



Developing of Monitoring and Evaluation Instruments for Assisting Target Schools

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Abstract

This Research and Development (R&D) research aims to produce valid, reliable, and practical monitoring and evaluation instruments for mentoring of target schools by school supervisors in Jember Regency. The development procedure adapts the 10-step Borg & Gall model, including needs analysis, grid planning, development of an initial draft containing 36 items, expert validity tests, to a series of field trials, namely limited, main, and operational. The research data was collected through interviews, documentation studies, and user response questionnaires, which were then analyzed using Aiken's V coefficient, interrater reliability, and descriptive percentages. The results of the study show that the monitoring and evaluation instruments for assisted schools in Jember Regency are effectively used because they are able to improve the quality of monitoring implementation, simplify the evaluation process, clarify the follow-up of coaching, and support the improvement of the quality of supervision of target schools. It can be concluded that the monitoring and evaluation instrument of development results is empirically feasible and effective in minimizing subjectivity bias, thereby making a significant contribution to transforming the conventional supervision supervision system into a data-based one for the sake of ensuring sustainable quality of education.

Keywords:

Evaluation, Developing, Instruments, Monitoring

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INTRODUCTION

The dynamics of the digital era demand a holistic transformation in the aspect of supervision supervision, from conventional methods to adaptive systems and based on scientific data (Daulay et al., 2022). Mentioned Saputra & Mayurida (2025), The integration of educational technology and the use of *data science* has been proven to bridge communication between stakeholders while providing *real-time* recording of learning performance. To overcome these obstacles, this study aims to design an integrative, efficient, and easily adopted supervision model for school supervisors (Aulia & Nurlaili, 2023). Through the implementation of this model, the supervision system is expected to function optimally as an instrument for quality improvement and sustainable teacher professional development (Wisman et al., 2021).

Implementation of mentoring programs for target schools in improving the quality of educational services, including the learning process, school management, learning process, and teacher performance (S. Hidayat, 2021). Although the



mentoring program is carried out by relevant stakeholders, the effectiveness of the impact is difficult to know systematically (Teturan et al., 2021). The problem is that there is no standard, comprehensive, and valid monitoring and evaluation instrument, so that the results of mentoring data are inconsistent, unreliable, or even not well documented (Nurulhadi et al., 2025).

The implementation of evaluations in target schools is very important in proving the success or failure of the program, which is an integral part of the school improvement cycle (J. Lokollo et al., 2023). The context of improving school quality, monitoring without documentation and continuous feedback, tends to be an administrative activity and has less impact on improving the quality of learning (Afriantoni et al., 2025). Stakeholders of educational institutions have difficulty in determining whether interventions can have a real effect on improving the quality of schools (Ruszayanthi et al., 2025). The literature shows that systematic and consistent Monev is essential for decision-making and planning for subsequent program improvements (Koswara, 2017).

The development of school quality evaluation instruments has been carried out at the secondary school level, as an indicator of the certainty of education quality touching various aspects (Anriani & Yusri, 2025). The real need for valid and reliable instruments, including holistic quality and effectiveness (Muslihini, 2016). The importance of developing monitoring and evaluation instruments must be supported by government policies, which focus on the influence of education quality (Darmansah et al., 2024). Monitoring and evaluation instruments must be able to capture input, process, and output aspects of mentoring interactions (Gunawan et al., 2021). The development of monitoring and evaluation instruments should follow the principles of scientific development (Hazaa & Syam, 2025). A scientific approach based on validated references is the basic concept for the preparation of monitoring and evaluation instruments (Nofrisah et al., 2023).

Monitoring functions to ensure that mentoring programs or activities are carried out according to plan, while evaluation aims to assess the achievement of goals and the impact of the program on improving the quality of education units (Gunawan et al., 2023). In the context of education, the implementation of monitoring and evaluation is not oriented to the final results, but also to the process of implementation and follow-up of continuous improvement (Parengning & Kiu, 2025). Good evaluation must be supported by systematic, measurable, and trustworthy data so that it can be the basis for appropriate decision-making (Liani et al., 2025).

