and Monitoring Supervision**

Monitoring or supervision is the process of setting performance standards in planning, designing an information feedback system, comparing actual performance with pre-set standards, identifying possible deviations, and taking necessary corrective steps. This is done to ensure that all the resources of the company or organization are used to ensure that all the resources of the company or organization are used effectively and efficiently to achieve the goals that have been set (Widiastuti & Susanto, 2014)

The monitoring process is carried out regularly to collect data and measure progress towards program goals. The main focus of monitoring is to see changes related to processes and outputs. The purpose of monitoring includes assessing whether the activities carried out are in accordance with the plan, as well as identifying problems that arise so that they can be overcome immediately. In addition, monitoring also serves to assess whether the work pattern and management used are appropriate in achieving the objectives of the activity. By monitoring, we can understand the relationship between activities and goals, allowing us to obtain a more accurate measure of progress. In addition, monitoring also helps in adjusting activities to the changing environment, without deviating

from the goals that have been set (Bimantara & Purnomo, 2023)

### C. Supervision

Supervision is defined as a series of activities that help teachers develop their ability to manage the learning process to achieve educational goals. The purpose of supervision is to support teachers in improving their ability to achieve learning outcomes (Adolph, 2016). Thus, the essence of academic supervision is not to assess teachers' performance in managing learning, but to help them develop professionalism. Supervision is also an activity designed to provide support to educators in improving teaching and teaching performance. Supervision organization includes planning the supervisory team, division of tasks, and effective implementation strategies (Kristiawan et al., 2019).

### D. The Importance of Monitoring and Supervision

#### 1. Monitoring

The importance of monitoring in a school institution cannot be ignored because it has a direct impact on the quality of education received by students. As a key element in the learning process, educator competence greatly affects the effectiveness of teaching and students' understanding of the material presented. Through monitoring, school institutions can ensure that educators have the knowledge, skills, and pedagogical abilities that are in accordance with the standards that have been set. In addition, monitoring also helps identify aspects that need to be improved or further developed, so that training and professional development programs can be designed to meet the specific needs of educators more effectively. (Sari et al., 2024)

### 2. Supervision

Supervision in an institution has an important role in ensuring that all activities run in accordance with the goals, standards, and regulations that have been set. Through supervision, the quality of work can be improved with coaching that focuses on developing individual competencies and productivity. In addition, supervision helps optimize the use of resources, prevent deviations, and improve work efficiency and effectiveness. Supervision also serves to strengthen teamwork through good communication, while providing useful feedback for the evaluation and development of individual programs, policies, or performance. Thus, supervision not only aims to supervise, but also support and guide the institution towards the achievement of common goals. (Ramadhani et al., 2024)

### E. Obstacles in Monitoring and Supervision

Obstacles in monitoring and supervision often hinder the effectiveness of the implementation of educational programs. Here are some common obstacles faced:

- Limited Resources:** One of the main obstacles is the lack of resources, including adequate manpower, budget, and infrastructure. This can hinder the ability to effectively collect, analyze, and report data.
- Low Data Quality:** Incomplete, inaccurate, or inconsistent data is often a problem. Poor data quality can result in inaccurate analysis and lead to errors in decision-making.
- Limited Capacity and Competence:** Many supervisors or monitoring implementers lack understanding of

evaluation methodologies and data analysis skills. This results in difficulties in carrying out effective monitoring and supervision.

**4. Difficulty in Measuring Impact:**

Measuring the impact of a policy or program is often a challenge because the impact may not be immediately measurable or complex. This makes it difficult to determine whether the goal has been achieved.

**5. Lack of Support from Related Parties:**

In some cases, a lack of support from management or other stakeholders can hinder the implementation of effective supervision and monitoring.

**6. Limited Time:**

Limited time for school principals or supervisors to supervise regularly is also an obstacle. This can reduce the frequency and quality of supervision carried out.

**7. Lack of Funding:**

Limited funding for the implementation of supervision and monitoring programs is also a significant obstacle, which can limit planned activities.

