LEARNER-CENTERED EDUCATION: A CRITICAL APPROACH TO STUDENT DEVELOPMENT

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ABSTRACT

The learner-centred educational approach emphasizes active student participation and adapting teaching methods to each student's interests and needs. This study aims to analyze the impact of this approach on the development of students' self-reflection skills, knowledge acquisition, and collaboration within the classroom community. The research method used is qualitative with a descriptive approach, involving interviews, focus groups, and observations of students, educators, and administrative staff at a higher education institution implementing this learning approach. The study results indicate that the learner-centred approach can improve student engagement and learning outcomes despite challenges such as teacher training needs and varying student engagement. The conclusions of this study confirm that learner-centred education can create a more collaborative learning environment and support the development of students' holistic abilities, especially with the support of technology and significant cross-disciplinary interactions.

Keywords: learning requirements; learning methods; factors influencing learners; student-centred; teaching; learning.

Introduction

Student-centred learning has become a significant focus of educational reform in various countries, including Indonesia, to achieve inclusive, relevant, and adaptive education to the needs of today's students. This concept emphasizes the role of students as the centre of the entire learning process, to develop critical thinking skills, creativity, and independence that are essential for preparation in a competitive global world (Brown, 2018). This learning method produces a more effective and satisfying learning experience for students by considering each individual's unique needs, interests, and potential.

The transformation towards learner-centred education challenges educational institutions to create flexible curricula and demands the development of critical pedagogical skills among educators (Wright, 2021). In practice, the education system that is still teacher-oriented and knowledge-centered dominates in many schools. As a result, students tend to be passive and lack a sense of ownership of their learning process (Johnson, 2019). A critical approach in learner-centred learning is believed to trigger students' intrinsic motivation and encourage them to develop their potential more optimally.

Learner-centred education is rooted in the constructivist theory introduced by Vygotsky and Piaget. This theory argues that learning is an active process involving students in discovering and constructing meaning (Miller, 2020). Constructivist theory emphasizes the importance of social interaction and contextualization in learning. In this approach, the teacher acts as a facilitator who helps students develop understanding independently and not simply as a transmitter of knowledge.

Paulo Freire's critical education theory also influences the essential approach to learner-centred education, emphasizing that education should be liberating and empowering. Freire noted that students need to be active subjects who receive information and process and utilize knowledge to make significant decisions and actions in their lives (Freire, 2019). This view strengthens learner-centred education by adding a critical aspect that aims to shape students as individuals who think reflectively and critically.

Several studies have been conducted to evaluate the effectiveness of learner-centered education. For example, research (Smith, 2021)shows that this approach significantly increases student engagement in class, positively impacting academic achievement. Meanwhile, (Jones, 2020), in his research on secondary education institutions in the United States, found that learner-centred education helps increase student motivation and reduce the tendency to drop out.

In addition, other studies (Harris, 2019)show that learner-centred education is very effective in developing soft skills such as communication, collaboration, and problem-solving. These advantages are significant in facing the challenges of the future work environment. However, challenges such as lack of resources and training for teachers to implement this method are still considerable obstacles in many countries (Olsen, 2022).

Research (Lee, 2020)suggests that, while this approach is promising, its implementation requires significant changes in school infrastructure, curriculum approaches, and teacher training. The importance of this literature review helps explain that learner-centred education is a potential solution to creating independent and competent students. However, its implementation still requires a deep understanding and adaptation to the local context.

This study aims to identify the impact of learner-centred education on the development of student's critical and creative skills, analyze the challenges and obstacles in implementing learner-centred education in Indonesian educational institutions, and explore the potential of crucial education in optimizing the effectiveness of learner-centred education.

Research method

This study used a qualitative methodology with a descriptive approach to understand and critically analyze student development within a learning-centred educational framework. A qualitative design was deemed most appropriate due to education's complex and nuanced nature, especially when examining critical approaches to student development. This methodology explored the lived experiences, perceptions, and challenges students, educators, and institutions face within a learning-

centred educational context. This study sought to capture the complex processes of learning and development using qualitative tools that provide a rich and detailed understanding of the phenomenon being studied.

Location and Timeframe of the Research

This research was conducted at a higher education institution that had recently adopted or was in the process of adopting a student-centred education model. The study was conducted over six months, from March to August 2024, allowing for a comprehensive understanding of how this educational approach impacts student development. The institutions selected were chosen because of their active efforts to implement student-centred policies, making them ideal settings to investigate the dynamics of student-centred education. The specific context of these institutions, including their culture, resources, and student demographics, played a significant role in shaping the results of this study.