Mentoring target schools is one of the main tasks of school supervisors in order to improve the quality of educational services (Erwiati et al., 2022). Mentoring is carried out through continuous managerial and academic coaching, including planning, implementation, and evaluation of school programs (Langie, 2023). The role of supervisory assistance is emphasized Perdirjen GTK No. 4831/B/HK.03.01/2023 (2023), stated that supervisors function as professional companions in improving the performance of principals and teachers through supervision, monitoring, and evaluation activities. Emphasis on improving the quality of educational processes and outcomes. However, in practice, mentoring is often not equipped with standardized monitoring and evaluation instruments, so that

the results of mentoring are difficult to measure objectively and sustainably (Annisa et al., 2022).

The success of education quality assurance depends on the validity of supervisory supervision instruments to measure the pedagogical performance of teachers in schools (R. Hidayat & Sesmiarni, 2025). Conventional print-based instruments need to be developed into an interactive digital format to make the data collection process faster and more accurate (Saputra & Mayurida, 2025). The use of questionnaires integrated with automated data analysis systems can minimize recapitulation errors and accelerate the drawing of objective conclusions (Adela et al., 2025). The effectiveness of the instrument is constrained by the lack of standardization of assessment indicators that are adaptive to variations in online or mixed learning methods (Pitrianti et al., 2025). Standardization of the design of surveillance instruments is a crucial focus in this study (Wahyuni et al., 2022).

The preparation of instrument indicators plays a crucial role in ensuring the objectivity of the evaluation of educational technology programs in the school environment (Aulia & Nurlaili, 2023). Achievement indicators are designed to be measurable and specific to be able to record the digital footprint and effectiveness of the implementation of interactive learning media used by educators (Daulay et al., 2022). The integration of *data science* in mapping monitoring and evaluation success metrics allows school management to obtain comprehensive feedback on technical constraints in the field (Annisa et al., 2022). The main challenge that often arises is the difficulty in formulating quantitative indicators that are able to assess qualitative aspects (Erwiati et al., 2022). Therefore, this research focuses on the development of a holistic and adaptive evaluation indicator structure to support the achievement of quality assurance in modern education programs (Liani et al., 2025).

The process of developing instruments is an essential step to measure the efficiency of the learning system (Wijayanti et al., 2023). Development efforts are directed at designing adaptive evaluation tools and integrating quantitative or qualitative assessment metrics simultaneously (Wahyuni et al., 2022). The developed instrument must go through the stages of expert validity and empirical reliability tests to ensure the accuracy of measurement results in the field (Creswell, 2014). The technical complexity of integrating data analysis algorithms is often a major obstacle for development teams in crafting a user-friendly interface (Liani et al., 2025). This research focuses on modeling valid monitoring instruments (Arikunto, 2017). The research and development aims to develop monitoring and evaluation instruments for school supervisors in Jember Regency. So, based on the above background, the title can be formulated, namely Development of Monitoring and Evaluation Instruments for Assisting Target Schools in Jember.

METHODS

This research uses the Research and Development (R&D) method with the Borg & Gall model which aims to produce valid, reliable, and practical monitoring and evaluation instruments for assisted school assistance that are valid, reliable, and practical used by School Supervisors. The Borg & Gall model uses 10 steps.

First, Research and Information Collecting. Initial information collection through; literature studies, field observations, interviews, and needs analysis. Second, *Planning*. Formulating the purpose of developing monitoring and evaluation instruments for assisting target schools in Jember, namely to produce valid, practical, and effective instruments. Based on these aspects, a grid of instruments consisting of 12 indicators and 36 statements was compiled.

Third, develop a preliminary form of product. Prepare an initial version of monitoring and evaluation instruments based on the results of needs analysis, theoretical studies, and preliminary study results. Fourth, Preliminary Field Testing. Testing the initial product of the monitoring and evaluation instrument for assisting target schools on a limited scale. The trial involved 3 supervisors of target schools in Jember Regency. Data was collected through instrument filling, user response questionnaires, and brief interviews. The test results were analyzed descriptively to identify the weaknesses and shortcomings of the instrument.

