

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter contains explanation about: (1) finding and (2) discussion. This research discusses how the role of monitoring on the development of professional skills in teaching English. The discussion of the overall research results is very important to influence the results of the research through the collection and analysis of data from interviews, observations, and documentation. The purpose of this discussion is to provide answers to the problem description and to draw conclusions from the relevant theoretical review. The purpose of this discussion is to provide answers to the problem description and to draw conclusions from the relevant theoretical review.

A. Findings

The following is a diagram to show the results of the research obtained by researchers based on the results of interviews and observation :

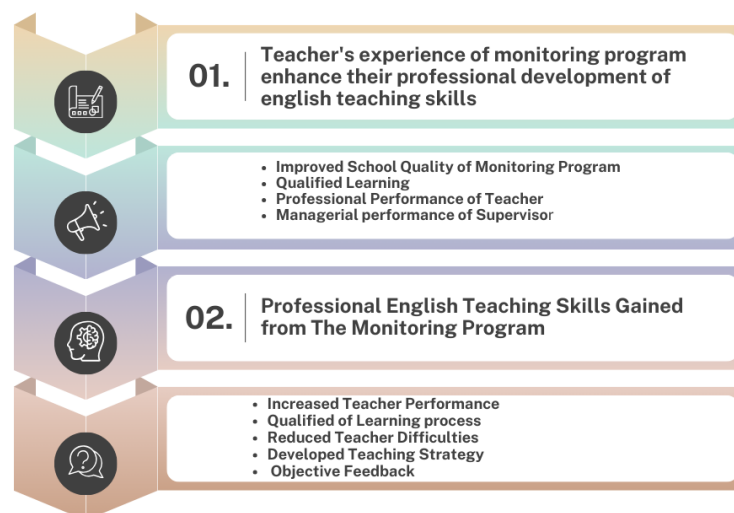


Figure 4.1 Diagram Interview

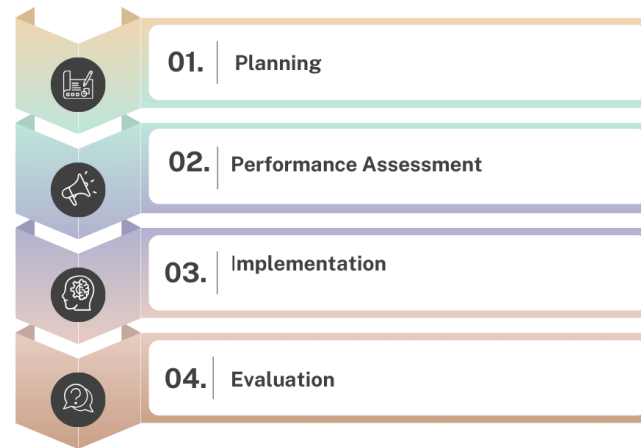


Figure 4.2 Diagram Observation

1. Findings From Interviews

The aim of this research is to understand how teachers' experience in monitoring programs can enhance the development of professional English teaching skills and to identify the benefits gained from this monitoring program. This study involves four participants, consisting of one supervisor and three English teachers teaching at MAN 1 Banjarmasin. A series of face-to-face questions were posed to the participants. In-depth interviews were conducted with the three teachers and the supervisor to complement any missing interview points. Additionally, one teacher was observed as supplementary data.

Three participants were given specific questions as part of the research design to obtain in-depth answers explaining how teachers' experience in the monitoring program can enhance the development of professional English teaching skills and to identify the benefits gained from this monitoring program. To complete

this study, there are two research questions that need to be clearly answered based on the data collected in the field.

a. Teacher's Experience of Monitoring Program enhance their Professional Development of English Teaching Skills

In this section, the researcher outlines the findings obtained from the interviews related to the participants' experiences in the monitoring program and its impact on the development of professional English teaching skills. The researcher divides the findings into several key points, covering various aspects of experience in enhancing professional English teaching skills through the monitoring program. Each participant is given the initials T1, T2, T3 and Supervisor.

Based on the interviews, all participants had experiences with the role of the monitoring program in improving the development of professional English teaching skills. The researcher found a variety of responses from the participants regarding their experiences.

However, all participants had similar experiences in discussing how the monitoring program helped improve teachers' teaching skills, but each had a different focus.

T1 said: *“Through the monitoring program, a teacher gains valuable experience in evaluating the effectiveness of his/her teaching methods and understanding students' academic and non-academic development. The process also allows teachers to adapt to different situations in the classroom, collaborate with peers and become familiar with the latest trends and innovations in education. In addition, monitoring helps teachers develop educational data analysis skills so that they can design learning that is more data-driven and suited to student needs.”* (T1, Script 1, Line 1 Interview Data)

T2 said *“Program monitoring provides various teaching skills that are useful for teachers, especially in improving the effectiveness of learning in the classroom. Through a systematic monitoring process, teachers can develop skills in designing more innovative learning strategies that suit students' needs. In addition, teachers also gain skills in classroom management, such as managing student interactions, creating a conducive learning environment, and handling various challenges that arise in the learning process”*.(T2, Script 1, Line 9 Interview Data)

T3 said *“I have experience in participating in the monitoring program which provides many benefits in improving teaching skills. During the monitoring process, the supervisor conducted classroom observations and provided feedback that helped me evaluate and improve my teaching methods. I also gained new insights on how to create a more interactive and effective learning environment for students. In essence, monitoring gives me as a teacher the opportunity to grow, improve my teaching techniques and enhance the quality of learning for students”*. (T3, Script 1, Line 15, Interview Data)

From the three statements above, the researcher found that all the answers from the participants were similar. However, they highlighted different focuses. T1 highlighted how the monitoring program helps teachers evaluate teaching methods and understand student development, focusing on teachers' adaptation to classroom situations, collaboration with peers, and recognition of trends and innovations in education and emphasizing the importance of educational data analysis to create data-driven learning. Meanwhile, T2 focuses on how monitoring programs improve the effectiveness of classroom learning, emphasizes the development of innovative learning strategies and classroom management and is more specific in discussing teacher skills, such as managing student interactions, creating a conducive learning environment, and handling challenges in learning. In addition, T3, a personal experience of a teacher who participated in the monitoring program, shows how supervisors provide direct feedback through classroom observations and are more reflective, describing how monitoring helps

teachers improve teaching techniques and create a more interactive learning environment.

From all the participants' experiences, the researcher sees that it is not only experience that is gained but there is a process of developing teaching skills obtained by teachers and monitoring programs have their own role in developing teachers' professional teaching skills. T3 said:

“the things that I got from the monitoring program helped me to manage the class better, create a conducive learning environment, and develop skills in dealing with various student characters”. (T3, Script 1, Line 23 Interview Data)

In addition, T2 also expressed his opinion that the monitoring program itself can develop his skills and identify his shortcomings in the learning process. T2 said:

“From the monitoring program, I gained many benefits that helped improve my teaching skills. I get constructive feedback from supervisors on my teaching methods, classroom management, and interactions with students, which helps me understand my strengths and weaknesses in the learning process. With regular monitoring, teachers can identify their strengths and areas for improvement, so they are more motivated to improve their teaching skills”. (T2, Script 1, Line 26 Interview Data)

Teachers' experience in seeing the role of program monitoring can also develop insights not only in terms of how to deliver good and correct material. It also opens up insights into the teaching methods that have been applied and encourages teachers to improve their professional skills. T1 said:

“From the monitoring program, I found greater insight into the teaching methods that I have applied as well as how students respond to learning. In addition, the monitoring program gave me experience in analyzing students' development, both in terms of their academic and social skills and can also encourage my professional development because it opens opportunities for me to discuss with peers and supervisors, share experiences, and implement best practices that have been proven to work. In addition, monitoring can be a motivation for me to continue to improve their skills, both in terms of pedagogy,

classroom management, and the use of educational technology and can be better prepared for the challenges of dealing with a variety of different student characters”. (T1, Script 1, Line 32 Interview Data)

Based on the above statements, the role of teachers' experience in monitoring this program is very much to be able to improve the development of their professional English teaching skills. This can be seen from the results of interviews conducted by researchers who found several points obtained by teachers through their experience in monitoring the program. Not only does the quality of teachers improve but schools are also affected by the benefits of this monitoring. namely, Improving school quality with monitoring programs, Quality Learning, Professional performance of teachers and Managerial performance of Supervisors.

1) Improved School Quality of Monitoring Program

The increase in the development of professional skills in teaching English as a result of the monitoring program is not only felt by teachers. But the school also feels it because if the quality of teachers increases, the quality of the school also increases. Because monitoring contributes to improving school quality. T1 said:

“Monitoring program can contribute to improving school quality by helping teachers evaluate and adjust their teaching methods to be more effective according to the conditions and needs of students. Through feedback from supervisors or peers, teachers can find innovative solutions to overcome limited resources and create more interesting and meaningful learning for students”. (T1, Script 1, Line 43 Interview Data)

In addition, the monitoring program also encourages teachers to continue to improve their skills in teaching both in their teaching methods and classroom management. T3 said:

“The monitoring program encourages teachers to continue developing their teaching skills, both in terms of learning innovation, classroom management, and the use of technology in education. With increased teacher competence, the teaching and learning process becomes more interactive and effective, which in turn has a positive impact on student achievement and overall school quality. (T3, Script 1, Line 49 Interview Data)

Based on the above statement, the monitoring program plays an important role in encouraging teachers to continue developing their teaching skills. Through this program, teachers are encouraged to innovate in learning, manage the classroom better, and make optimal use of technology in the education process. This is in line with the statement by T2 who said that the monitoring program can improve teachers' enthusiasm and performance. T2 said:

“monitoring plays a role in improving the quality of schools through teachers' teaching experience through constructive feedback and consistent application of teaching standards. In addition, this process can also improve teachers' morale and performance and resolve challenges in learning. With structured and continuous monitoring, schools can ensure that teachers continue to develop in their teaching methods, which ultimately contributes to improving the overall quality of education”. (T2, Script 1, Line 55 Interview Data)

Monitoring program improves school quality by helping teachers develop their teaching experience through constructive feedback and consistent application of teaching standards. This process not only improves teachers' motivation and performance but also helps them overcome challenges in learning.

In addition, school quality improvement also has its own challenges and obstacles. T1 said:

“The challenges or obstacles I face are time constraints in managing various administrative tasks while still focusing on improving the quality of

teaching and in collaboration with colleagues also sometimes arise, especially if there are differences in views or lack of effective communication". (T1, Script 2, Line 62 Interview Data)

Based on the above statement, the challenges faced by teachers are not only from their own internal problems but external problems also become obstacles in the process of improving school quality. Students are also one of the challenges that teachers often face and it is also an obstacle that teachers must find solutions to overcome. T2 said:

"The challenge is that most students are lazy to learn, especially the English subject so that way we have to motivate students with the approach we have and have to grow with the learning methods we have by equalizing and adjusting their desires." (T2, Script 2, Line 66 Interview Data)

The explanation by T2 above, that one of the many challenges in learning is the low interest of students in learning, especially in English subjects. Therefore, teachers need to apply the right approach to motivate them. By understanding students' needs and wants, teachers can customize more interesting and interactive learning methods. Through the right strategy, students can be more motivated to learn, so that the learning process becomes more effective and enjoyable.

T3 also has the same problem as T2 because as teachers we cannot stick to the same learning methods. T3 said:

"There are definitely obstacles and it is definitely a challenge for a teacher in the classroom so that a student gets his rights as a student. So, each teacher is increasingly creative and creative so that students can get their rights as students". (T3, Script 2, Line 70 Interview Data)

So, every teacher must face obstacles in the learning process in the classroom, but these challenges must be faced so that students still get their

rights as students. Therefore, teachers are required to continue to be creative and innovate in delivering material so that learning becomes more interesting and effective. With the right creativity and strategies, teachers can create a supportive learning environment, so that students are more motivated and able to absorb knowledge well.