Research Subjects and Sampling

The population for this study included students, educators, and administrative staff at the selected institutions. The sample comprised 25 participants, including 15 students, five educators, and five administrative staff. The students were selected based on their involvement in courses or programs that explicitly followed the principles of learner-centred education. The educators and staff were chosen because they implemented and supported this educational model. The sample was selected through purposive sampling to ensure that participants with the most relevant experiences and insights were included in the study. This selection method allowed for data collection that directly aligned with the research objectives and the study's context.

Research Instruments

Data were collected through semi-structured interviews, focus groups, and observations. The semi-structured interviews were designed to elicit in-depth responses from students and educators regarding their experiences and perceptions of income-centered education. The focus groups, which included students and educators, provided a collaborative space for participants to share and reflect on their collective experiences, offering a broader perspective on how income-centered education impacts student development. Observations were conducted in classrooms, allowing researchers to gain firsthand insight into interactions between students and educators within an income-centered framework.

Data collection technique

The data collection process was conducted in three phases to ensure a comprehensive understanding of the phenomenon under study. In the first phase, semi-structured interviews were conducted with students, educators, and administrative staff. Each interview lasted 45 minutes and one hour and was audio-recorded for later

transcription and analysis. The second phase involved focus group discussions, which were conducted over two sessions, each lasting 90 minutes. These discussions allowed participants to engage in dialogue and explore the group's collective experiences. The final data collection phase involved classroom observations conducted over two weeks. These observations focused on interactions between students and educators and the pedagogical strategies used within the learning-centred education framework.

Data Analysis Techniques

The data were analyzed using thematic analysis, which allows researchers to identify and explore recurring patterns and themes in participant responses. Thematic analysis is a flexible and rigorous method well suited to qualitative research, particularly in studies that seek to understand complex social phenomena such as education. The analysis process involved six stages: familiarizing with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing a final report. The researcher first transcribed the interviews and focus group discussions, followed by a thorough review of the observation notes. This process allowed for identifying critical themes related to learner-centred education, including student autonomy, the role of educators, institutional support, and implementation challenges.

Ethical Considerations

Ethical considerations were an essential component of this study. Before data collection, all participants were informed of the purpose of the study, the data collection process, and their rights as participants, including the right to withdraw from the study at any time. Informed consent was obtained from all participants, and confidentiality was ensured by anonymizing the data during the analysis and reporting stages. The researchers also ensured that participants' experiences and perspectives were represented accurately and respectfully throughout the study. In addition, the study received ethics clearance from the institutional review board of the selected institution, ensuring that all research activities adhered to ethical guidelines for conducting qualitative research.

Research Limitations

While this study provides valuable insights into the implementation and impact of income-centered education, it has limitations. The relatively small sample size may limit the generalizability of the findings to other institutions or educational contexts. Additionally, the study focused on a single institution, meaning that the findings are context-specific and may not reflect the experiences of students and educators in other settings. Furthermore, the reliance on self-reported data from interviews and focus groups introduces the potential for response bias, as participants may have been influenced by social desirability or other factors when sharing their experiences. Despite these limitations, this study comprehensively explores the challenges and opportunities associated with income-centered education, providing a foundation for future research.

Results and Discussion

Effective madrasah principals must have a clear vision of school development. They must inspire teachers and students to achieve higher educational goals. Innovators must identify learning needs and find creative solutions to overcome challenges. According to Fullan (2001), innovative madrasah principals can develop a school culture that supports collaboration and experimentation.

Teacher empowerment is essential to the madrasah principal's role as an innovator. The madrasah principal must be able to provide opportunities for teachers to develop professionally. This can be done through training, workshops, and ongoing professional development programs. Yuliana (2015) emphasized that teacher professional development can improve their motivation and performance in learning.

In addition to leading the learning process, the madrasah principal must also innovate in school management. This includes implementing an efficient management system, using technology in administration, and developing programs that support the teaching and learning process. Innovation in school management can create a conducive environment for effective learning.

Improving Teacher Professionalism

Teacher professionalism is the key to improving the quality of education in schools. Professional teachers have high academic competence and can complete their duties and responsibilities with dedication and integrity. According to Darling-Hammond (2000), experienced teachers continue to develop themselves, have in-depth knowledge of the subject matter, and can apply effective teaching methods. Teacher professionalism also includes aspects of ethics, commitment to the profession, and the ability to adapt to changes in the world of education.