**F. Digital Technology-Based Supervision and Monitoring Optimization Strategy**

Supervision and monitoring are important elements in improving the performance of educational organizations. The implementation of digital technology provides various advantages, such as efficiency in monitoring performance and the ease of providing real-time feedback. According to Junaris (2023), the use of digital platforms in supervision allows the evaluation process to run more structured and effective.

**1. Improving Supervisor Competence**

Supervisors play a key role in guiding and evaluating educators. Their competence must be improved through

continuous training. For example, practice-based programs such as the "Best Practices Series" (Maisaroh et al., 2024) are able to integrate theory with field implementation. This is in line with the principle of reflective supervision conveyed by Hidayat et al. (2024), where increasing supervisor competence can lead to better organizational performance.

**2. Development of Relevant Performance Indicators**

Performance indicators are the main benchmark in evaluation. The development of relevant, data-driven indicators allows organizations to map achievements and constraints clearly. As revealed by Fatmawati (2024), performance indicators integrated with digital systems support real-time monitoring, ensuring that every activity carried out is in accordance with the set targets.

**3. Implementation of Continuous Feedback System**

Feedback is at the core of the supervision and monitoring process. A continuous feedback system ensures that all parties are informed for continuous improvement. According to Rosmini et al. (2024), the integration of technology such as analytics software can facilitate more focused and relevant feedback.

**G. Strategy Implementation**

The implementation of strategies to optimize monitoring (supervision) and supervision (monitoring) of performance appraisal is an integrated and sustainable approach to ensure that performance appraisals are carried out objectively, fairly and effectively. The main objectives are to provide constructive feedback, improve individual and team performance, and facilitate continuous development for performance in various areas of capability.



With the right strategy, the monitoring process can be a very helpful tool in improving the productivity and overall well-being of the organization. The implementation of strategies to optimize supervision and monitoring in performance appraisals to improve institutions involves a planned, structured, and sustainable approach.

By setting clear goals, using appropriate evaluation methods, providing constructive feedback, and developing the competencies of managers and employees, institutions can achieve better results in improving individual and team performance. Periodic evaluations and adjustments to the strategy will ensure that the systems implemented remain relevant and support the sustainable development of the institution. Thus, the optimization of supervision and monitoring in performance appraisal not only improves individual performance, but also contributes to the achievement of the institution's long-term goals.

#### **H. Planning and Preparation**

Careful preparation and systematic implementation in the supervision and monitoring of performance appraisals are essential to improve individual and organizational performance. The steps that can be used ranging from setting goals, selecting evaluation methods, training for managers, implementing a structured evaluation system, to providing constructive feedback, can optimize the performance assessment process. In addition, continuous evaluation of the system will also ensure that organizational goals can be achieved more efficiently. With the right and consistent approach, performance appraisal supervision and monitoring will be a very effective tool in employee development and

improving the overall performance of the institution.

#### **I. Preparation to Optimize Performance Appraisal Supervision and Monitoring**

##### **1. Clear Goal Setting and Assessment Criteria**

Before starting the supervision and monitoring process, the organization consisting of team members sets clear objectives related to performance appraisal. These goals should include improving quality, productivity, skill development, or satisfaction in line with the organization's vision and mission. Develop relevant performance indicators (KPIs) for each position or position, ensuring that those KPIs are measurable and directly related to organizational goals.

##### **2. Preparation of Appropriate Performance Evaluation Systems and Methods**

The preparatory step carried out is to select and design the right performance evaluation system based on the type of job and position. In this case, it includes results-based evaluation (output), competency-based evaluation, or a 360-degree assessment system that involves *feedback* from various parties (peers, superiors, subordinates). Followed by compiling clear and objective assessment instruments, and choosing methods that can accommodate the needs of the organization, such as monthly performance reports, direct observation, or self-assessment.

##### **3. Training for Managers and Supervisors**

Training for managers and supervisors is essential so that they understand how to assess performance with objectivity, and can provide constructive and motivational feedback. It is followed by providing workshops or

training that includes fair and constructive assessment techniques, how to provide effective feedback, and how to support employee development through assessment results.