2) Qualified Learning

A part from the quality of the school, the quality of learning also plays a crucial role in enhancing the professional teaching skills of English teachers. High-quality learning is characterized by innovative teaching methods, the use of supportive technology, and active engagement between teachers and students. In addition, a conducive learning environment, relevant materials, and approaches tailored to students' needs are also key factors in improving learning quality.

Furthermore, through experience, teachers can understand various strategies for delivering lessons, managing classrooms, and addressing challenges that arise in the teaching and learning process. The more experience a teacher has, the better they become at adjusting their teaching approach to suit the needs and characteristics of their students. T3 said:

"Experienced teachers have a deeper understanding of students' diverse learning styles, allowing them to tailor their teaching methods to be more engaging and easier to comprehend. Moreover, teaching experience helps teachers manage classrooms more effectively, create a positive learning environment, and handle various challenges that arise during the learning process. Teachers with extensive experience also tend to be more innovative in developing teaching materials and more adaptive to changes in the education sector." (T3, Script 1, Line 74 Interview Data)

Based on the explanation above, experienced teachers have a deeper understanding of the different learning styles of students, enabling them to adjust their teaching methods to be more engaging and easier to understand. With the experience they have gained, they also become more skilled in classroom management, creating a conducive learning environment, and effectively addressing various challenges in the learning process.

Encouraging students' motivation and skills is one of the key steps in improving learning quality.

T2 said: *"Encouraging students to excel by providing motivation and guidance helps them reach their full potential and participate in competitions based on their abilities. Skilled teachers can effectively adjust learning materials and manage the classroom, making them more capable of adapting lessons to the diverse characteristics and needs of students, thus creating a more inclusive and interactive learning environment."* (T2, Script 1, Line 82 Interview Data)

Teachers play a crucial role in motivating students to achieve their best by providing appropriate encouragement and guidance so they can reach their full potential. By understanding each student's abilities, teachers can guide them in participating in competitions that align with their talents and interests. Additionally, skilled teachers who can adapt lesson materials and manage the classroom effectively are able to create a positive and engaging learning atmosphere.

A teacher's experience in teaching greatly influences the quality of learning in the classroom. This is evident because experienced teachers have a better understanding of the diverse characteristics of their students. As a result, they can adopt a more personalized approach to teaching. T1 said:

"Teachers who have been teaching for a long time have significantly different teaching methods because they already understand the varying characteristics of students. Experienced teachers have a deeper understanding of students' personalities, allowing them to adjust their teaching methods to be more effective and suited to their needs." (T1, Script 1, Line 88 Interview Data)

Based on the explanation above, teachers with extensive teaching experience tend to have a better understanding of students' diverse characteristics. Over time, they have encountered various personalities, learning styles, and challenges in the learning process. This enables them to tailor their teaching methods to be more effective and appropriate for each student's needs. With their accumulated experience, they can more easily adapt and create engaging, interactive learning strategies that accommodate differences within the classroom. As a result, the teaching and learning process becomes smoother, and students can grasp the material more effectively in a way that aligns with their learning preferences.

In addition, skilled teachers with effective teaching methods actively participate in professional development programs to enhance their teaching skills.

T3 stated: *"Every semester, the school principal organizes programs such as seminars and MGMP (Teacher Working Groups) meetings every two weeks. These MGMP forums serve as a platform for teachers to discuss and share experiences on handling students and other teaching challenges. Since modern teaching methods differ significantly from those in the past, educators must adjust to current educational needs." (T3, Script 2, Line 93 Interview Data)*

The program described by T3 serves as a discussion forum where teachers can exchange experiences, share teaching strategies, and discuss the best ways to manage students with different characteristics. Given that teaching methods

continue to evolve with time, such forums help teachers refine their approaches to remain effective and relevant to students' needs today.

Mentoring by supervisors is also a crucial step in improving the quality of education. T1 said:

"Conducting mentoring sessions with supervisors helps teachers enhance their competencies. By participating in such programs, teachers can continue to grow and implement innovations in their teaching, ultimately improving the quality of learning in the classroom." (T1, Script 2, Line 99 Interview Data)

Through mentoring, teachers receive direct guidance that helps them develop their teaching skills, apply more innovative learning methods, and adjust their approach to better suit students' needs. This mentorship allows teachers to continuously learn and adapt to changes in the education sector, making the learning process in the classroom more effective, interactive, and high-quality. Such programs are not only conducted within the school but also through external institutions.

T2 stated: *"Usually, online training sessions are organized by the Ministry of Religious Affairs (Kemenag) every month. Meanwhile, students who want to improve their teaching skills are placed in extracurricular activities as a platform for their training."* (T2, Script 2, Line 103 Interview Data)

From this statement, it is evident that Kemenag regularly holds training sessions to enhance teaching quality, while students who wish to develop their teaching skills are encouraged to participate in extracurricular activities as a practical learning space.

Even though teachers may have extensive teaching experience, they still face various challenges in the learning process. As educators, they must also develop solutions to overcome these challenges.

T1 said: *"In facing challenges related to improving the quality of learning, I strive to always adapt and find creative solutions based on classroom conditions. I explore various interactive and innovative teaching methods to help students better understand the material and stay motivated to learn. To address issues in ineffective learning, I evaluate my teaching methods and seek ways to improve them."* (T1, Script 2, Line 107 Interview Data)

From the explanation above, being an educator requires flexibility, creativity, and continuous evaluation to ensure teaching methods become more effective. This allows students to grasp the material more easily and stay motivated in their studies. Various teaching strategies are employed to prevent monotonous and dull lessons, while the use of diverse learning media serves as an effort to overcome challenges in improving the quality of education.

T2 said: *"Teachers usually address this by incorporating games into lessons and using more engaging and interactive teaching methods to keep students from getting bored. They also seek external learning references by utilizing diverse educational media, such as videos, simulations, and experiments, to make lessons more interactive. Additionally, they adapt their teaching methods to suit students' characteristics and needs, including those with learning difficulties"*. (T2, Script 2, Line 113 Interview Data)

In short, educators strive to make learning more engaging and effective by using games, interactive media, and tailored teaching methods, ensuring that students can better understand the material and stay motivated.

3) Professional Performance of Teacher

A professional teacher must possess essential competencies within themselves.

T1 said: *"In my opinion, a professional teacher must have several key competencies, such as pedagogical competence the ability to design, implement, and evaluate learning to meet students' needs."* (T1, Script 1, Line 120 Interview Data)

As stated above, a professional teacher must have the skills to manage learning effectively so that the teaching process becomes more efficient and

meets students' needs optimally. However, there are still many other competencies that a professional teacher must possess. T2 said:

"As teachers, we must master our subject matter. Secondly, we need to understand child psychology to manage the classroom effectively and avoid getting angry when students misbehave. Thirdly, we must have the willingness to keep learning and improving our skills by seeking external references for better teaching methods." (T2, Script 1, Line 123 Interview Data)

A good teacher must be proficient in their field, understand student psychology to manage the classroom effectively, and have a strong willingness to keep learning and improving the quality of instruction. The activities teachers frequently engage in also impact their professional performance. Participants T1 and T2 shared the same opinion regarding the activities they undertake. T1 and T2 said:

"MGMP (Teacher Working Group), monthly school meetings, and training sessions." (T1,T2, Script 2, Line 128 Interview Data)

The activities mentioned above are commonly carried out in schools and are essentially part of the school's programs. However, efforts to enhance teacher performance are not limited to school programs alone; many activities outside of school also contribute to professional development.

T3 said: *"In my opinion, there are several types of activities that teachers should participate in to enhance their professional development. Teachers need to attend training sessions to update their teaching skills, understand the latest teaching methods, and master educational technology. Additionally, joining discussion groups or professional communities is also important, as it allows teachers to share experiences, engage in discussions, and learn from fellow educators."* (T3, Script 2, Line 125 Interview Data)

Based on the statement above, a professional teacher must continuously develop themselves by attending training and participating in professional communities. This helps them improve their teaching skills, stay updated with

the latest methods, and master educational technology, ensuring more effective learning that meets students' needs.

4) Managerial Performance of Supervisor

The managerial ability of a principal or supervisor plays a crucial role in enhancing teachers' teaching skills. Those in authority can monitor, evaluate, and provide guidance to teachers. Additionally, their experiences as supervisors serve as valuable insights for improving teachers' teaching abilities through classroom supervision. The supervisor said:

"The managerial experience of a supervisor is essential in improving teachers' teaching skills. Through classroom supervision, supervisors observe lesson delivery, student interactions, and teaching challenges. After observations, they provide constructive feedback to help teachers identify strengths, weaknesses, and areas for improvement. The post-supervision evaluation is aimed at sharing solutions, not finding faults, to enhance teachers' professionalism and improve the quality of education in schools." (Supervisor, Script 1, Line 132 Interview Data)

A supervisor experience is a fundamental aspect of improving teachers' teaching skills. Supervisors do not only act as overseers but also as mentors and advisors. Their managerial expertise plays a key role in fostering professional guidance, encouraging collaboration, and promoting teachers' professional development. By creating a Professional Learning Community (PLC), supervisors can encourage teachers to share experiences, discuss teaching challenges, and learn from best practices implemented by their peers. This collaboration not only enhances individual teaching skills but also strengthens a culture of innovation and continuous improvement in schools.

The above statement highlights that evaluations help identify teachers' strengths and weaknesses in their teaching methods while offering

constructive suggestions for improvement. This process enables teachers to continuously enhance their teaching skills.

Supervisors follow specific steps to improve teachers' teaching abilities while also developing their own managerial skills. They actively engage in monitoring and refining their supervisory approaches. The supervisor explained:

"My usual approach is to share insights with the teachers being supervised and involve myself in monitoring and developing my managerial skills as a supervisor through various methods. First, I actively reflect on my leadership strategies by evaluating their effectiveness and identifying areas for improvement. I also regularly seek feedback from teachers, staff, and colleagues to understand how my managerial approach can be enhanced. In monitoring, I adopt a data-driven approach by analyzing teachers' instructional outcomes, conducting classroom observations, and holding regular meetings to discuss teaching challenges and solutions. Additionally, I implement supportive supervisory strategies such as coaching and mentoring to help teachers develop their skills more effectively. Through a combination of self-reflection, training, collaboration, and data-driven evaluations, I continuously strive to enhance my managerial abilities as a supervisor to make a greater impact on improving educational quality." (Supervisor, Script 2, Line 139 Interview Data)

Based on the statement above, a supervisor's role is not limited to improving the teaching skills of observed teachers. Supervisors must also continuously develop their managerial skills. In addition to monitoring teachers' progress and skill development, supervisors employ various strategies to engage and motivate the teachers under their supervision.

The supervisor said: *"I involve myself in monitoring and developing my managerial skills as a supervisor in various ways. First, I actively self-reflect by evaluating the effectiveness of the leadership strategies I have implemented and identifying areas for improvement. I also regularly solicit feedback from teachers, staff and colleagues to understand how my managerial approach can be improved. In monitoring, I use a data-driven approach by analyzing teachers' teaching results, conducting classroom observations, and holding regular meetings to discuss challenges and solutions in the learning process. I*

also apply supportive supervision strategies, such as coaching and mentoring, to help teachers develop their skills more effectively.." (Supervisor, Script 3, Line 153 Interview Data)

The supervisor must also ensure the implementation of skill development by assessing whether it is running effectively and analyzing any challenges or obstacles encountered.