Teacher Professionalism Development Strategy

Various strategies can be used to improve teacher professionalism. These include continuing professional development, monitoring and coaching, providing facilities and resources, building professional communities of practice, developing teacher careers, collaborating with higher education institutions, and evaluating and receiving or giving feedback.

Continuous professional development is an essential process in improving the quality of learning. The principal of the madrasah needs to hold regular training and workshops to update teachers' knowledge and skills. According to Arikunto (2010), structured and continuous training can help teachers adapt more effective and relevant teaching methods to current developments.

Mentoring and coaching are effective strategies to improve teacher professionalism. The principal can assign senior or experienced teachers to mentor more junior teachers. Through this process, teachers can learn from the experiences and best practices that their colleagues have implemented. Mentoring and coaching can also increase teacher confidence in teaching.

One of the madrasah's heads provides the facilities and resources to support the learning process. This includes providing access to educational technology, relevant teaching materials, and a conducive learning environment. The head of the madrasah must ensure that all these resources are used optimally to improve the quality of learning.

Madrasah principals can also initiate the formation of professional learning communities (PLCs). These communities will support collaboration between teachers to share experiences, teaching strategies, and solutions to problems. PLCs allow teachers to learn from each other and develop better teaching practices collectively (DuFour, 2004).

Teacher career development is also significant in efforts to improve teacher professionalism. Providing career development opportunities to teachers, such as promotions, awards, and opportunities to take on leadership roles, can increase their motivation and commitment to the profession. Clear and structured career development will encourage teachers to continue to improve their competence (Johnson & Kardos, 2005).

Innovative madrasah principals also build collaboration with universities. Collaboration between schools and higher education institutions can provide programs focusing on current educational research and practices. Through these programs, teachers can update their knowledge and apply the latest academic theories in teaching practice (Cochran-Smith & Lytle, 1999).

This periodic evaluation is critical to ensure the learning process runs well. The principal must conduct regular assessments and provide constructive feedback to teachers. Good feedback can help teachers improve their weaknesses and teaching quality. Sugiyono (2012) states that practical evaluation must be based on clear and objective performance indicators.

Implementation of Teacher Professionalism Development Strategy in Madrasah

The head must actively plan and organize professional development activities to implement these strategies in madrasahs. Here are some steps that can be taken:

a. Identifying Development Needs: The principal must conduct a needs analysis to determine areas where teachers need further development. This can be done through surveys, interviews, and classroom observations.

b. Developing a Professional Development Plan: Based on the results of the needs analysis, the principal must develop a professional development plan that includes various training programs, mentoring, and PLC activities.

c. Resource Allocation: The principal must ensure that adequate resources, both in terms of budget and time, are available to support the implementation of the professional development program.

d. Encouraging Active Teacher Participation: Madrasah principals should provide incentives and rewards to teachers who are actively participating in professional development activities.

The Impact of Increasing Teacher Professionalism in Madrasah

Improving teacher professionalism has a significant positive impact on the quality of education in madrasahs. First, professional teachers can deliver subject matter more effectively and interestingly, increasing student motivation and learning achievement. Second, teachers who continue to develop themselves will be better prepared to face challenges and changes in the world of education, such as the integration of technology and new curricula. Third, active participation in professional practice communities can create a positive and collaborative learning environment. Finally, improving teacher professionalism also impacts their job satisfaction and commitment to the profession, supporting long-term educational success (Hargreaves, 2000).

Utilization of Educational Technology

Technology plays a vital role in improving the quality of learning. Madrasah principals should encourage using technology such as learning software, e-learning platforms, and other digital tools. Zhao (2012) stated that integrating technology into learning can increase student engagement and facilitate more interactive learning. Technology also allows teachers to access broader and more diverse learning resources.

To ensure effective technology implementation, madrasah principals must conduct teacher technology training. This training aims to improve teachers' ability to use various educational technology tools. Thus, teachers can integrate technology into the learning process more effectively.

The principal of the madrasah must ensure that the school has a sound information system to support data and information management. This includes managing student data, academic data and other relevant information. With a sound information system, the principal of the madrasah can make better and more data-based decisions to improve the quality of learning.