#### 4. Preparation of Monitoring Technology and Tools

Identify and implement tools or software that support the supervision and monitoring process efficiently. The technology allows for automatic data collection and makes it easier for managers to monitor employee performance in real-time. Integrate performance management software to monitor, record, and analyze employee performance, as well as provide reports that are easily accessible to managers.

### J. Implementation to Optimize Supervision and Monitoring of Performance Appraisal

#### 1. Implementation of a Structured Evaluation System

After all preparations are completed, the implementation of the planned performance evaluation system begins. Performance evaluations should be conducted regularly and on a scheduled basis, according to the specified frequency (e.g., monthly, quarterly, or yearly). Supervise and monitor employee performance periodically using selected methods, such as direct observation, evaluation based on performance reports, or the use of 360-degree feedback.

#### 2. Provide Constructive and Open Feedback

Managers and supervisors must provide feedback directly to employees after the performance evaluation is carried out. Feedback should be constructive and fact-based that can help employees understand areas that need improvement as well as what has been

done well. Then hold an individual meeting between managers and employees to discuss the results of the assessment. Focus on how employees can improve their performance, as well as plan for self-development if needed.

#### 3. Utilization of Assessment Results for Employee Development

In its implementation, use the results of performance evaluations to plan employee development programs. If the results of the evaluation show strength in a particular area, provide opportunities for further development. Conversely, if there are weaknesses, plan training or coaching to improve those areas. Develop an individual development plan (IDP - *Individual Development Plan*) that is tailored to the needs of employees based on the results of the evaluation. This could include additional training, job rotations, or mentoring.

#### 4. Monitor and Evaluation Process Supervision and Monitoring

Evaluate the effectiveness of the supervision and monitoring process that has been carried out. This includes assessing whether the set goals are being achieved, whether employees feel the assessment process is fair and useful, and whether managers can manage performance in a way that supports the development of the organization. Evaluate the supervision and monitoring process periodically by collecting feedback from employees and managers. If there are areas that need improvement, make adjustments to the method or frequency of evaluation.

#### 5. Performance-Based Rewards and Incentives

Based on the results of the performance appraisal, give rewards or

incentives to employees who show outstanding performance. These awards can be bonuses, formal recognition, or opportunities for promotions. Develop a fair and transparent reward system based on recorded performance results, as well as provide rewards that motivate employees to continuously improve their performance.

#### **K. Continuous Evaluation and Improvement**

Continuous evaluation and improvement in the supervision and monitoring of performance appraisals is essential to ensure success in achieving the institution's goals. An evaluation process that focuses on the objective use of data, improvement of managers' competence, effective feedback, and fair and motivating rewards will create a better performance appraisal system. Through continuous improvement, the institution can continue to grow and achieve the goals that have been set more efficiently. The following are the stages of evaluation and continuous improvement that can be applied in the context of supervision and monitoring of performance appraisals in institutions:

##### **1. Routine Evaluation of the Performance Appraisal System**

Evaluation of the performance appraisal system must be carried out on a regular basis, for example quarterly or annually, to assess the effectiveness of the methods and systems implemented. Collect feedback from employees about their experience in following the performance appraisal system. This can be done through structured surveys or interviews. Assess whether the results of the performance appraisal reflect the goals to be achieved, such as improving work quality, employee motivation, and

stakeholder satisfaction. Based on the results of the evaluation, make improvements to the assessment system or supervision method used. If necessary, adjust KPIs or evaluation methods to better reflect organizational goals. Make improvements to the way feedback is delivered, if many employees feel they are not getting clear or constructive feedback.

##### **2. Application of Data-Based and Objective Evaluation Methods**

The use of Performance Data is based on concrete and objective data, such as productivity, work output, or contribution to the organization's goals. The technology can be used to collect performance data in real-time, so that evaluations can be faster and more accurate. At this stage, it is ensured that the monitoring and reporting system functions properly to produce accurate and reliable data. If there are deficiencies in data collection, immediately make improvements to the technology system used. Adjust performance indicators based on the results of evaluations that show areas that need improvement or that are no longer relevant to the organization's goals.