Fifth, Main Product Revision. The monitoring and evaluation instruments that have been tested on a limited basis are revised based on the results of data analysis and user input. Revision of the focus of improving item redaction, improving indicators, and adjusting instrument formats. Sixth, Main Field Testing. The monitoring and evaluation instruments that have been revised are tested on a wider scale in Jember Regency's target schools. The instrument is used in monitoring and evaluation activities by school supervisors in real conditions. The results of the test were analyzed to determine the practicality, readability, and consistency of the instrument.

Seventh, Operational Product Revision. The monitoring and evaluation instruments that have been tested on the main field scale are revised based on the results of data analysis and user input. Eighth, Operational Field Testing. The revised monitoring and evaluation instruments from the initial trial were applied on a wider scale in target schools in Jember Regency. The use of instruments is carried out by school supervisors in real mentoring activities. The results of operational trials were analyzed to determine the practicality, readability, and applicability of the instruments in field conditions.

Ninth, Final Product Revision. The final product revision stage is carried out based on the results of operational trials and input from instrument users. Revise the focus of improving item redaction, clarity of indicators, and improving the format of instruments to make them more practical to use in the field. Lastly, Dissemination and Implementation. The dissemination and implementation stage is carried out by disseminating the assistance instruments of the target schools to school supervisors in Jember Regency. Instruments are distributed through socialization activities, professional forums, and the provision of operational documents. The results of the implementation show that the instrument can be used effectively to support the improvement of the quality of school assistance.

The research stages include: needs analysis, instrument development planning, instrument prototype development, expert validation, product revision, field trials, and final product refinement. Research data were obtained from literature studies, interviews, and dissemination of instruments to validators and users. Data analysis through content validity using *Aiken's V*, interrater reliability,

and percentage analysis to assess the practicality and effectiveness of the instrument.

The needs analysis stage aims to identify the need for monitoring and evaluation instruments for assisting Target Schools in Jember Regency. Needs analysis is carried out through; study of the Target School Mentoring Program documents, analysis of education quality policies and standards, identification of the limitations of monitoring and evaluation instruments that have been used. The output of the needs analysis is the formulation of the needs and specifications of the instrument.

Table 1. Needs Analysis

Aspects	Field Findings	Implications
Indicator	Not yet specific	Inaccurate assessment
Language	Multi-Interpretation	Potentially subjective
Rubric	Not available	Inconsistent scores
Format	Less systematic	Difficult to use

Second, the preparation of instrument grids is carried out as the basis for the development of measuring instruments so that each construct that is studied is proportional (Azwar, 2019). The grid was developed based on theoretical studies and findings at the needs analysis stage. The construct of the instrument is described into several main dimensions which are then described into operational indicators so that they can be measured objectively (Arikunto, 2017). Furthermore, each indicator is determined by the number of grains to maintain a balance of measurements. The grids that have been compiled are a reference in the preparation of the draft monitoring and evaluation instruments.

Table 2. Research Instrument Grid

Dimensions	Indicator	Description	No. Item
Planning	Program preparation	Need-based programs in schools	1–12
Implementation	Mentoring strategy	Assistance is carried out systematically	13–24
Evaluation	Follow-up	There are coaching recommendations	25–36

The preparation of the draft instrument is carried out to develop indicators on the grid into measurable statement items. Each item is prepared with clear and communicative language, avoiding multiinterpretation and ensuring ease of understanding for respondents. A Likert scale instrument with five levels. Based on this process, a draft monitoring and evaluation instrument for mentoring target schools was produced consisting of 36 items in three main dimensions. The draft of this instrument was submitted to experts to obtain an assessment of the validity of the content before it was used at the trial stage (draft 1).