School information system management supports effective and efficient school operations and administration. School information systems use information technology to manage data and information related to various school activities, including administration, learning, finance and communication. Sugiyono (2012) states that a sound information system can help schools manage data more effectively, thus supporting better and data-based decision-making.

The school information system consists of several main components, namely hardware, software and human resources. Hardware includes computers, servers, networks and other supporting devices. Software includes applications and programs for managing school data, such as school management systems (SMS), academic information systems (AIS) and e-learning platforms. Human resources include IT staff and system users, such as principals, teachers and administrative staff, who must be trained to use the system effectively (Zhao, 2012).

Implementation of school information systems requires careful planning and active participation from all parties involved. The first step is to conduct a needs analysis to determine the features and functions needed by the school. After that, the selection and procurement of hardware and software are carried out based on the needs analysis

results. Training for staff and system users is also essential to ensure all parties can use the system optimally. Implementation of school information systems must be carried out in stages and involve ongoing evaluation to ensure the success and sustainability of the system (Fullan, 2001).

The implementation of school information systems brings various benefits to school management. First, it allows for more structured and organized data management, making accessing and processing information easier. Second, school information systems can improve operational efficiency by automating administrative tasks like student data processing, scheduling, and financial management. Third, the system supports transparency and accountability in school management because all data and information are properly recorded and can be accessed by authorized parties (Arikunto, 2010).

Despite the many advantages, implementing school information systems also faces various challenges. One of the main challenges is resistance to change, especially from staff accustomed to conventional management methods. In addition, budget constraints often become an obstacle in procuring the necessary hardware and software. Another challenge is the need for training and development of human resources to ensure that all system users have adequate skills and knowledge to operate the school information system properly (Yuliana, 2015).

Several strategies can be applied to overcome the challenges in implementing school information systems. First, the principal needs to conduct adequate socialization and communication to explain the benefits and importance of school information systems to all staff and users. Second, there needs to be a commitment from school management to provide an adequate budget for hardware and software procurement, as well as for staff training and development. Third, regular training and mentoring must be carried out to ensure that all system users have the necessary competencies (Fullan, 2001).

Effective school information system management can positively impact the quality of learning. With an integrated information system, managing student data and school administration becomes more efficient, so teachers and administrative staff can focus more on their primary tasks, namely educating and supporting student development. In addition, the school information system also supports better and faster decision-making because accurate and up-to-date data and information are always available. Thus, good school information system management can improve educational service quality and student achievement (Sugiyono, 2012).

School information system management is essential to modern and efficient school management. By utilizing information technology, schools can better manage data and information, improve operational efficiency, and support more informed decision-making. Despite these challenges, implementing a school information system can be successful if supported by careful planning, commitment from school management and adequate training for all system users. Thus, an influential school information system can contribute significantly to improving the quality of learning and the quality of education as a whole.

Relevant and Innovative Curriculum Development

A relevant curriculum must accommodate the development of science and technology and prepare students to face future challenges. The head of the madrasah must play an active role in developing a competency-based curriculum that focuses on developing students' skills and knowledge. According to Arikunto (2010), a competency-based curriculum can help students develop critical and creative thinking skills.

Effective curriculum development requires collaboration with various parties, including teachers, parents and the community. The madrasah principal must be able to coordinate these efforts to ensure that the curriculum developed is relevant and to the needs of students. Good collaboration can produce a curriculum that is more comprehensive and responsive to change.

Collaboration with Stakeholders

Collaboration with stakeholders is a critical element of effective education management. Stakeholders in education include various parties with interests or roles in the education process, such as teachers, students, parents, communities, government and the private sector. According to Epstein (2011), collaboration between schools and stakeholders can improve the quality of education and support holistic student development. Stakeholders can provide valuable input, resources, and support to schools.

Forms of collaboration with stakeholders that madrasas can carry out include:

a. Collaboration with Parents: Parents are critical partners in a child's education. Schools can involve parents through regular meetings, effective communication, and participation in school activities. For example, through childcare programs, parents can learn how to support their children's education at home (Desforges & Abouchaar, 2003).

b. Collaboration with the community: The community around the school can provide a supportive environment for teaching and learning. Programs such as community service, social activities and participation in school events can strengthen the relationship between the school and the community (Henderson & Mapp, 2002).

c. Collaboration with the Government: The government is vital in providing education policies, regulations, and resources. Schools must actively coordinate with local education offices to ensure that education policies are implemented correctly and that necessary assistance is obtained (Kemendikbud, 2019).

d. Collaboration with the private sector: Companies and non-governmental organizations can provide support through sponsorships, scholarships, and internship programs. This collaboration can help improve school facilities and provide more significant learning opportunities for students (Wheeler & Mody, 1992).