##### **3. Improving the Competence of Performance Assessment Managers**

Assessors who manage supervision and monitoring must be evaluated regularly regarding their competence in providing feedback and assessing performance. Assess whether the feedback given to employees is specific, clear, and constructive enough. In this stage, continuous training is carried out for supervisors and managers so that they can be more competent in conducting evaluations and providing effective

feedback. If a deficiency is found in supervision skills, conduct *coaching* or *mentoring* for managers to improve their ability to manage team performance.

#### 4. Improvements in the Rewards and Incentives System

Evaluate the reward system, whether the reward system and incentives provided have motivated employees to improve their performance. Ensure the awards given are in accordance with the results of the performance appraisal and really motivate employees to continue to grow. Improve the incentive structure to ensure that employees who demonstrate superior performance are rewarded appropriately. If dissatisfaction is found in terms of awards, make improvements in the award mechanism. Tailor the type of incentive (e.g., financial, formal recognition, career opportunities) to meet the needs of diverse employees.

#### 5. Feedback and Communication System Improvement

Feedback Process Evaluation, assessing how effective the feedback given to employees is in helping them improve performance. Ensure that the communication process between managers and employees runs smoothly and there is no confusion regarding the purpose of performance appraisals. Make improvements to the way feedback is communicated to make it clearer, more open, and structured. Consider using a communication platform or tool that allows managers to provide more frequent, data-driven feedback.

#### 6. Implementation of Sustainable Development Based on Assessment Results

Assess whether the results of the performance appraisal are used effectively for career development and

employee training. Ensure that career development carried out based on the results of the assessment has a positive impact on the achievement of organizational performance goals. Use the results of the assessment to plan and implement a continuous employee development program. If the results of the evaluation indicate a need for additional training, immediately plan an appropriate training program. Tailor development programs to individual and organizational needs.

### Conclusion

Based on the results of interviews with two school principals, Teni Marlina M and Retno Kurniawati, S.Pd.I, it can be concluded that the structure and methods of supervision, monitoring, and strategies applied in educational institutions have variations that are tailored to their respective needs. The supervision structure in both institutions involves the principal, teachers, and education staff with the main responsibility being on the principal. Supervision is carried out by various methods, including clinical supervision, academic supervision, and administrative supervision, each of which has a specific focus such as direct observation of teaching and learning activities, analysis of learning tools, and examination of administrative and financial aspects. The key indicators used in performance monitoring at both institutions reflect the diversity of approaches. Teni Marlina M focuses on teacher competency standards and service standards, while Retno Kurniawati focuses more on mastery of materials, creativity, communication, and learning effectiveness. The results of monitoring and supervision are used strategically, both as feedback to improve service quality and to design teacher

coaching, workshop implementation, and comparative studies to other institutions.

Supervision and monitoring optimization strategies involve regularly scheduled implementation, usually twice a year. The two principals emphasized the importance of a structured approach, starting from planning, implementation, to learning evaluation. The successful implementation of supervision is exemplified through a consistent supervision schedule and the implementation of comprehensive learning supervision, including three stages: planning, implementation, and evaluation. However, this process cannot be separated from various obstacles, such as time constraints, resistance from teachers to feedback, to the lack of technical competence of the supervision team in using relevant instruments. Logistics problems, such as the lack of technological devices, are also challenges that require strategic solutions. To overcome this, both institutions implemented more effective time management, regular training, a personalized approach to delivering feedback, and the development of technology as a tool to support supervision.

The institution also engages employees and other stakeholders, such as teachers, staff, and school committees, in the development and implementation of performance appraisals. This involvement is carried out through discussion forums, input on assessment instruments, and transparency in delivering evaluation results. The use of technology is a very helpful aspect, such as school management applications or management information systems (SIM) that make it easier to record, analyze data, and report evaluation results in real-time. This improves efficiency, accuracy, and collaboration between stakeholders.

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