The supervisor said: *"By monitoring assessment results, we can evaluate whether the learning media is complete, how well the lesson plans (RPP) are prepared, and the overall readiness of teaching materials. The key question is whether the teacher can effectively manage the classroom. If a teacher successfully controls the class, the supervision can be considered successful, and the next step is to conduct further evaluations. Student assessment should not only be done on paper but also by observing their behavior and attitudes. One of the challenges in supervision is that some teachers are resistant to being supervised because they perceive it as criticism of their teaching deficiencies. In reality, the purpose of supervision is to enhance teaching skills. Another challenge is that some teachers believe they have no shortcomings and are unwilling to improve, feeling content with their existing skills and teaching methods. Since not all supervision processes are successful, one solution is to take a lighthearted approach, such as joking or engaging in casual discussions, to encourage teachers to be more open to feedback and professional growth."* (Supervisor, Script 4, Line 163 Interview Data)

The supervisor statement explains that supervision involves evaluating the readiness of learning media, lesson plans, and teaching materials to determine whether teachers can effectively manage their classrooms. If they succeed, the supervision is deemed effective, and further student assessments focus not only on written tests but also on students' behavior and attitudes. However, supervision often faces challenges, particularly with teachers who struggle to accept feedback, perceiving it as criticism or believing they do not need improvement. To address this, supervisors should adopt a relaxed approach,

using humor or informal discussions to help teachers become more receptive to suggestions and enhance their teaching skills.

b. Professional English Teaching Skills gained from The Monitoring Program

This section presents the results of the second research question, The following is the narrative and analysis derived from interviews with teachers at MAN 1 Banjarmasin. After analyzing the interview transcripts through narrative analysis, several findings were obtained regarding the monitoring of professional skill development in teaching English. During the interview sessions, the researcher directly asked and stated questions about what teachers gained from the program monitoring related to the development of professional skills in teaching English.

1) Increased Teacher Performance

A teacher who is regularly monitored by a supervisor will show improved performance in their teaching within the classroom. T2 said:

"Usually, I browse educational websites. I also attend educational seminars, but I first absorb the knowledge before implementing it." (T2, Script 1, Line 4 Interview Data)

Based on this statement, the monitoring program has led to better teaching methods. Teachers adopt more innovative techniques that align with students' needs. Additionally, to enhance their performance, teachers need to engage in activities that support their professional growth.

T3 said: *"I participate in training, such as using media/templates from Canva, and I also attend seminars about Edmodo for students."* (T3, Script Line 6 Interview Data)

By adapting to technology, teachers can improve their performance more effectively. With Edmodo, teachers can share materials, assign tasks, and communicate with students efficiently. Through various training programs, teachers are expected to enhance their professional teaching skills, making learning more innovative and suited to the digital era.

Training and seminars also play a significant role in improving teachers' performance.

T1 said: *"I improve my performance by attending educational seminars to update my teaching methods and regularly participating in workshops related to curriculum and educational technology to develop more effective teaching strategies."* (T1, Script 1, Line 1 Interview Data)

As educators, enhancing teaching quality is essential. One way to achieve this is by actively participating in educational seminars to update teaching methods. These seminars provide new insights into more effective and innovative teaching approaches. Additionally, teachers frequently attend workshops that discuss curriculum development and the integration of technology in education. By engaging in these professional development activities, teachers can continuously refine their teaching strategies to better meet students' needs. They can implement more interactive teaching techniques, utilize technology in the learning process, and create a more engaging and productive learning environment. Ultimately, this not only improves teachers' performance but also positively impacts students' learning outcomes.

A teacher's performance improvement is also influenced by the role of the principal or supervisor, as they have the responsibility to guide and remind teachers to stay committed to their professional development.

T3 said: *"If a teacher is not supervised, they may become complacent, and their skills could decline."* (T3, Script 3, Line 28 Interview Data)

The statement above explains that without proper supervision, a teacher may lack motivation to continue learning and developing their skills. Over time, teaching skills that are not continuously honed may decline, ultimately affecting the quality of education provided to students. Therefore, regular and structured supervision is essential to ensure that teachers stay on track with professional development, continuously update their teaching methods, and provide the best learning experience for students.

Additionally, the principal and supervisor play a crucial role in guiding teachers.

T1 said: *"The role of the principal and supervision is very important in improving teacher performance. The principal acts as a leader who provides direction, motivation, and facilities that support the learning process. Supervision conducted by the supervisor also helps teachers evaluate and improve their teaching methods."* (T1, Script 3, Line 21 Interview Data)

Similarly, T2 expressed the same opinion regarding the role of supervisors and principals.

T2 said: *"It is very important because they can provide guidance and mentorship to us, offering feedback and constructive suggestions to teachers on more effective teaching methods."* (T2, Script 3, Line 26 Interview Data)

Supervision conducted by supervisors or educational inspectors helps teachers evaluate and refine their teaching methods. Through effective supervision, teachers can identify areas for improvement and adopt new

strategies that better suit students' needs. The combination of strong school leadership and high-quality supervision will create a better learning environment, where teachers can teach optimally and students receive a more effective learning experience.

2) Qualified Learning Process

Good learning indicates that the learning process runs optimally and includes all aspects that support its success.

T1,T2,T3 said: *"Learning can be considered effective if students are actively engaged, feel comfortable, and can understand and apply the material being taught. Good learning is also reflected in positive interactions between teachers and students, a pleasant classroom atmosphere, as well as reflection and evaluation to ensure student comprehension."* (T1,T2,T3, Script 1 Line 30 Interview Data)

Based on the statement above, all participants provided similar explanations, emphasizing that the success of learning can also be seen through positive interactions between teachers and students. When teachers can create an enjoyable classroom atmosphere, students become more enthusiastic about learning. Good interactions also build trust and motivation for students to develop further. Through this approach, teachers can assess students' understanding of the material and provide additional guidance when needed. With a combination of active student participation, a positive classroom environment, and continuous evaluation, learning can run optimally and have a maximum impact on students.

Moreover, teachers always ensure that the learning process they implement runs effectively.

T1,T2,T3 said: *"To ensure that everything I do in teaching is effective, I always prepare thoroughly before teaching, such as designing lesson plans (RPP) and preparing appropriate learning media. During the learning process, I observe student engagement, ensuring they are active and comprehend the material. Afterward, I conduct evaluations by reviewing student learning outcomes and gathering feedback from both students and fellow teachers. If there are challenges or shortcomings, I make improvements and seek more effective strategies to enhance the learning experience."* (T1,T2,T3, Script 2, Line 35 Interview Data)

The statement above, conveyed by all participants, highlights that ensuring an effective learning process is a fundamental responsibility of educators. Therefore, before teaching, teachers always make thorough preparations, such as designing lesson plans and selecting appropriate learning media to ensure that the material is well-structured and engaging for students. This step is crucial in determining whether the methods teachers use are effective or require improvement. If any learning difficulties arise, teachers immediately seek solutions and adopt new strategies to make learning more effective and aligned with students' needs. Through this approach, teachers strive to continuously improve teaching quality and provide students with an optimal learning experience.

3) Reduced Teacher Difficulties

By addressing teaching difficulties, overcoming existing challenges, and continuously improving their competencies, the learning process becomes more effective, allowing students to absorb the material better.

T1 said: *"In facing difficulties in developing teaching skills, I strive to find solutions by learning from experience and continuously experimenting with different teaching methods. I observe and discuss with more experienced colleagues to gain new insights, seek feedback from supervisors, and engage in constant evaluation and improvement. This approach helps overcome*

challenges and enhances the quality of learning in the classroom." (T1, Script 1, Line 43 Interview Data)

Based on the statement above, T1 approach to overcoming difficulties is highly appropriate, as educators must constantly seek solutions to the challenges they encounter. Learning from experience is an effective way to develop better teaching methods. By trying various strategies, teachers can discover the most suitable approach for their students' needs, making the learning process more optimal and interactive.

Analyzing our teaching practices is also an essential step in overcoming teaching difficulties.

T2 said: *" I often do is reanalyze whether the learning process has gone well, make improvements after teaching, and ask students to provide criticism and evaluations on paper if there are any shortcomings in my teaching."* (T2, script 1, Line 49 Interview Data)

This statement highlights the importance of educators ensuring that the learning process remains effective by reviewing their teaching practices after each session. This evaluation helps identify areas that need improvement and allows teachers to adjust their strategies to better meet students' needs. Beyond self-reflection, teachers also involve students in the evaluation process by requesting feedback through written assessments. This input is used to continuously improve teaching quality. Through ongoing evaluation, teachers can make necessary adjustments and innovations in their teaching methods, creating a more effective and interactive learning environment.

4) Developed Teaching Strategy

By developing effective teaching strategies, teachers can enhance the quality of learning and help students achieve better academic outcomes.

T1 said: *"In developing my teaching skills, I use several strategies that suit my role as a teacher. I regularly attend seminars organized by the school and MGMP to improve my understanding of more effective teaching methods. I also accept feedback from supervisors during academic supervision and reflect on my own teaching methods to identify areas for improvement."* (T1, Script 1, Line 52 Interview Data)

From the statement above, it is clear that teachers need to develop their skills and be open to feedback and criticism from supervisors or school principals. To improve their teaching abilities, teachers implement various strategies tailored to their needs. These strategies enable teachers to continuously enhance their teaching quality and create better learning experiences for students. Additionally, teachers benefit from attending seminars or training sessions to further develop their teaching strategies.

T3 said: *"By participating in these training sessions, teachers can gain new insights and improve their skills in managing classrooms and delivering lessons more effectively."* (T3, Script 1, Line 60 Interview Data)

Based on the statement above, attending training sessions is an essential step for teachers in enhancing their teaching quality. Through training, teachers acquire new insights into more effective and innovative teaching strategies. They learn various methods and techniques to manage classrooms better, creating a more conducive and interactive learning environment. Furthermore, training helps teachers refine their skills in delivering lesson materials. By understanding different teaching approaches, teachers can present concepts in a more engaging and comprehensible manner for students. The use of diverse teaching media and improved communication strategies are

also key benefits of such training, ultimately contributing to a more effective learning process. With regular participation in training programs, teachers can continue to grow and adapt to changes in the education sector. This allows them to provide more enjoyable learning experiences and help students grasp the material more effectively.

Teachers' experience also plays a crucial role in developing teaching strategies.

T2 said: *"I watch or read educational websites to learn about better teaching methods so that the classroom does not become monotonous. I also participate in discussions with fellow teachers to share experiences and teaching strategies."*(T2, Script 1, Line 57 Interview Data)

From the explanation above, as demonstrated by T2, to improve classroom learning quality, teachers also engage in discussions with colleagues to exchange experiences and teaching strategies. Through these discussions, they can share ideas on how to address challenges in the teaching process and find more effective solutions for delivering lesson materials. These interactions not only help teachers develop their skills but also create a more interactive and enjoyable learning environment for students.

5) Objective Feedback

For teachers, objective feedback can be provided by supervisors, school principals, or colleagues in the form of evaluations of the teaching methods used. This feedback is usually based on real classroom observations, such as how teachers deliver lessons, manage the classroom, and engage students in learning. With objective feedback, teachers can identify which aspects of their teaching are effective and which areas need improvement to enhance the

quality of their instruction. Additionally, teachers also benefit from receiving objective feedback.

T1 said: *"After receiving and applying evaluations in skill development, several noticeable impacts can be observed in the learning process. First, teaching methods become more effective and structured. Second, classroom management improves. Third, I feel more confident in teaching, among other benefits."* (T1, Script 1, Line 62 Interview Data)

From the explanation above, receiving and implementing evaluations in teaching skill development has a significant impact on the learning process. Through evaluation, teachers can identify their strengths and weaknesses in teaching methods, allowing for more targeted and effective improvements. T2 also expressed the same view as T1, stating that after an evaluation, teachers not only become more confident but can also enhance students' learning motivation by tailoring their teaching to students' needs.