Collaboration with stakeholders will run better and more effectively, requiring a particular strategy. Strategies that can be used to improve the quality of cooperation with stakeholders are:

Effective Communication

Schools must have effective communication channels with all stakeholders. Technology such as email, social media, and communication apps can facilitate fast and efficient communication. In addition, regular face-to-face meetings are also essential to discuss important issues and build strong relationships (Epstein, 2011).

Active Stakeholder Participation

Schools must invite stakeholders to participate actively in school program planning and implementation. For example, parents can be involved in school committees or volunteer in extracurricular activities. This participation can increase ownership and commitment to the school's success (Henderson & Mapp, 2002).

Transparency and Accountability

Schools must maintain transparency in the management and use of resources. Financial reports, evaluation results, and school development plans must be accessible to stakeholders. This accountability can build trust and support from stakeholders (Lickona, 1991).

Collaborative Program Development

Multi-stakeholder programs can be developed to support character education, life skills, and project-based learning. For example, cooperative programs with local companies for student internships or environmental programs involving the local community (Nucci & Narvaez, 2008).

Good collaboration with stakeholders can have various positive impacts on schools. First, collaboration can increase school resources through funds, facilities or manpower. Second, collaboration can enrich students' learning experiences through activities and programs involving stakeholders. Third, good relationships with stakeholders can create a more positive and supportive learning environment so students feel more comfortable and motivated to learn (Desforges & Abouchaar, 2003).

Despite the many benefits that can be obtained, collaboration with stakeholders also faces several challenges. One is the difference in interests and expectations between schools and stakeholders. Therefore, effective communication is needed to align perceptions and goals. Another challenge is the limited time and resources to manage this collaboration. Schools must set clear priorities and strategies to ensure that cooperation with stakeholders can run effectively (Wheeler & Mody, 1992).

The principal regularly meets with the school committee, which consists of representatives from parents, teachers, and the community. In addition, the madrasah collaborates with local companies to provide student internship programs. As a result, the madrasah has succeeded in improving the quality of education and building strong and supportive relationships with the surrounding community (Kemendikbud, 2019).

Collaboration with stakeholders is an essential aspect of effective educational management. Schools can build strong stakeholder relationships through effective communication, active participation, transparency, and collaborative program

development. This collaboration can bring significant positive impacts, such as increased resources, richer learning experiences, and a more positive learning environment. Despite these challenges, good stakeholder collaboration can be achieved with the right strategies and commitment from all parties involved.

Integration of Character Education

Character education is an essential aspect of curriculum development. The principal must ensure that the curriculum focuses on cognitive factors and includes affective and psychomotor aspects. Character education can help students develop moral, ethical and social values needed in everyday life.

Character education is an integral part of the education system that aims to shape the personality of students who are superior in academics and have good morals and ethics. Character education is essential in building a generation with integrity, responsibility and ethics. Ki Hajar Dewantara stated that education is truly an effort to advance the human character regarding thoughts, feelings, and will (Dewantara, 2013). This aligns with John Dewey's view that education is essential in developing a character that supports democratic life (Dewey, 1916).

Integration of character education in schools can be done through various approaches. One is through a curriculum designed to include character values in every subject. For example, in Indonesian language lessons, students are taught language skills and values such as honesty, responsibility and cooperation. In addition, extracurricular activities are also an effective medium for developing student character. Students learn about discipline, teamwork and leadership through activities such as scouts, sports and arts (Lickona, 1991).

An innovative madrasah principal can integrate character education into his institution's education and learning process. To be more effective in integrating character education, the madrasah principal can use the following strategies:

a. Integration in Curriculum: Character values should be integrated into every subject. For example, in history lessons, teachers can teach about figures with high integrity and how they overcame various challenges.

b. Modelling by Teachers: Teachers should be role models who demonstrate good character. The teacher's daily attitudes and behaviours will be examples for students.

c. Use of Interactive Learning Methods: Group discussions, role plays, and case studies can actively instil character values.

d. Developing a Positive School Environment: Schools must create an environment conducive to character development, such as a culture of mutual respect, caring, and honesty.

e. Parent and Community Involvement: Character education is the school's responsibility, as well as that of parents and the community. Cooperation between

schools and families will strengthen student character development (Nucci &
Narvaez, 2008).

