

CHAPTER I

INTRODUCTION

A. Research Background

An effective school could be described as a school that can improve the development of its students beyond what has been taught. According to Mortimore (1991), an effective school is where students can develop further than what is expected from the consideration of the intake received. Gottfredson (in Granvik, S. *et al.*, 2018:4) states that the effective schools are characterized by higher school achievement, lower rates of behavioral problems, and less alcohol and drug use among its students. The importance of an effective School, in order to help students to achieve more than they could regardless of their background and strengths. Irwan and Putra (2021) state that school effectiveness provides greater opportunities for enhancing student abilities and significantly impacts the quality of student learning and development in comparison to fewer effective schools.

According to Sammons *et al.* (1995), there are 11 variables proposed in school effectiveness: 1) Professional leadership, 2) Shared vision and goals, 3) A learning environment, 4) Concentration on teaching and learning, 5) Purposeful teaching, 6) High expectations, 7) Positive reinforcement, 8) Monitoring progress, 9) Pupil rights and responsibilities, 10) Home-school partnership, and 11) A learning organization. Of the 11 variables proposed, this study focus on 2 effective school variables: high expectations and progress monitoring. This research only examines 2 of the 11 existing variables due to the difficulty in reaching data sources that are spread across the province of West Kalimantan with limited time for data collection.

Monitoring progress is a process of collecting and analyzing information (based on predetermined indicators) about the development of a school program or activity so that various corrective and corrective actions can be taken in improving the next school program or activity in achieving the intended vision and mission (Mortimore, 1996). This monitoring can take the form of evaluation of school activities for teacher professional development. in the skills of assessing student

performance in various ways so as to improve student learning, and observing ongoing learning in class. School internal evaluation can take many forms, it can be an authentic self-evaluation process where all staff members and teachers examine their own performance and together with the community evaluate the school (Grauwe & Naidoo, 2004). Monitoring progress could be conducted by every individual involved in the school's learning environment. The excellent mechanisms for monitoring student progress and performance, classroom management, the school as a whole, and school improvement programs, are essential features of effective schools (Sammons *et al.*, 1995). Progress monitoring can determine the level of responsiveness and unresponsiveness of students to interventions or materials provided, and by determining their movement between levels of intervention (Mellard *et al.*, 2009).

In effective schools, there are school expectations, which in seeing the development of the school also need to be monitored in achieving these expectations. School expectations have many types and forms of implementation, one of which is expectations in learning. One of the school's expectations on student learning outcomes comes from the teacher as the closest figure in the student's own learning process. According to Poedjiastutie and Oliver (2017), teachers' expectations significantly influence students' achievements, aligning with these expectations. Teachers' expectations of their students' learning can take the form of both high expectations and low expectations. Sammons (1995) highlights extensive evidence indicating that setting high expectations for students, communicating those expectations, and providing intellectually challenging lessons aligned with such expectations can have a profound impact on student achievement. Conversely, teachers' low expectations for specific student groups have been identified as a significant factor contributing to subpar student outcomes in schools.

Some of the previous studies that discusses the same theme are research with the title “Educational expectations, school experiences and academic achievements: A longitudinal examination” by Zhang (2014) and “Teacher evaluation and school improvement: An analysis of the evidence” by Hallinger *et al.* (2014). Previous research was also carried out by several other researchers such as Mellard *et al*

(2009), Heather (2018), Flowers *et al.* (2004), Rivera (2012) and Aslanargun (2015). The research carried out by previous researchers has a common theme raised and discussed with the research to be conducted, with a discussion related to the expectations in the school of student learning and the practice of monitoring progress in school. Differences from this research with research by previous researchers, such as the place of research implementation, research techniques and discussion specifications where this research focus more on student learning expectations and monitor progress as one of the factors of school effectiveness.

This research study was conducted with the objective of investigating the practice and variations in school monitoring progress and expectations in learning across 26 schools in West Kalimantan. The reason this research was conducted to see the level of School Expectation on Learning and Monitoring Progress implementation in the schools that will be studied as one of the determining indicators in effective schools. It aims to provide an overview of how school progress monitoring and school expectations of learning are implemented within the selected schools. Therefore, it is noteworthy to note that the findings of this study cannot be generalized or representative of all schools in West Kalimantan, but only pertain to the specific schools included in the research sample.

B. Research Questions

The questions in this study are follow:

1. How are School Monitoring Progress and Expectation on learning practiced in school?
2. What are the variations of School Monitoring Progress and Expectation on learning practices in school by school levels and region of origin?

C. Research Purpose

The purpose of this study are follow:

1. To find out how school monitoring progress and expectation on learning practices on 26 schools in the West Kalimantan.

2. To find out what are the variations of School Monitoring Progress and Expectation on learning practices on 26 schools in the West Kalimantan by school levels and region of origin.

D. Significant of Research

The present research would be benefit in the following aspects:

1. Theoretical Benefits

This research entitled “An Analysis of School Monitoring Progress and Expectation on Learning Practices in School” is intended to be new result reference to help other researchers who will continue and conduct research on the same research topic in the future. Researchers also expect that this research can provide a good source of information regarding school monitoring progress and expectations for learning at school.

2. Practical Benefits

- a. To School

To help provide understanding and become a source for schools to provide an overview of school monitoring progress and expectations on learning, which can be used as a reference source for building effective and accredited schools.

- b. To Teacher

This study can be a source of reference for teachers on monitoring progress in schools and expectations in learning to improve teacher professionalism.

- c. To Further Researchers

This study will be useful as a source of information for future researchers, especially for those who will conduct research in the field of education and with similar themes.

E. Scope of the Research

To clarify the terms in this study, the researcher has explained the scope of the study. Research variables and terms are the two main scopes in this study.

1) Research Variables

In this research, there are 2 research variables, those are:

- a. Monitoring Progress
- b. Expectation on Learning

2) Research Terminology

Researchers have provided explanations related to the terms used in this study. The following terms are below:

a. Monitoring Progress

Monitoring progress is an act of supervision and evaluation in all activities and performance of students and schools in the process of achieving expectations, so that the results obtained can run in a directed manner and are in accordance with the expectations to be achieved. Progress monitoring mechanisms, used to monitor the progress and performance of students, classes, the school as a whole, and the improvement programs implemented. Teachers can monitor student learning performance through the learning process and student assessment results, teachers can also monitor school performance.

b. School expectation on learning

School expectations for learning are expectations from schools that must be achieved by teachers and students on learning. In this case, expectations of the school describe the expectations of the teacher from achieving student learning outcomes. Teachers more Frequently set standards of learning achievement expectations that tend to be high for their students and provide intellectually challenging lessons to fit this expectation, so that the impact on

student achievement can be considered. In practice, school's expectation from teachers to student performance in learning through minimum completion standards (KKM).