T2 said: *"The most significant change is the increased enthusiasm and motivation of students compared to before. This also impacts teachers—by knowing what needs improvement and seeing the positive results of their changes, they feel more confident in teaching."* (T2, Script 1, Line 66 Interview Data)

From the statement above, one of the most significant impacts of evaluation and teaching skill development is the increase in students' enthusiasm and motivation for learning. When teachers implement more effective strategies based on evaluation results, students become more engaged and active in the learning process. They are more eager to participate in lessons, find it easier to understand the material, and feel more confident in classroom interactions. In other words, evaluation and improvements in teaching methods not only enhance the quality of education but also create a

more dynamic and enjoyable learning environment for both students and teachers.

2. Findings of Observation

In this section, the results of the observations carried out as additional data to complement the shortcomings of the results of the interviews. The following are the findings made by researchers and these observations were made in class 11 religion 1 Man 1 Banjarmasin.

a. Planning

1) Creating a lesson plan, revised several times by the supervisor

Creating a lesson plan is an important process that a teacher does before teaching. The lesson plan serves as a guide in delivering material, determining teaching methods, and designing evaluations to measure student understanding. Before being used in teaching, lesson plans are usually revised several times by supervisors or authorized parties, such as school principals or academic supervisors. This revision process aims to ensure that the lesson plan is in line with the curriculum, education standards and students' needs. Thus, it can improve the quality of learning in the classroom. This process also helps teachers to develop their professional skills and ensure that the learning is maximized.

2) Preparing ice breakers

Preparing ice breakers before learning begins is an important step teachers take to create a fun classroom atmosphere and increase

student engagement in learning. By applying the right ice breakers, students become more focused, energized and ready to receive the subject matter. In addition, this activity helps to reduce tension in the classroom, increase student participation, and create a more interactive and conducive learning environment.

3) Learning Media

Teachers use ppt as a form of learning media. In the learning process, ppt is used to facilitate the delivery of material, make explanations more structured, and help students better capture the essence of learning. In addition, the attractive appearance and use of animation in PPT slides can help improve student focus and make the learning atmosphere interesting, and easily understood by students, thus improving the quality of learning in the classroom.

4) The teacher teaches on time

A teacher should always arrive and start the teaching process according to the predetermined schedule. Punctuality in teaching reflects the discipline, responsibility, and commitment of an educator in providing optimal learning for students. In addition, the habit of teaching on time helps create a more conducive learning environment, increases student motivation, and builds trust and respect between teachers and students. Thus, punctuality in teaching is one of the important factors in creating effective and quality learning.

5) Innovations/sources

Using a variety of sources can show that in the learning process, teachers or instructors use a variety of references to deliver material more interestingly and effectively. By utilizing various learning resources, students can obtain information from various perspectives, increase their interest in learning, and deepen their understanding of the material being taught.

6) Mastering in the class

A teacher should prepare his/her own strategy to become a teacher center when in the classroom before the learning begins. This can show that the success of a teacher in managing the class (mastering in the class) can be seen from the level of attention and involvement of students during learning. If students are focused and enthusiastic about listening to the teacher's explanation, it indicates that the teacher has succeeded in creating an effective and interesting learning environment.

b. Performance Assessment

1) The quality of learning

From the results of the observation assessment conducted by the supervisor. Mothers who teach get a good assessment. This shows that the success of learning can be measured through evaluations conducted by supervisors or academic supervisors. Supervisors have a role in assessing various aspects of learning, such as teaching methods, mastery of material, interaction with students, and the effectiveness of

learning strategies used by teachers. Thus, the assessment results from supervisors become an important benchmark in evaluating the effectiveness of the learning process and helping teachers develop their teaching skills.

2) Learning monitoring process.

During monitoring there are several things that supervisor assess when observing teachers. Some of the main aspects that must be met in monitoring learning to be considered successful include: good lesson planning, effective teaching methods, student involvement in learning, use of learning media, good classroom management and appropriate assessment and evaluation. When all the above aspects have been fulfilled well, then the monitoring process can be said to be good and successful because it shows that learning is effective, quality, and in accordance with educational standards.

3) The teacher's professional performance

The teacher's professional performance is in accordance with what Nurhadayani stated. All of this is evident because the teacher has 2 skills that must be possessed by a teacher in general, namely; classroom management and skills in forming discussion groups. This has been seen from the observations made by researchers and the approach taken by the teacher is by getting closer to students, namely building a friendship to students.

c. Implementation

1) Monitoring conducted offline in class XII Religion 1 MAN 1 Banjarmasin

On Thursday, January 23, 2025, offline learning monitoring activities were carried out in class XII Agama 1 MAN 1 Banjarmasin. This activity aims to evaluate the effectiveness of the teaching and learning process, provide input to teachers, and ensure that the methods used are in accordance with applicable educational standards.

Stages of Monitoring Activities:

a) Preparation

Before the activity begins, the supervisor and the team coordinate to determine the indicators to be observed. These indicators include classroom management, material delivery, learning methods, teacher and student interaction, and the effectiveness of learning evaluation.

b) Classroom Observation

- The activity started at 07.45 WITA - finished in class XII Religion 1.
- The supervisor enters the class and observes the learning process without interrupting the activity.
- The teacher who taught at that time used PowerPoint media as a tool in explaining the subject matter.
- Students were quite active in asking questions, discussing, and working on practice questions given by the teacher.

c) Supervisor Evaluation and Notes

- After the lesson is over, the supervisor notes some positive aspects, such as:
- The teacher was able to deliver the material clearly and systematically.
- Students seemed enthusiastic and participated in the discussion.
- The use of interesting learning media helps students understand the material more easily.

However, there are also some improvement notes, such as:

- Teachers are advised to increase the variety of learning methods to make it more interactive.
- There needs to be reinforcement in providing feedback to students to ensure their understanding is better.

d) Discussion and Suggestion

After the observation is completed, the supervisor holds a reflective meeting with the teacher to convey the results of the monitoring. In this discussion, the teacher is given the opportunity to convey the challenges faced and share experiences during the teaching process.

2) Monitoring is done at the end of each semester

Monitoring is always done at the end of the semester and it requires careful preparation from various parties. However, there is

impromptu monitoring conducted by principals and supervisors if there is a particular need or something urgent and important and must require monitoring.

- 3) Monitoring is carried out in a planned manner and has its own schedule

The process of monitoring learning is not done haphazardly, but has been well designed and scheduled. Monitoring is done based on careful planning, so that all aspects that need to be evaluated can be thoroughly examined. The monitoring schedule is prepared so that this activity can be structured, effective, and does not interfere with the teaching and learning process. With a planned schedule, teachers can also prepare themselves better, while supervisors can make observations and provide feedback more systematically.

d. Evaluation

- 1) Daily evaluation is usually carried out by students at the teacher's own request

The learning evaluation process is carried out routinely every day by involving students, based on the initiative or instruction of the teacher. This evaluation can be in the form of learning reflections, short discussions, questions and answers, quizzes, or feedback from students regarding the material that has been delivered by the teacher.

- 2) Special evaluation conducted at a specific time and conducted by the supervisor and the schedule has been arranged

Special evaluations are carried out at a predetermined and prepared time. This evaluation is not carried out every day, but at a certain moment according to the schedule that has been designed by the school. These evaluations are conducted by supervisors, who can be principals, school supervisors or academic teams responsible for assessing and improving the quality of learning. It aims to review teachers' teaching methods, the effectiveness of classroom learning and evaluate students' academic progress.

- 3) Evaluation is carried out after the completion of the monitoring process and is monitored by the supervisor himself/herself or a teacher of higher/senior rank.

Once the monitoring of learning has been completed, an evaluation is conducted to assess the effectiveness of the teaching-learning process. This evaluation is carried out by parties with higher experience and authority, such as supervisors, principals, supervisors, or senior teachers who have the competence to provide input and guidance to the monitored teacher. The evaluation aims to identify strengths and weaknesses in the learning process and provide solutions or recommendations for improvement to improve the quality of teaching.

- 4) Evaluation is still in the light category, namely giving direct direction to the monitored teacher.

The evaluation carried out by supervisors is still in the normal category because the teachers evaluated have never made mistakes. So, the evaluation process is not too complex or formal, but rather takes the form of direct guidance to the teacher being monitored. This evaluation does not involve in-

depth written reports or formal assessments, but rather direct feedback from the supervisor or senior teacher. The aim is to provide practical advice and direction to the teacher in order to improve their teaching without undue pressure.

Based on the observation above and after the researchers observed. Researchers see that the role of program monitoring on the development of professional skills in teaching English is very influential. this can be seen from the results of the assessment carried out by the supervisor if program monitoring can improve the development of professional skills in teaching English. Because after receiving feedback or evaluation from supervisors in the monitoring program, teachers can improve their teaching quality by applying more effective suggestions and strategies. Teachers are also able to identify and improve weaknesses in teaching methods, such as classroom management or communication with students. This evaluation helps teachers develop professionally by implementing best practices and being more open to constructive criticism

B. DISCUSSION

This research aims to investigate how teachers' experiences and gains from participating in a monitoring program can enhance their professional development in teaching English. The following section presents a discussion of the findings obtained from the participant interviews. This section also includes references to relevant theories that support these findings. The theoretical foundation for the findings is provided by relating a number of statements to relevant theories. This is because

theory helps to explain the results and show the relationships between the various components of the research. This research discusses how program monitoring plays a role in developing English teachers' professional skills. In brief, program monitoring is a supervision, evaluation and guidance activity conducted to assess and improve the quality of teachers' teaching.

This discussion is organized around the research questions, specifically: 1) How can teacher's experience of monitoring program enhance their professional development of English teaching skills? 2). What are the professional english teaching skills gained from the monitoring program? The analysis and discussion of these two research questions are presented as follows:

1. Teacher's Experience of Monitoring Program enhance their Professional Development of English Teaching Skills

This research discusses how a teacher's experience in participating in a monitoring program can improve their professional development in teaching English. The factor that shapes a person's experience is the accumulation of experience gained on an ongoing basis. In this study, experience includes perceptions, as well as responses or attitudes of the respondents. In summary, in this chapter we discuss how involvement in the monitoring program helps teachers hone their teaching skills, improve their understanding of effective teaching methods, and provide new insights into educating students.

Based on the researcher findings from the interviews with the participants, teachers' experience plays a very important role in the monitoring program to enhance their professional skill development in teaching English. This is evident

from the results of the interviews conducted by the researcher, which revealed various points obtained by teachers through their experience in this program.

In addition, monitoring also serves as a means to provide recommendations or suggestions in order to improve and refine the ongoing program. With feedback from the monitoring results, relevant parties can make adjustments to strategies and policies to ensure the program runs more effectively and efficiently. Furthermore, the experiences gained by the participants in this program are not just ordinary experiences, but also reflect a significant process of developing teaching skills for teachers. From this process, teachers can develop their professional competencies through reflection on their experiences and practices.

In other words, monitoring has a very important role in helping teachers improve their professional skills. Through structured and data-driven supervision, teachers can evaluate and improve their teaching methods according to the needs of learners and the evolving dynamics of education. Therefore, program monitoring not only serves to see the success of policy implementation, but also becomes a supporting factor in developing teacher professionalism. This is in line with research conducted by (Koswara, 2017) who said that monitoring is carried out to find out the progress of program implementation, what obstacles are faced and how to overcome these problems. In other words, monitoring emphasizes monitoring the process of program implementation and providing suggestions to improve/refine the problems that occur.

This is supported by the author has described in chapter II, namely in the theoretical review, where according to Arikunto (1986) that monitoring and evaluation aims to collect data and information, provide input on the needs in implementing the program, get an overview of the achievement of goals after the activity, get information about the difficulties and obstacles during the activity, provide feedback for the program assessment system and provide statements that are facts and values.