In Islamic education, the integration of character values is also critical. Character
education in Islam is known as tarbiyah, which includes moral and ethical development
based on the teachings of the Koran and Hadith. Ibnu Khaldun, in his masterpiece
Muqaddimah, emphasized the importance of tarbiyah as a holistic character-building
process, including intellectual, emotional and spiritual aspects (Ibnu Khaldun, 2004).
Character education in Islam aims to form intelligent individuals with noble
personalities responsible to Allah SWT and fellow humans.

Madrasah principals have a strategic role in integrating character education into
the learning system. First, they must ensure that the school's vision and mission reflect
the importance of character education. Second, they need to develop programs that
support character development, such as religious activities, community service and
social activities. Third, they must train teachers to integrate character values into their
teaching. Fourth, madrasah principals must conduct periodic evaluations to ensure
effective character education programs (Lickona, 1991).

The integration of character education has a significant positive impact on student
development. First, students become more empathetic and caring towards others.
Second, students show increased discipline and responsibility. Third, character
education helps reduce negative behaviours such as bullying and school violence.
Fourth, students who have good character tend to be more successful in their academic
and social lives. Fifth, character education also helps students develop social and
emotional skills necessary for their future success (Berkowitz & Bier, 2005).

Although essential, implementing character education is not easy and faces
various challenges. One of the main challenges is consistency in the application of
character values. Teachers and school staff must always consistently demonstrate and
teach these values. Another challenge is limited time and resources. Character education
is often considered an addition, not an integral part of the curriculum. In addition, the
influence of the external environment, such as the media and peers, can also affect
student character development. Therefore, strong collaboration between schools,
families and communities is needed to face this challenge (Nucci & Narvaez, 2008).

Integrating character education into the education system is critical to forming an
academically superior generation with good morals and ethics. The principal of the
madrasah has a strategic role in ensuring that character values are integrated into the
curriculum and school activities. Despite facing various challenges, character education
has a significant positive impact on student development. With a holistic approach and
cooperation between schools, families and communities, character education can be
implemented effectively to form a generation that has character and is responsible.

Evaluation and Monitoring

Evaluation and monitoring are two essential components in the educational
process that aim to ensure that academic goals are achieved effectively and efficiently.

Evaluation refers to assessing performance, program effectiveness and student learning outcomes. At the same time, monitoring is the activity of supervising and controlling the implementation of educational programs on an ongoing basis (Scriven, 1967). Through evaluation and monitoring, schools can identify strengths and weaknesses in the educational process and take necessary corrective actions (Stufflebeam, 2003).

Evaluation and Monitoring Steps

To evaluate and monitor the implementation of teacher learning to improve the quality of teacher learning in madrasas, several steps can be taken, including:

a. Teacher Performance Assessment: Teacher performance assessment is essential for improving professionalism and teaching quality. This assessment covers various factors such as mastery of material, teaching methods, classroom management, and student interaction. Evaluation tools can include classroom observations, peer assessments, and student feedback. According to Danielson (2007), comprehensive performance assessments can help teachers understand areas for improvement and encourage continuous professional development.

b. Student Learning Outcome Assessment: Student learning outcome evaluation measures the extent to which students have achieved the expected competencies. This assessment can be performed through exams, assignments, projects and observations. Formative and summative assessments are used to assess student learning progress comprehensively. Bloom (1968) stated that formative evaluation provides constructive feedback during the learning process, while summative evaluation assesses the final results after completing the learning process.

c. Monitoring Professional Development Programs: Teacher professional development programs should be monitored regularly to ensure that they are effective and positively impact the quality of teaching. This involves collecting data on teacher participation, the quality of training and its impact on teaching practice. Guskey (2002) states that good monitoring should be based on clear indicators and accurate data.

d. Use of Technology for Monitoring: Technology can be used to facilitate the monitoring and evaluation process. Learning management systems (LMS) and assessment applications can help schools collect real-time data, analyze performance, and report evaluation results. For example, Google Classroom or Edmodo applications allow teachers to monitor student progress, provide feedback, and organize learning activities more efficiently (Bates, 2000).

e. Continuous Feedback: Continuous and constructive feedback is essential in evaluating and monitoring. This feedback is given to teachers, students, and all stakeholders involved in education. Through regular feedback, schools can continuously improve their teaching programs and strategies (Hattie & Timperley, 2007).

f. Program and Curriculum Evaluation: School programs and curricula must be evaluated to ensure their relevance and effectiveness. This involves analyzing the

curriculum, teaching methods and student learning outcomes. To gain a holistic perspective, stakeholders such as teachers, students and parents can be involved in the evaluation process (Tyler, 1949).

g. Training and Capacity Building for Evaluators: Training for evaluators is necessary to ensure proper evaluation and monitoring. This training includes skills in designing evaluation tools, analyzing data, and providing feedback. Thus, evaluators can perform their tasks more effectively and objectively (Scriven, 1967).