Table 3. Preparation of Instrument Draft

Dimensions	Indicator	Example Item	Number of Items
Planning	Need-based programs	Preparation of mentoring programs based on the needs of the target schools	12

Implementation	School construction strategy	Assistance is carried out systematically according to the plan	12
Evaluation	Follow-up	Reflection, giving recommendations based on the results of monitoring in schools	12
Total			36

The draft instrument is validated by experts consisting of education supervision experts and educational evaluation experts. Validation aims to assess; conformity of the item with the indicator, redaction clarity, representation of the measured construct. Validation data was analyzed descriptively, quantitatively, and qualitatively. The output of the expert validity test (*Expert Judgment*) is the level of validity of the content and suggestions for improvement of the instrument. The instrument is revised based on input and recommendations from experts. The revision includes redaction improvements, indicator improvements, and instrument format adjustments. Output of revised instruments (draft II).

Furthermore, the revised instrument is tested for practicality to limited users, namely school supervisors or parties involved in assisting target schools. The practicality test aims to determine the ease of use, clarity of instructions, readability, usefulness of the instrument, and the data is analyzed descriptively. It is carried out to find out that the instrument can be used functionally in monitoring and evaluating the assistance of the Target School. Effectiveness is defined as; The ability of the instrument to provide the required information, the suitability of the instrument's results with the purpose of assistance, the usefulness of the instrument's results for decision-making. Data was obtained from user responses and analyzed descriptively. Based on the results of the practicality and effectiveness test, final improvements were made to the instrument so that the final product of the monitoring and evaluation instrument of mentoring of the target school was obtained that is valid in terms of content and practical use.

RESULTS & DISCUSSION

The Need for Monitoring and Evaluation Instruments for Assisted Schools in Jember Regency

The implementation of observations, interviews, and documentation analysis carried out on the supervisor of the target school in Jember Regency found that the implementation of monitoring and evaluation of the assistance of the target school did not use standardized and systematic instruments. School supervisors use a self-monitoring format according to their respective needs. The results of the study show that the instruments used so far tend to focus on the administrative aspects of the school and have not accommodated all components of mentoring comprehensively (Rathi et al., 2025). Several aspects such as academic supervision, managerial supervision, implementation of coaching programs, follow-up of mentoring results, and the achievement of the quality of the target schools, do not have clear and measurable assessment indicators. This condition causes the monitoring and

evaluation process to not be able to describe the success rate of mentoring the target school as a whole.

The results of the interview show that school supervisors need instruments that are practical, easy to use, and have indicators that are relevant to their duties and functions. The developed instruments are expected to be able to assist school supervisors in identifying mentoring obstacles, measuring the achievement of coaching programs, and planning follow-up improvements in a systematic and sustainable manner. Based on the researcher's observations, the need for the development of monitoring and evaluation instruments for assisted schools in Jember Regency is very important. The instruments developed should meet the aspects of validity, practicality, and measurability so that they can be used as guidelines in the implementation of monitoring and evaluation of mentoring target schools. Standardized instruments can be used for the mentoring process effectively, objectively, and oriented towards improving the quality of education.

Stages of Development of Monitoring and Evaluation Instruments for Assisting Target Schools in Jember Regency

The instrument dimension is developed based on the school mentoring management cycle which includes planning, implementation, and evaluation. These three dimensions were chosen because they represent the main stages in the monitoring and evaluation process of mentoring target schools. The planning dimension is described in the indicators for the preparation of mentoring programs based on the needs of the target schools. The selected indicators of effective planning must be based on the analysis of school needs. The implementation dimension is described in the coaching strategy indicators, which include the systematic implementation of assistance according to the plan that has been prepared. The evaluation dimension focuses on monitoring results which includes reflection and providing recommendations for improvement. The development of assistance instruments for target schools in Jember Regency is carried out with the development research stage to produce products that are valid, practical, and suitable for use.