Then this is also in line with what the researcher describes in chapter II, where the principles of monitoring and evaluation according to Arikunto (1998) are as follows:

- a. Monitoring must be carried out continuously
- b. Monitoring must feed into the improvement of the organization's program activities
- c. Monitoring must benefit both the organization and the users of the product or service.
- d. Monitoring should motivate staff and other resources to excel.
- e. Monitoring must be oriented to applicable regulations
- f. Monitoring must be objective
- g. Monitoring must be oriented towards program objectives.

From the results of the data obtained above and adjusted to the theory and also the results of observations in the field. Program monitoring also has an important role in teacher professional development. From the results of

monitoring, teachers can gain greater insight into the teaching methods they have applied and how students respond to the learning. In addition, monitoring also helps teachers analyze students' development, both in terms of their academic and social skills. Teacher professional development brings various positive impacts that can improve the overall quality of education. One of the main impacts is the increase in teachers' knowledge of development programs, which allows them to understand the latest strategies and methods in education. With this increased insight, teachers are better prepared to face learning challenges and can adjust their teaching methods to make them more effective and suitable for students' needs.

In addition, professional development also increases teachers' confidence in teaching. When teachers receive proper training and guidance, they are more confident in applying new teaching techniques in the classroom. This confidence affects the way they deliver material, interact with students and manage the class as a whole. Awareness of the field of education has also increased along with professional development. Teachers become more sensitive to changes in the world of education, both in terms of policies, curriculum and student needs. This awareness helps teachers to continue to develop and not stagnate in their teaching methods. The above discussion that researchers found is in accordance with what (Smith et al., 2003) said professional development in teachers results in various changes, such as increased knowledge related to development programs, increased confidence in teaching, increased awareness of the field of education, application of new teaching techniques, and reduced feelings of isolation. These changes lead

to the integration of thoughts and actions in various situations, which include professional development programs, classrooms, and so on.

Then, pointing to the results obtained by researchers through interviews with one of the teachers that increasing teacher competence can be obtained from discussing with peers or fellow teachers and supervisors. (Rusdin, 2017), Increasing teacher competence in a broader scope can be improved through various alternatives, one of which is collaborating with peers. (Prayoga et al., 2024), This competency plays an important role in shaping a teacher as a good role model for his students.

Through the monitoring program, there are many benefits that teachers get, not only experience, but also increased professional skill development. According to Fitriana (2014), teacher professional improvement can be carried out in various ways as follows: (1) implementing increased supervision and supervisory discipline on an ongoing basis (monitoring & evaluation), (2) providing adequate facilities to support the learning process, (3) holding meetings between principals and teachers, (4) organizing training, seminars, and training (workshops). (5) conducting inter-school visits to learn about the knowledge and experience of teachers in other schools, and (6) conducting research in the field of education.

According to Nanang Fatah in (Ilyas, 2022), a professional teacher is an individual who is able to master and implement the core of his profession as an educator. This includes several aspects, namely: a) Teachers must have a

structured understanding of the material being taught, especially the core of the subject. b) Teachers need to understand and apply the principles of educational developmental psychology in order to compile learning materials that are in accordance with the level of difficulty and development of students. c) Teachers must also have skills in designing educational programs that are specifically designed according to the developmental stages of the students they guide.

The theory above is in line with the results of the data that researchers found through interviews with teachers. That, there is an increase in teachers' professional skills through several factors that teachers often do at school such as frequent monitoring by principals or supervisors, workshops to increase teachers' knowledge of the latest learning models, discussions with fellow teachers that aim to share experiences and find out what are the difficulties in teaching in different classes and solutions that must be solved so that learning goes well and is fun. Jaya, (2017), argues in her research that the basic skills of teaching teachers can help students in improving good and fun learning.

Not only does it improve the quality of teachers, but schools also benefit from this monitoring, such as improved school quality, higher quality learning, teachers' professional performance, and supervisors' managerial performance. Some of these points were obtained from the interviews conducted by the researcher and the following points were taken;

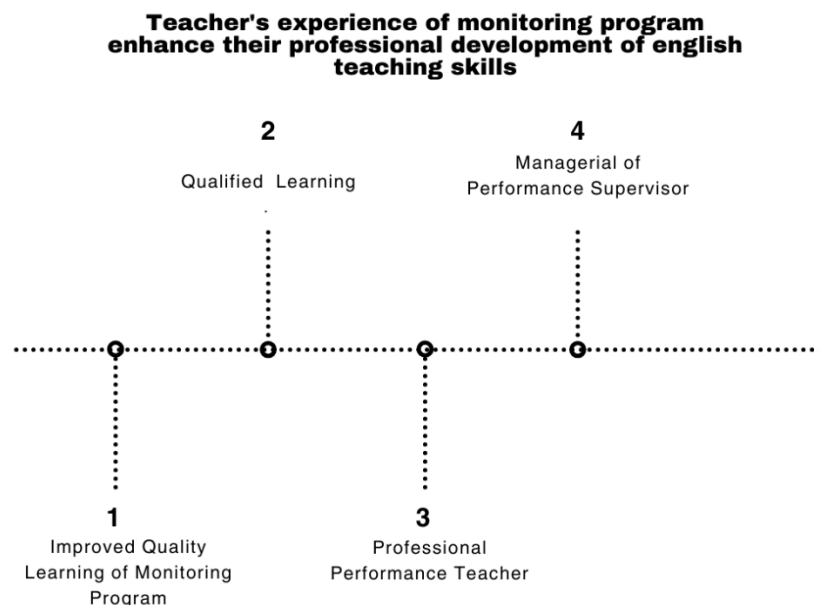


Figure 4.3 Teacher's Experience of Monitoring Program

a. Improved School Quality with Monitoring Program

Arikunto (2007), monitoring is the process of collecting and then analyzing data and information about school programs or activities (based on indicators that have been applied) so that an evaluation or correction can be made to improve school programs in the future. Schools should monitor and evaluate the implementation of programs and activities in an appropriate manner and plan the next course of action. Principals and supervisors, who are the highest level of management in schools, are responsible for the implementation of the programs or activities. Then, they can make policies and also take decisions. This shows that monitoring is not an incidental activity, but a structured and continuous process that has a long-term goal: to improve the quality of school programs in the future.

Monitoring, as explained by Arikunto (2007), is an important process in education management that serves not only as a supervisory tool but also as a basis for future program improvement and development. Principals and supervisors play a strategic role in ensuring that monitoring is conducted effectively. With a comprehensive approach and appropriate policies, monitoring can be a driving force for the creation of quality and highly competitive schools.

Gustiani et al, (2023) stated in their research contained in the theory in chapter II that good school quality is created from the results of evaluation and monitoring, therefore the school must conduct an evaluation in creating better goals, this is done so that the learning process can run properly and correctly.

The quality of a good school is inseparable from the evaluation and monitoring process that is carried out systematically, purposefully and continuously. Evaluation and monitoring become the main foundation in ensuring that all educational programs run by schools run in accordance with the objectives that have been set. In this case, the school has an important role and great responsibility to carry out regular evaluations in order to achieve better educational goals in the future.

Meanwhile, monitoring is a continuous supervision and observation of the implementation of teaching and learning activities and other school programs. Monitoring serves to ensure that the educational process takes place as planned, on target and has a positive impact on all school members.

By conducting effective evaluation and monitoring, schools can obtain valid data and information about the quality of ongoing learning. This data is very important as a basis for decision-making, policy-making, and improving the learning process to make it more effective and efficient. In addition, evaluation is also a means of reflection for teachers and education personnel to improve their competence and professionalism in carrying out their duties. Furthermore, the main purpose of this evaluation and monitoring is to ensure that the learning process can take place properly and correctly. “Good” in this case means that learning is carried out according to plan, meets quality standards, and is able to answer the needs of students. While “right” means that the learning process runs according to appropriate pedagogical principles, uses relevant methods, and considers the characteristics and needs of learners as a whole.

Overall, evaluation and monitoring is not only a tool to control or assess performance, but also an important strategy in realizing superior and competitive education quality. Therefore, all elements of the school starting from the principal, teachers, administrative staff, to students must be actively involved in this process in order to achieve quality and sustainable education.

Faturrahman (2012) stated in a study conducted by (Gustiani et al., 2023) in the context of education, if someone says the school is good, it can be interpreted that the graduates are good, the teachers are good, the building is good, and so on. To show whether something is of quality or not, then

someone gives symbols with certain names, for example superior schools, exemplary schools, model schools, pilot schools and so on.

From the explanation above, it can be seen that evaluation has an influence on improving school quality. The better the implementation of evaluation and monitoring, the better the new programs that will be created so that they can produce the expected school quality. Assessment of the quality of a school is basically comprehensive and cannot be separated from the various interrelated components of education. A quality school certainly has high standards in various respects, ranging from the learning process, school management, to the results achieved by students. Therefore, to show that a school really has good quality, there are various symbols or terms used as a form of recognition of the quality of the school.

The results of Samtono (2010) explain that various efforts have been made to improve the quality of national education, especially the quality of schools such as through training and improving the quality of teachers, procuring books and learning aids, improving educational facilities and infrastructure. The research above is in line with what researchers found during an interview with one of the teachers, namely that the monitoring program plays an important role in encouraging teachers to continue developing their teaching skills. Through this program, teachers are encouraged to innovate in learning, manage the classroom better and make optimal use of technology in the education process.

Monitoring programs have a very important role in education, especially in encouraging teachers to continue to develop their skills and professionalism in teaching. Through the implementation of planned and systematic monitoring, teachers are not only supervised in their performance, but also given constructive feedback that can be the basis for continuous improvement and self-development.

Monitoring helps teachers to be more aware of the strengths and weaknesses in their teaching practice. With regular monitoring, teachers become more motivated to improve the quality of learning they provide to students. This includes various aspects, such as choosing appropriate teaching methods, using interesting learning media, and creating an active and fun classroom atmosphere. In addition, the monitoring program also encourages teachers to continue to innovate in the learning process. In classroom management, monitoring can help teachers to improve the way they handle classroom dynamics. Teachers can learn how to manage learning time well, create classroom rules that support discipline, and build positive communication with students. This is very important to create a conducive and inclusive learning environment for all learners.

No less important, monitoring also directs teachers to optimally utilize technology in the learning process. In today's digital era, the use of technology is no longer an option, but a necessity that teachers must master. Through monitoring, teachers are encouraged to use various online learning platforms,

interactive applications, and other digital media that can support the effectiveness of the teaching and learning process.

Monitoring programs are not just a means of control or supervision, but also an important tool to improve the overall capacity and competence of teachers. When monitoring is done with the right approach, teachers will feel supported, valued and encouraged to continue to develop in order to create quality education that is relevant to the needs of the times.

Mustofa, (2012) defines monitoring as an ongoing activity to track the progress of program implementation in accordance with the plan. With continuous monitoring, schools can ensure that teachers continue to develop in their teaching methods, which ultimately contributes to improving the overall quality of education.

Monitoring that is carried out in a planned and sustainable manner will create a productive and professional work culture in the school environment. Teachers no longer feel supervised in a negative sense, but rather encouraged and nurtured to improve. The program also encourages collaboration between teachers, where they can learn from each other, share experiences and support each other in implementing best teaching practices.

Thus, monitoring is not just a supervisory activity, but a process of coaching and professional development for teachers that has a direct impact on improving the quality of the school as a whole. When teachers develop and perform well, the entire educational ecosystem in the school will also experience quality improvements ranging from a more conducive learning

atmosphere, better student academic achievement, to the creation of a superior school image in the eyes of the community.