Implementation of Evaluation and Monitoring in Madrasah

To implement evaluation and monitoring strategies in madrasahs, the head must ensure that a structured and sustainable system is in place. Here are some steps that can be taken:

a. Preparing an evaluation and monitoring plan: The head of the madrasah must prepare an evaluation and monitoring plan that includes objectives, performance indicators, evaluation methods, and implementation schedule.

b. Form an Evaluation and Monitoring Team: The principal needs to form a team of teachers, administrative staff and parent representatives to conduct evaluation and monitoring activities. This team collects data, analyses results and prepares evaluation reports.

c. Training for evaluation teams: Evaluation team members should be given adequate training on evaluation techniques, data analysis, and the use of technology in the monitoring process.

d. Use of Valid and Reliable Evaluation Tools: Evaluation tools must be valid and reliable to ensure accurate and reliable results. Evaluation tools can include questionnaires, assessment rubrics, and digital assessment applications.

e. Reporting and Follow-up: The evaluation and monitoring results must be reported transparently to all stakeholders. Based on the results, the head of the madrasah must take follow-up steps to improve the quality of education.

Positive Impacts of Evaluation and Monitoring

Practical evaluation and monitoring can have various positive impacts on madrasahs. First, through comprehensive evaluation, schools can identify areas that need improvement and take appropriate action. Second, continuous monitoring ensures educational programs run according to the plans and objectives. Third, constructive feedback can help teachers and students improve performance and learning outcomes. Fourth, evaluation and monitoring also increase accountability and transparency in educational management (Stufflebeam, 2003).

Case Study: Implementation at Madrasah Aliyah Manbaul Ulum

To provide a concrete picture of the role of the madrasah principal as an innovator, this study also examines a case study at Madrasah Aliyah Manbaul Ulum. This madrasah has improved the quality of learning through various innovations led by the madrasah principal.

Teacher Professional Development

At Madrasah Aliyah Manbaul Ulum, the principal regularly holds teacher workshops and training. This program is designed to improve teacher competency in modern teaching methods and educational technology. In addition, the principal also encourages teachers to attend educational seminars and conferences to broaden their horizons.

Application of Educational Technology

Madrasah Aliyah Manbaul Ulum has integrated various technologies into the learning process. Each classroom is equipped with interactive devices, and teachers are given intensive training in their use. E-learning platforms also provide additional materials for students, allowing them to study outside of school hours.

Relevant and Innovative Curriculum Development

The headmaster of Madrasah Aliyah Manbaul Ulum works with teachers to develop a more relevant and engaging curriculum for students. The curriculum includes problem-based projects that encourage students to think critically and creatively. In addition, extracurricular programs are designed to develop various student skills, from academic to social skills.

Evaluation and Monitoring

The head of the Madrasah Madrasah Aliyah Manbaul Ulum, conducts regular evaluations and monitors the learning process and teacher performance. A transparent and objective evaluation system is implemented to ensure that all teachers have the opportunity to improve and develop themselves. The evaluation results also provide rewards and incentives to outstanding teachers.

Conclusion

The role of the madrasah principal as an innovator is vital in improving the quality of teacher learning. Innovative madrasah principals can create a dynamic and collaborative learning environment, which enhances student achievement. With the right strategies, such as ongoing professional development, provision of facilities and resources, constructive evaluation and feedback, and application of educational technology, madrasah principals can encourage teachers to improve the quality of their teaching continuously.

In addition, relevant and collaborative curriculum development is also vital to improving the quality of learning. A case study at Madrasah Aliyah Manbaul Ulum shows that with innovative leadership, schools can significantly improve the quality of learning. Therefore, madrasah principals must continue to develop themselves and adopt creative approaches to ensure that the education provided is always relevant and high-quality.

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