The first step is needs analysis, researchers conduct observations, interviews, and documentation studies on the implementation of monitoring and evaluation carried out by supervisors of target schools in Jember Regency. The results of the analysis show that there is no standardized monitoring and evaluation instrument available, so it is necessary to develop instruments that are in accordance with the needs of school supervisors.

The second stage is instrument development planning. At this stage, the researcher prepares an instrument design based on the results of needs analysis and theoretical studies regarding monitoring, evaluation, academic supervision, managerial supervision, and the main tasks of school supervisors. The instruments developed contain several main components, namely mentoring planning, coaching implementation, academic supervision, managerial supervision, evaluation of mentoring results, and program follow-up.

The third stage is the initial product development. The researcher began to compile the instrument grid, assessment indicators, assessment formats, instructions for use, and assessment scale. The initial product is then compiled in

the form of a systematic monitoring and evaluation instrument that is easy to use by school supervisors. The fourth stage is expert validation. The instrument products that have been developed are validated by material experts and instrument experts to determine the feasibility level of the product. Validation was carried out on aspects of content, construction, language, clarity of indicators, systematics of instruments, and suitability with the needs of school supervisors. The validation results showed that the developed instrument obtained a valid category with several suggestions for improvement in sentence redaction and improvement in assessment indicators.

The fifth stage is product revision. Revisions are made based on input and suggestions from validators so that the instrument becomes clearer, systematic, and easier for users to understand. Improvements include simplifying the language, adding scoring indicators, and improving the instrument format.

Table 4. Product Revision

Yes	Initial Points	Validator Input	Revision	Ket.
10	The mentoring program is in line with the latest education policy.	Adjusting to the conditions of the education unit and slowly moving towards new policies	As a contribution to sustainable change	Substance revision
14	The supervisor gives clear directions to the principal during the mentoring	Doing coaching first to find out what the problem is	The program is structured based on the needs of expertise competencies	Revision of the emotional approach
23	Supervisors monitor the implementation of the Target School Quality Improvement Program	Need for effective communication	Two-way feedback during mentoring	Editorial revision
33	The supervisor monitors the implementation of the recommendations that have been given to the Target School.	Recommendations are inputs, but they can still be developed with different ideas/initiatives	Communication and collaboration	Editorial revision

The sixth stage is product trials. The revised instrument was then tested on the supervisor of the target school in Jember Regency to determine the level of practicality and feasibility of using the instrument. The test results show that the instrument is easy to use, helps the monitoring and evaluation process, and is able to produce more systematic and objective data.

The final stage of refinement of the final product. Based on the results of the trial, the researcher made final refinements so that a product of monitoring and evaluation instruments for mentoring target schools was obtained, that was valid, practical, and suitable for use in the implementation of target school supervision.

Table 5. Stages of Instrument Development

Yes	Development Stages	Activities carried out	Stage Results
1	Needs analysis	Observations, interviews, documentation studies	Found the need for monitoring and evaluation instruments
2	Planning	Compiling instrument and indicator designs	Initial draft of the instrument
3	Initial product development	Organize formats, grids, and instructions for use	Early products of the instrument
4	Expert validation	Evaluation by materialists and instrumentalists	The instrument is declared valid
5	Product revisions	Improving instruments based on validator suggestions	More systematic instruments
6	Product trials	Use of instruments by School Superintendents	Instrument declared practical
7	Product refinement	Final revision based on test results	The final product is worth using

The Effectiveness of Monitoring and Evaluation Instruments for Assisted Schools in Jember Regency

Based on the results of the trial of the use of monitoring and evaluation instruments for assisting target schools, it was found that the instruments developed had a good level of effectiveness in supporting the implementation of monitoring and evaluation by school supervisors. The effectiveness of the instrument can be seen in helping school supervisors obtain more systematic, objective, and measurable data on the implementation of assisted school assistance.

The results of the study show that the use of standardized monitoring and evaluation instruments is able to make it easier for school supervisors to carry out the monitoring process of academic supervision activities, managerial supervision, implementation of coaching programs, and follow-up on mentoring results (Anselmann, 2023). The developed instrument assists supervisors in identifying weaknesses and obstacles faced by the target school so that the coaching process can be carried out more on target (Kellerer et al., 2024).