There are many ways to improve school quality. One of the best ways is through evaluation and monitoring. The results of monitoring and evaluation are information that can be used to improve and enhance school programs. The relationship between monitoring and evaluation results and school quality improvement can be seen in the following figure:

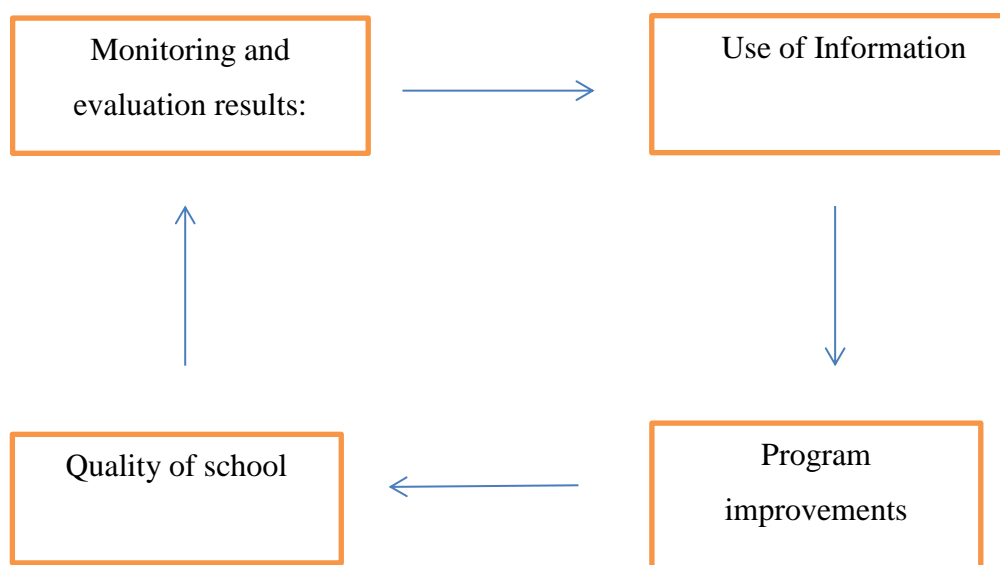


Figure 4.4 The Relationship Between Monitoring Program and Quality of School

Based on this description, it can be concluded that the results of monitoring and evaluation activities in the form of information have a strategic role in analyzing and identifying components that affect the improvement of education quality. Therefore, it is important to pay attention to the indicators that distinguish between quality schools and less quality

schools, as has been stated by a number of education experts. Obtaining valid, accurate and meaningful information through the monitoring and evaluation process requires special attention to several important aspects. These aspects include the quality of the instruments used in monitoring and evaluation, the competence of the principal/supervisor as the implementer of these activities, the focus or dimension used as the object of observation and assessment, and the conditions or situation when monitoring and evaluation activities take place. By paying attention to all these components, the role of monitoring and evaluation in improving school quality will become more optimal and functional.

In addition, improving the quality of schools through program monitoring does not escape the challenges or obstacles experienced by a teacher. Suryana, (2020), Learning methods that are too teacher-oriented tend to ignore the rights and needs, as well as the growth and development of children so that the learning process that is fun, exciting, and educating becomes less than optimal and the factor that contributes to the low efficiency of education is the low ability to manage various educational inputs both in carrying out the learning process and in managing education as a whole.

What is conveyed by the theory above is in line with the challenges experienced by teachers who teach at MAN 1 Banjarmasin, namely One of the challenges faced in the learning process is the low interest of students in learning, especially in English subjects. This condition requires teachers to implement the right learning approach to increase students' learning

motivation. In this case, understanding the needs, characteristics and interests of students is an important foundation in choosing more interactive and interesting learning methods. Through the application of appropriate strategies, students can be encouraged to be more active in participating in the learning process, so that teaching and learning activities become more effective and enjoyable. These challenges need to be overcome so that students still get their rights in getting quality education services.

In connection with this, teachers are expected to be able to continue to develop creativity and innovate in the delivery of material, so that the learning atmosphere is not only fun but also able to increase student understanding and involvement. Thus, through the application of creative and adaptive learning strategies, teachers can create a learning environment that supports the achievement of optimal learning objectives.

b. Qualified Learning

Ernawati (2022), states that an innovative learning model is an approach or method of learning that uses creative new ways and emphasizes critical thinking, active involvement, and active participation of students in the learning process. This learning model aims to develop students' thinking skills independently, creatively, and innovatively, so that they can generate new ideas, solve problems, and apply knowledge in real life. This is in line with the researcher's findings that the quality of learning plays an important role in supporting the development of teachers' professional skills, especially in the context of English language teaching. Quality learning is shown through the

application of innovative teaching methods, optimal utilization of technology as supporting media, and active and dynamic interaction between teachers and students during the learning process.

Then, the creation of a conducive learning environment, the provision of relevant and contextual teaching materials, and the application of learning approaches that are in accordance with the characteristics and needs of students, are important components that contribute to improving the overall quality of learning. Thus, good learning quality not only has an impact on student learning outcomes, but also directly contributes to the development of teachers' professional competence in carrying out their duties effectively and sustainably.

In addition, with their experience, teachers will easily understand and deepen their knowledge and will also be more skillful in managing the classroom, creating a conducive learning atmosphere, and overcoming various challenges that arise during the learning process. This ability greatly supports the creation of an efficient, enjoyable teaching-learning process, and is able to fulfill students' learning needs optimally. Each student has a diverse learning style, so it is important for teachers to be able to adjust the teaching methods used so that learning becomes more interesting, interactive, and easily understood by all students. Understanding the variations in learning styles allows teachers to develop more effective and adaptive learning strategies. This is supported by research conducted by (Ridwan, 2019) which states that learning can be seen as a goal-directed process and a process of doing through

various learning experiences designed and prepared by the teacher. The learning experience in question is a learning experience obtained by the five senses which is processed by the creation of student thinking.

Encouraging students' motivation and improving their skills is one of the steps to improve the quality of learning. Ridwan, (2019) in certain concepts, students' experiences or phenomena experienced by students can be utilized by teachers to help the teaching and learning process. This phenomenon can be utilized by teachers in order to improve students' understanding of concepts and science process skills. Teachers' understanding of the individual abilities of each student allows them to provide appropriate guidance, especially in directing students to take part in competitions or competitions that are in accordance with their talents and interests. In addition, teachers who have skills in adjusting learning materials to the characteristics of students and are able to manage classes effectively play an important role in creating a conducive learning environment that supports the achievement of learning objectives.

Teachers who have long-term teaching experience generally have a deeper understanding of various student characteristics. This experience is gained through direct interaction with various personalities, learning styles, and challenges that arise in the learning process. This condition allows teachers to develop and adjust learning strategies that are more appropriate, effective, and responsive to the individual needs of students. This is supported by Samtono (2010) Teaching experience is not just an increase in age, time span, physical

changes such as whitening hair, toothless teeth, peot mouth, but experience is a result of appreciation, the result of mutual interaction with the environment and in connection with this, the teaching experience in this study is directed at the results of creative and innovative work both.

Dimiyati and Mudjiono (1999) in research conducted by Samtono (2010), learning is a process organized by teachers to teach students to learn, how to acquire and process knowledge, skills and attitudes. One of the quotes from the interview conducted by the researcher from the results of the interview in which one of the teachers said that the teaching experience possessed by a teacher plays a significant role in improving their ability to manage the class effectively, create a positive learning atmosphere, and deal with various problems that arise during the learning process. Teachers who have extensive experience tend to be more innovative in designing and developing teaching materials, and more adaptive to the dynamics and changes that occur in the world of education. This makes the role of the teacher more strategic in ensuring the achievement of optimal learning objectives.

Then this is supported by Soedjianto (1997) in the Directorate General of Youth and Sports Out-of-School Education in Samtono research (2010), states that the expected professional teacher abilities have formulated 10 basic abilities for a teacher, namely mastering material, managing teaching and learning programs, managing classes, using media / sources, mastering educational media, managing teaching and learning interactions, assessing achievement for teaching purposes, recognizing the functions and programs of

guidance and counseling services, recognizing and programs of guidance and counseling services, recognizing and organizing school administration, and understanding and interpreting research results for teaching purposes, organizing school administration, and understanding and interpreting research results for teaching purposes.

Extensive teaching experience allows teachers to be more adaptive in designing interesting and interactive learning strategies, so as to accommodate individual differences in the classroom. This ability contributes to a smooth teaching and learning process, where students can understand the material more effectively and according to their learning characteristics. Research shows that teaching experience has a significant influence on teachers' teaching effectiveness, which in turn improves their professionalism and performance in managing the classroom efficiently. In addition, an understanding of individual student differences allows teachers to create a learning environment that is inclusive and responsive to the needs of each learner.

Then, it is supported by Mulyasa 2003 contained in Memoranta and Santoso's research which states that learning quality can be seen in terms of process and results. In terms of process, learning is said to be successful and of high quality if all or at least most of the students are actively involved both physically, mentally and socially in the learning process, besides showing high enthusiasm for learning, great enthusiasm for learning, and self-confidence.

Meanwhile, in terms of results, the learning process is said to be successful if there are positive changes in behavior in all or at least most students.

In addition, teachers are qualified and have good teaching methods. Have a program to improve the development of professional teaching skills.(Rusdin, 2017), increasing teacher competence is important in order to be able to carry out their duties effectively. Increasing teacher competence in a broader scope can be improved through various alternatives as offered by the Directorate General of Primary and Secondary Education of the Ministry of National Education, as follows:

- 1) Teacher education qualification improvement program.
- 2) Equivalency and certification programs.
- 3) Competency-based integrated training program.
- 4) Education supervision program.
- 5) MGMP (subject teacher consultation) empowerment program.
- 6) Teacher symposium.
- 7) Other traditional training programs.
- 8) Reading and writing journals or scientific papers.
- 9) Participating in scientific meetings.
- 10) Conducting research (especially Classroom Action Research).
- 11) Internship.
- 12) Following actual news from the news media.
- 13) Participate and be active in professional organizations.
- 14) Promote cooperation with peers.

The theory above is in line with the teacher's statement during the interview, namely Every semester, the principal organizes various professional development activities for teachers, such as seminars and subject teacher meetings (MGMP) held every two weeks. MGMP serves as a discussion forum for teachers to improve their professional skills through sharing experiences, particularly in dealing with various student characteristics and other learning challenges. Facing the changing times, teaching methods are also evolving; therefore, teachers are required to adjust their learning approaches to remain relevant and effective in accordance with current educational developments and needs.

Mentoring programs for teachers play an important role in the development of teaching skills, the application of innovative learning methods, and the adjustment of approaches according to student needs. Through direct guidance from mentors, teachers receive support in improving their professional competencies and character, so that they are able to manage the classroom effectively and create a conducive learning environment. In addition, mentoring helps teachers adapt to changes and innovations in education, ensuring that the learning process becomes more effective, interactive and quality.

Even though a teacher has extensive teaching experience, challenges in the learning process are inevitable. Teachers are required to have effective solutions in dealing with these problems to ensure the teaching and learning process runs optimally. Kusumaningtyas et al, (2020), in facing the challenges of teaching generation Z, PCM Gatak teachers/educators are required to be more creative in developing appropriate learning media and processes for this generation. An

appropriate learning model and media is needed so that students do not easily feel bored, especially since generation Z prefers to use the internet or commonly referred to as “googling” in finding and solving a problem, including in teaching and learning activities in the classroom.

The above statement is in line with the results of the researcher's research obtained that in an effort to improve the quality of learning, teachers are required to adapt and find creative solutions that are in accordance with classroom conditions. The application of various innovative learning methods and the use of diverse learning media are important strategies in creating an interesting and not monotonous learning atmosphere. This is in line with research that shows that technology integration, such as the use of infocus and educational videos, can make the learning process more dynamic and increase student learning motivation.