In addition, the effectiveness of the instrument can be seen from the increasing regularity of documentation of monitoring and evaluation results. Before the use of the instrument, the monitoring report tends to be non-uniform and difficult to analyze. However, after the use of the developed instrument, the monitoring data became more complete, systematic, and easy to use as the basis for the preparation of a follow-up program for the development of the target school.

Based on the results of the user response questionnaire, most school supervisors gave positive responses to the developed instruments. The supervisor assesses that the instrument has clear indicators, is easy to understand, practical to use, and is in accordance with the needs of the implementation of supervision of the target school. This shows that the instrument is not only valid in terms of content,

but also effectively used in monitoring and evaluation activities in the field (Sugiyono, 2019).

The effectiveness of the instrument can be seen from the increasing objectivity of the assessment process. Clear indicators and assessment criteria help school supervisors in conducting evaluations in a more targeted and consistent manner. The results of monitoring and evaluation can be used as a basis for decision-making and the preparation of strategies to improve the quality of education in target schools (Sfakianaki & Kakouris, 2019).

Overall, the results of the study show that the monitoring and evaluation instruments for assisted schools in Jember Regency are effective because they are able to improve the quality of monitoring implementation, simplify the evaluation process, clarify the follow-up of coaching, and support the improvement of the quality of supervision of the target schools.

Table 6. Instrument Effectiveness Findings

Yes	Effectiveness Aspects	Research Findings	Impact of Instrument Use
1	Ease of use	Instruments easy to understand and use by school supervisors	More effective and efficient monitoring
2	Clarity of indicators	The instrument has clear and systematic assessment indicators	Assessment becomes more objective
3	Data completeness	The monitoring data is more complete and structured	Facilitate the analysis of assistance results
4	Documentation of monitoring results	More systematic and uniform monitoring reports	Data is easy to document and act on
5	Identify school problems	Instruments help find obstacles to the implementation of the target school program	More targeted construction
6	Preparation of follow-up	The results of monitoring can be used as a basis for program improvement	More targeted follow-up
7	Efficiency of monitoring	Supervisors are more likely to conduct periodic monitoring	Implementation of more optimal supervision
8	Suitability of user needs	Instruments in accordance with the duties and functions of the school superintendent	Instruments that are viable for sustainable use
9	Objectivity of evaluation	Evaluation no longer relies on individual perceptions	More accurate evaluation results
10	Improving the quality of assistance	Monitoring and evaluation run more targeted	Supporting the improvement of the quality of education in target schools

The dissemination and implementation process carried out through professional forums shows that the instruments developed effectively provide comprehensive information for supervisory decision-making. This is confirmed that this application is considered to be able to assist school supervisors in documenting the mentoring process systematically and producing evaluation reports that are in accordance with the role of school supervisors (Santi et al., 2026). Through the integration of a strong theoretical foundation and valid statistical

testing, the final product of this money instrument is declared to be empirically feasible as a standard measuring instrument (Juliana et al., 2021). The presence of this instrument makes a practical contribution in updating the conventional supervision system to be more accurate, transparent, and adaptive to the needs of quality assurance of target schools in a sustainable manner (Asiandrayani et al., 2021).

CONCLUSION

Based on the results of the research and discussion, it can be concluded that this research has succeeded in producing a product of monitoring and evaluation instruments for assisting target schools in Jember Regency using *an empirically tested Research & Development model*. The results of the study show that the monitoring and evaluation instruments for assisted schools in Jember Regency are effectively used because they are able to improve the quality of monitoring implementation, Simplifying the evaluation process, clarifying the follow-up of coaching, and supporting the improvement of the quality of supervision of target schools. The implementation of this product makes a significant contribution to the world of educational technology, especially in transforming the conventional supervision supervision system into an accurate data-based one to support sustainable school quality assurance.

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