In addition, teachers' creativity in choosing and utilizing information technology-based learning media also plays a significant role in improving learning effectiveness. Thus, adaptation and innovation in learning methods and media are essential steps for teachers in facing learning challenges and improving the quality of the teaching and learning process.

So, Ernawati, (2022), Learning by implementing innovative learning is not just about using technology, but also about changing the approach and culture of learning. By utilizing these resources, teachers can design more meaningful and relevant learning experiences, preparing students to face future demands with the

necessary skills. Thus, these changes can have a positive impact in improving the quality of learning at all levels of education.

c. Professional Performance of Teacher

Nurhadayani states that there are two skills that must be possessed by a professional teacher:

- 1) Classroom Management ; skills classroom management is the skill of the teacher to create and maintain optimal learning conditions and restore them to optimal conditions if there is a disturbance in the process of educational interaction.
- 2) Skills for Guiding Small Group Discussions ; Discussion is "a conversation or conversation between two or more people. But what is meant by small discussion is "an organized process involving a group of individuals in a cooperative face-to-face interaction for the purpose of sharing information, making decisions, and solving problems.

The theory presented in chapter II above in the theoretical review is in line with the researchers and is evident from the results of observations made on one of the teachers who teaches at MAN 1 Banjarmasin, namely a teacher must generally have these skills.

In essence, a teacher is required to have various skills to create an effective and conducive learning process. Two essential skills that must be possessed by an educator are skills in classroom management and skills in guiding group discussions. Observations show that teachers' personal approach, such as building

closer relationships with students, can increase the effectiveness of both skills. By establishing good relationships, teachers can better understand the characteristics, needs and potential of each student. This allows teachers to adjust classroom management strategies and discussion methods accordingly, thus creating a learning environment that is more inclusive and responsive to students' needs.

Thus, mastering the skills of classroom management and guiding group discussions, supported by a personal approach to students, is a strategic combination in an effort to improve the quality of learning and achieve optimal educational goals.

In Law Number 20 of 2003 and Government Regulation Number 19 of 2005 Chapter VI concerning Educator and Education Personnel Standards contains the requirements to become a teacher as mentioned, namely one of them:

Competence as a learning agent at the primary, secondary and early childhood education levels includes: 1) pedagogical competence, 2) personality competence, 3) professional competence, 4) social competence.

The above statement is also in line with the results of the interview, namely that a professional teacher is required to have the skills to manage learning effectively to meet the needs of students optimally. In addition, teachers also need to master their scientific fields, understand student psychology in order to manage the class well, and have a high spirit of learning to continue to develop. Mastery of educational psychology allows teachers to design learning strategies that suit students' learning styles and the learning objectives to be achieved. Thus, the

combination of material mastery, understanding student psychology, and a high spirit of learning is an important factor in improving the quality of learning and student learning motivation.

Prayoga et al, (2024), Teachers are professional educators who have a strategic role in national development in the field of education. Teacher professionalism covers various aspects, including conditions, orientation, attitudes, values, behavior, qualifications, and authority in the context of education. This is in line with Law No. 14/2005 on Teachers and Lecturers, which emphasizes that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, primary education, and secondary education.

To carry out these duties and responsibilities effectively, teachers are required to have academic qualifications, competencies, teaching certificates, and be physically and mentally healthy. Competencies that must be possessed by a teacher include pedagogic, personality, social and professional competencies. Pedagogical competence relates to the ability to manage student learning, personality competence reflects a stable and authoritative personality, social competence relates to the ability to communicate and interact effectively, while professional competence is related to mastery of subject matter broadly and deeply.

This above has been explained by researchers in the findings that a professional teacher is expected to have a deep mastery of learning material in accordance with his field of expertise. This mastery allows the teacher to convey the material clearly and precisely, so that students can understand the concepts taught well. In addition, a strong understanding of the material allows teachers to link theory with practical applications, so that learning becomes more relevant and interesting for students. In addition to mastery of the material, understanding child psychology is also an important aspect of the teaching profession. Each student has different characteristics, needs and learning styles. By understanding the psychological aspects of students, teachers can design appropriate learning strategies, create a conducive learning environment, and manage the classroom effectively. This understanding also helps teachers deal with challenging student behavior without having to react emotionally, so that the interaction between teachers and students remains positive and supports the learning process. The willingness to continue learning and developing oneself is also a hallmark of a professional teacher. The world of education is constantly evolving, with the emergence of new learning methods, educational technology and the latest research findings. Teachers who have a high learning spirit will always look for additional references and learning resources to enrich their teaching methods.

Activities in improving teacher performance do not only come from school but outside. A teacher is not only fixated with activities at school. But the teacher must also add to his skills and hone his skills. According to Handoko in research by (Putra & Kumalaputra, 2021) which states training as an effort to improve

skills, techniques, and implementation of work in detail and routinely. Based on these two views, it can be concluded that providing training to someone aims and does have an impact on subsequent performance. Training that is carried out as needed will be able to improve one's performance at work.

Activities in improving teacher performance do not only come from school but outside. A teacher is not only fixated with activities at school. But the teacher must also add to his skills and hone his skills. According to Handoko in research (Putra & Kumalaputra, 2021) which states training as an effort to improve skills, techniques, and implementation of work in detail and routinely. Based on these two views, it can be concluded that providing training to someone aims and does have an impact on subsequent performance. Training that is carried out as needed will be able to improve one's performance at work.

d. Managerial Performance of Supervisor

Rakhmawati et al, (2021), Teacher performance is related to teaching and educating tasks, such as planning teaching programs, discipline in entering class, guiding students, evaluating student learning outcomes properly and regularly. The success of education in schools is determined by leaders who successfully manage the teaching staff in schools. The principal is an educational component that is responsible for making all educational activities, coaching, school administration, and utilization and maintenance of facilities and infrastructure.

The managerial ability of a principal or supervisor plays a crucial role in improving teachers' teaching skills. Principals who are competent in educational

management are able to plan, organize, direct and control various aspects of school operations effectively. One important aspect of this managerial ability is the implementation of educational supervision that aims to guide and improve the quality of teacher teaching. Through structured supervision, principals can monitor the learning process in the classroom, evaluate teacher performance, and provide constructive feedback that encourages the development of teacher professionalism. The experience possessed by the principal as a supervisor is a valuable asset in understanding the challenges faced by teachers, so that they can provide appropriate solutions and directions. Thus, classroom supervision conducted effectively by principals not only improves teachers' teaching skills, but also contributes to improving the overall quality of education.

(Rakhmawati et al., 2021), Teacher performance is the involvement of a principal's skills to influence or assist educators and administrative staff in activities in schools by having the ability to master knowledge and learning strategies (Dangara, 2015). A leader at school must be able to become a consultant or supervisor to understand the needs of teachers and provide alternative solutions and motivate them to be more creative and innovative to improve their performance (Gursoy et al., 2016). This explanation is in line with the opinion of Nur & Dini (2014) explaining that the leader in the school in addition to being in charge of carrying out a coaching is also a facilitator, supervisor and provides motivation for educators to maximize their work. Principals also with their thoroughness to provide teaching materials for teachers so that what is achieved is in accordance with the objectives in the school

(Dangara, 2015). Principals must also carry out supervision activities for teachers to help teachers' difficulties in the learning process.

The results of the analysis of observations show that monitoring and evaluation carried out by principals or supervisors through coaching is carried out in detail and has a detailed schedule. This is supported by Wahidah (2015) in (Rakhmawati et al., 2021) research explaining that the coaching provided to see the teacher's teaching skills is included in the composition and schedule in a detailed implementation.

Then, the experience of a supervisor or supervisor has a crucial role in improving teachers' teaching skills. As a guide and direction giver, supervisors not only function as supervisors, but also as facilitators who assist teachers in developing their professional competencies. Through effective supervision, supervisors can provide professional guidance that encourages a culture of collaboration and professional development among teachers. The supervision process includes various activities, such as classroom observations, reflective discussions and providing constructive feedback. Classroom observations allow supervisors to understand firsthand the teaching methods teachers use and their interactions with students. After the observation, reflective discussions between the supervisor and teacher can help identify strengths and areas for improvement in teaching. Providing constructive feedback from supervisors encourages teachers to reflect on their teaching practices and implement more effective learning strategies. In addition, supervisors play a role in facilitating training and workshops that are relevant to teachers' needs so that they can continue to develop

their skills and knowledge in line with the latest developments in education. Thus, the experience and managerial skills possessed by supervisors are crucial in creating a supportive learning environment and improving the quality of teaching in schools.

The explanation obtained through the interview above. In line with (Rahma & Ritonga, 2022), supervision and control carried out by school principals on their education personnel, especially teachers, is called clinical supervision which aims to improve teachers' professional abilities and improve the quality of learning through effective learning. Seeing the purpose of supervision which is so important in improving the quality of teachers which will ultimately have an impact on the quality of education, supervision should be carried out as effectively as possible in order to obtain more effective results as well.

The role of supervisor in improving teachers' teaching skills is not only limited to supervision and guidance, but also includes developing their own managerial skills. Good managerial skills enable supervisors to plan, organize, direct and control various aspects of educational operations effectively. Thus, supervisors can create a conducive work environment for teachers to develop and improve the quality of their teaching. Developing these managerial skills can be done through various means, such as attending leadership training, reading the latest literature on education management and participating in forums or seminars that discuss current issues in education. By continuing to hone their managerial skills, supervisors will not only be able to provide effective guidance to teachers but will also be able to design and implement professional development programs that suit

teachers' needs. This is in line with what was conveyed by (Rahman, 2021), Supervision can actually be carried out by the principal who acts as a supervisor, but in a modern educational organization system, a special supervisor is needed who is more independent, and can increase objectivity in coaching and carrying out his duties.

More broadly, the view of Wiles in (Rahman, 2021), which explains that supervision is assistance provided to improve a better teaching and learning situation. It is explained that the teaching and learning situation in schools will be better depending on the supervisor's skills as a leader. A good supervisor has five basic skills, namely:

- 1) Skills in human relations
- 2) Skills in group process
- 3) Skills in educational leadership
- 4) Skills and organizing school personnel
- 5) Skills in evaluation

This is in accordance with what happens in the field that the basic skills of supervisors play a role in solving problems that occur in schools. Such as evaluating teachers to correct deficiencies and so that teachers are more open to receiving suggestions and criticism and improve their teaching skills.

2. Professional English Teaching Skills Gained from The Monitoring Program

In this section, the researcher will discuss what professional English teaching skills are obtained from the monitoring program:

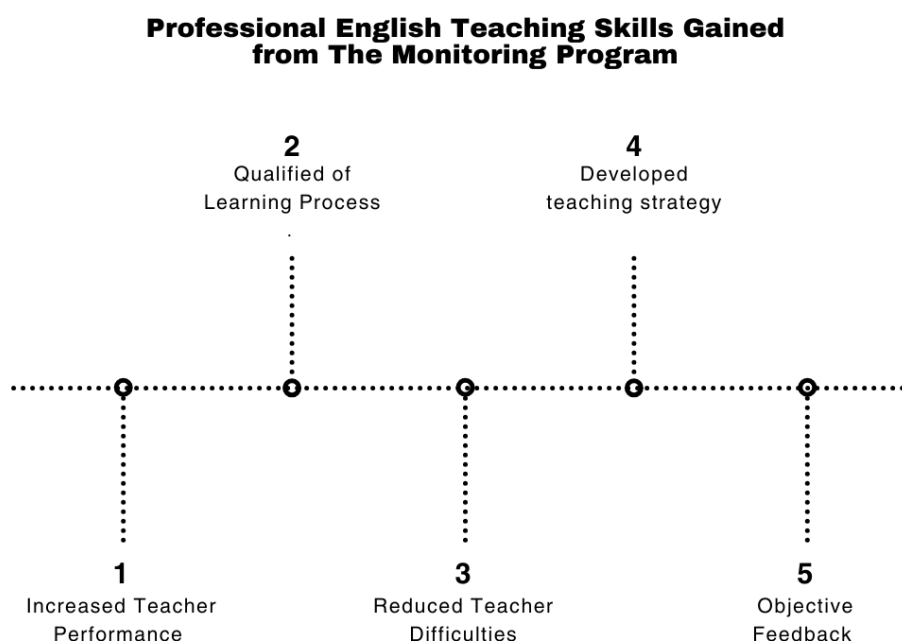


Figure 4.5 Professional English Teaching Skills Gained from Monitoring Program

a. Increased Teacher Performance

In the research, the improvement of teachers' performance skills resulted from monitoring conducted by principals or supervisors, namely producing better learning methods. Teachers apply teaching techniques that are more innovative and in accordance with the needs of students. This is supported by the explanation of (Arifin, 2014), which states that the ability and the best desire of the principal in carrying out his role as principal to carry out teacher supervision activities in the school is intended to basically have a positive effect on the performance of teachers in the school. This study discusses how strong the relationship between the school climate is in improving the work performance of staff and teacher

performance which is intended to help to be seen more actively in the implementation of teaching and learning activities to improve student learning scores.

According to a statement by one of the teachers interviewed, if not supervised a teacher will be careless and not aware of his declining skills. Sandi Utomo, (2020), revealed that supervision is very important for school principals to ensure that educational services or learning services that are being organized continue to improve. In the supervision process, the supervisor can act as a source of information, a source of ideas, a source of guidance in various matters in order to improve the professional abilities of teachers. Supervision as an evaluation, to find out the ability of the teacher to be supervised, an evaluation needs to be carried out so that the supervision program matches the teacher's needs. (Rakhmawati et al., 2021), supervision by the principal in improving the progress of a teaching staff has a positive and significant effect and means that supervision activities increase teacher job satisfaction and provide a real addition to increasing teacher job satisfaction. Therefore, researcher can conclude that the magnitude of the role of a school principal in activating the supervision function as an effort to improve teacher performance. In addition, how strong the relationship of supervision skills in improving teaching ability and its ability to improve the work performance of staff and teachers who have been led.

Utomo, (2020) a teacher is obliged to develop and utilize his professional abilities, so as to improve performance in carrying out his duties and functions, because future education demands quality education professional skills. Mulyasa (2005) in research stated (Utomo, 2020) that performance is “output drive from processes, human or otherwise”. Performance is the result or output of a process. It is further stated by Mulyasa that performance can be interpreted as work achievement, work implementation, work achievement, work results or performance.

In addition, to improve performance, teachers need to actively develop their professional competencies through various self-development activities. Participation in training and seminars is a strategic step that can improve teaching quality and effectiveness in the learning process. Training provides an opportunity for teachers to update their knowledge and skills in line with the latest developments in education, while seminars allow them to share experiences and broaden their horizons through interaction with peers and education experts. Thus, involvement in these activities is expected to contribute significantly to improving the performance and professionalism of teachers in carrying out their educational duties. Wijayanto et al (2011) in research conducted by (Putra & Kumalaputra, 2021) concluded that one of the factors shaping hard competence is the quality of job training a person receives. With the increase in one's competence, his performance will also increase and be

better than before. Thus, the job training received by a person will also affect his work performance in the future.

b. Qualified Learning Process

Effective learning is characterized by several interrelated key aspects. First, students' active involvement in the learning process is essential to achieve optimal learning outcomes. Active students tend to better understand and be able to apply the material taught. This includes participation in discussions, group work and other learning activities that encourage interaction and critical thinking. Secondly, a comfortable and pleasant classroom atmosphere plays an important role in supporting the learning process. A positive learning environment helps students feel safe and valued, so they are more motivated to learn and participate. Teachers play a role in creating this atmosphere through a friendly approach, valuing students' opinions and providing the necessary emotional support. Third, positive interaction between teachers and students is a crucial factor in effective learning. Open two-way communication allows a good relationship to be established, where students feel heard and understood. This kind of interaction encourages students to be more confident in expressing ideas and questions, and increases their involvement in the learning process. Finally, periodic reflection and evaluation are necessary to ensure students' understanding of the material taught.

Through reflection, students can assess the extent to which they understand the material and identify areas that require improvement.

Evaluation conducted by teachers, either through formal tests or informal feedback, helps in adjusting learning strategies to better suit students' needs.

By integrating these four aspects, students' active involvement, comfortable classroom atmosphere, positive interaction between teachers and students, and continuous reflection and evaluation, the learning process can take place effectively and meaningfully. The explanation above is in line with the results obtained by researchers in the field through interviews that teachers always ensure success in the learning process. This is in line with the learning objectives stated by (Pane & Dasopang, 2017), Teaching objectives will be achieved if students try actively to achieve them. The activeness of students is not only required from a physical perspective, but also from a psychological perspective.

In addition, the selection of teaching methods is also one of the determinants of the success of the learning process and also correcting errors in teaching methods and media for teaching is also the key to the success of the learning process. This is supported by the statement of (Pane & Dasopang, 2017), the use of methods in the teaching process can be combined in a varied manner which will provide an interesting learning atmosphere, and also the aim is to provide an interesting learning atmosphere, and not boring for students.

Kadariah (2020), The learning process because a good one is expected to produce good learning, the overall educational process with

the teacher as the main role holder. Thus, a good learning process depends a lot on the professional ability of the teacher concerned, because no matter how good and sophisticated the theory and technology of teaching without the ability and willingness of the teacher to implement it, it will not be possible to obtain the expected results.

c. **Reduced Teacher Difficulties**

In an effort to overcome difficulties in developing teaching skills, teachers need to implement various strategies that support the improvement of professionalism and learning effectiveness. One approach that can be taken is through learning from personal experience and exploring various innovative learning methods. By trying and evaluating various teaching techniques, teachers can find the approach that best suits the needs and characteristics of students. The role of supervisors is also crucial in supporting the development of teachers' teaching skills. Supervisors function as facilitators, mentors and motivators who provide constructive feedback and suggestions for improvement based on observations of teachers' teaching practices. Effective supervision should be collaborative and constructive, not merely evaluative, so that teachers feel supported in their efforts to improve their teaching skills.

The process of continuous self-evaluation and reflection is also essential in identifying areas that require improvement and ensuring that the learning strategies implemented are effective in improving the quality of learning in the classroom. Through a combination of experiential

learning, collaboration with peers, guidance from supervisors, and continuous self-evaluation and reflection, it is expected that teachers can overcome challenges in teaching and significantly improve the quality of learning provided to students. This is in line with the explanation of (Rahma & Ritonga, 2022), Overcoming difficulties in the process of teaching and learning activities, as a teacher, of course, must have planning in teaching for the next school year. Teachers who lack preparation in teaching can be detrimental to student development academically. Before the school year begins, teachers can make lesson plans (Learning Preparation Plans), prepare learning tools / media, to evaluate material. A teacher must also be skilled in managing the class according to the characteristics of each student, this is so that the learning material taught is conveyed properly.

Winda and Dafit, (2021) in research (Rahma & Ritonga, 2022), Learning is essentially a process of regulating, organizing the environment around students so that it can foster and encourage students to carry out the learning process. Learning is also said to be a process of providing guidance or assistance to students in the learning process.

d. Developed Teaching Strategy

To improve teaching skills, teachers can apply various strategies that suit the needs and characteristics of students. One effective approach is to apply innovative learning methods that encourage active student participation, such as project-based learning or group discussions. These

methods not only increase student engagement but also help them develop critical thinking and problem-solving skills. The explanation is supported by (Astuti, 2018), the teaching and learning process, learning strategies have a very important role. As a professional teacher, they should use appropriate and creative strategies in the learning process. Choosing the right strategy in learning will make it easier for students to capture the material presented by the teacher. In addition, by using the right learning strategy, it will make it easier for teachers to make the classroom atmosphere more effective.

One of the teachers' strategies to develop their teaching skills is to attend seminars or training to develop their teaching strategies. These findings are in line with the statement, Hadipoerwono, (1996) in (Rusdin, 2017), Training is the development of skills, proficiency, dexterity (Skill Building) in carrying out tasks. Training involves the process of learning to acquire and improve skills outside the applicable education system in a relatively short time and with methods that prioritize practice over theory. Training is a teaching and learning process, using certain techniques and methods. Conceptually, it can be said that training is intended to improve the skills or work abilities of a person or group of people.

In addition, to improve the quality of teaching and prevent boredom in the classroom, teachers need to actively seek out and implement innovative and effective learning methods. One way to achieve this is by watching or reading educational websites that provide a variety

of the latest teaching strategies and techniques. By utilizing such resources, teachers can enrich their insights and skills in creating an engaging and interactive learning atmosphere. the application of technology in learning, such as the use of educational apps or online learning platforms, can also be an alternative to make the learning process more interesting. Technology enables interactive presentation of materials and provides access to a wider range of learning resources. By continuously updating knowledge and skills through various educational resources, as well as applying creative teaching methods that suit students' needs, teachers can create an effective and enjoyable learning experience, thus preventing boredom in the classroom and improving student learning outcomes.

The above discussion is supported by Husnussaadah, (2021)), The strategy of using E-learning to support the implementation of the learning process is expected to increase the absorption of students of the material taught; increase active participation of students; increase students' self-learning ability; improve the quality of education and training materials, improve the ability to display information with information technology devices, expand the reach of the teaching and learning process using the internet, not limited to space and time.

e. Objective Feedback

Objective feedback from supervisors, principals or peers plays an important role in improving the quality of teacher teaching. These

evaluations are usually based on direct classroom observations, covering aspects such as material delivery, classroom management and student participation in learning. Through constructive feedback, teachers can identify strengths and areas that require improvement, allowing them to develop more effective teaching strategies. When the learning process is viewed as a process of changing student behavior, the role of learning process evaluation becomes very important. Evaluation is a process to collect, analyze and interpret information to determine the level of achievement of learning objectives by students. A good evaluation system will be able to provide an overview of the quality of learning so that in turn it will be able to help teachers plan learning strategies. For learners themselves, a good evaluation system will be able to provide motivation to always improve their abilities.

Popham and Baker, (2008) in the research of (Magdalena et al., 2023), a teacher who feels responsible for improving his teaching, he must evaluate his teaching so that he knows what changes should be made. Evaluation must be carried out regularly and continuously to reflect the abilities of the students being evaluated. In the context of learning at school, especially in the classroom, teachers have the primary responsibility for learning outcomes. Through the evaluation process, educators can identify the strengths and weaknesses in the teaching strategies applied, allowing for more targeted and effective improvements. Evaluation conducted comprehensively and systematically can provide

constructive feedback, which in turn promotes continuous improvement in the quality of learning.

In addition, learning evaluation plays an important role in improving students' motivation and engagement in the learning process. When teachers adjust teaching methods based on evaluation results, students tend to be more interested and active in learning and proper evaluation allows teachers to identify and correct weaknesses in their teaching methods, which in turn improves the overall quality of learning. Thus, evaluation not only impacts on improving students' motivation, but also contributes to the overall effectiveness of the learning process. This is in line with (Iskandar & Rasmitadila, 2024), that learning evaluation has a very important role in improving the quality of learning. This study found that effective evaluation can increase students' interest and motivation to learn. In addition, evaluation also helps teachers to see learners' progress and take necessary actions if learners have difficulties in achieving optimal learning outcomes.