

Evaluation of Career Improvement Program Assistance through Teachers Education Consensus Points

Sudarno¹, Billy Tunas², Bibin Rubini³

Post Graduate Program Universitas Pakuan Bogor, Indonesia^{1,2,3}

ABSTRACT: Program to improve the career of educator is an education and training activities attended by educators to improve the professionalism of educators and to gain an appreciation for promotion and functional rank of educators. In the implementation, various obstacles have been found as an inhibiting factor optimization educator career enhancement program so that it is necessary to evaluate the program in order to achieve effectiveness in support of program objectives. The purpose of research is to find a comprehensive qualitative empirical information relating to the implementation of career educators improvement assistance program through Teacher Education Consensus Points or in Indonesia is known as *Musyawah Guru Mata Pelajaran* (MGMP) in Bogor District Education Office as the basis for decision-making and making recommendations of follow-up program. The research method applied descriptive qualitative evaluation approach model program CIPP (Contexts, Input, Process, and Product) through interview, observation and documentation study. The conclusion results of this study are the components of Contexts is categorized as "Good", the components Input is categorized "Satisfactory", components of Process and Product are categorized as "Less Satisfactory" which means that the design of the program has been good, preparatory program good enough, while the implementation and achievement of program outcomes are not good. Based on this result, the program needs improvement (revision) and refinement to continue the program in the future.

KEYWORDS: Program Evaluation, Improvement of Career Educators, Teacher Education Consensus Points

I. INTRODUCTION

The program to improve the career of educators was performed through a series of education and training by educators who are members of the organization for empowering educators in order to achieve an increase in the competence of teachers in performing the task (work) and was awarded with an academic rank. Training for educators is a need and a necessity for the improvement of performance and motivating educator that has implications for the achievement of learners. In this case, educators are required to develop not only in profession of teaching and learning activities but also must participate in the development of the education worldwidethrough continuing education activities. To realize the improvement program of career educators via the continuing education, the Ministry of Education and Culture of Republic Indonesia create a program known as *Musyawah Guru Mata Pelajaran* (MGMP) or Teacher Education Consensus Points. Facts on the field shows (the survey results early) MGMP conducted in junior high school in the District Education Office Bogor West Java province gained some obstacles and problems such as (1) limited quota recipients every year, (2) the low number of participants who increased his academic rank level, (3) non-optimal implementation process of educator career enhancement training, (4) lack of career development training products and (5) low impact (effect) given to the learners. [1]

Referring to the initial survey results above, the existence of MGMPs at the District Education Office Bogor West Java is still not optimal yet). Such conditions are indispensable evaluation of a systematic and comprehensive program to find out the problems and solutions in order to obtain the right decision. Program evaluation is a systematic and comprehensive action to determine the effectiveness of the program components in support of program objectives

International Journal of Innovative Research in Science, Engineering and Technology

(A High Impact Factor, Monthly, Peer Reviewed Journal)

Visit: www.ijirset.com

Vol. 6, Issue 10, October 2017

that have been formulated in order to obtain the right decision for policymakers.[2] In line with this opinion, another expert states that programevaluation is a systematic method for collecting, analysing, and using information to answer question about projects, policies, and programs, particularly subject about reviewing effectiveness and efficiency. Program evaluation a systematic process for gathering and interpreting information intended to answer question about the program. [3]

In general, the purpose of research is to find a comprehensive qualitative empirical information relating to the conduct of MGMP in junior high school in Bogor District Education Office as the basis for a recommendation in decision making and manufacturing of follow-up program to be submitted to the program decision makers (local and central government). Specifically, the purpose of the study is to obtain information about the problems and solutions:

1. Contexts component covers the needs of the program, program policy, program objectives, program objectives, and opportunities of the program.
2. Input component includes program strategy, the organizational structure of the program, procedures and mechanisms of the program, human resources programs, infrastructure programs, and budget financing program.
3. Process component includes training material suitability, suitability of methods and approaches to training, compliance training speakers, the level of enthusiasm of the participants, service level committee, suitability of incentive reward, and the level of effectiveness of training.
4. Product component includes achievement of outputs, achievement of outcomes, the achievement of the follow-up program, and the achievement of impact.

II. RESEARCH METHODOLOGY

The method used is a combination of sequential explanatory design. The study is divided into two stages: quantitative s and qualitative methods.

The sampling technique in this study was Proportional Multistage Random Sampling. In this research, sampling technique was done by dividing the population areas of the level of Bogor regency become the regional level where each region was sampled by proportionally 50%, taken at random from a drawing from the resulting at 22 schools that constitute the population generating the number of 437 teachers.

The next sampling technique is to calculate the number of samples by using the proportional random method with Taro Yamane formula [4] and the obtained sample of 209 teachers. Regression analysis was used to determine the impact of the independent variable to the dependent one.

III. RESULT AND DISCUSSION

By using the histogram, the component of Contexts obtained results as shown by the following figure:

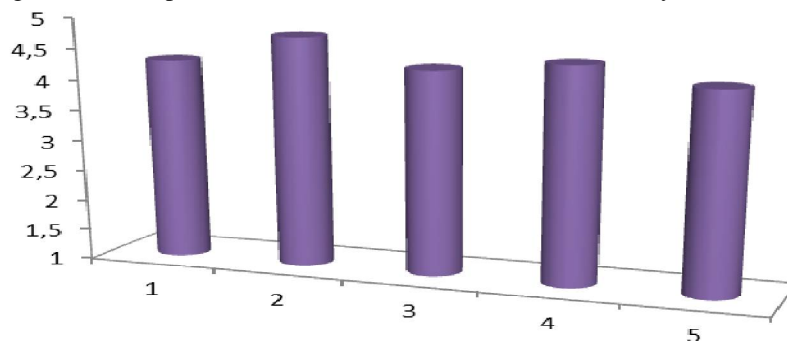


Figure 1. Results of Program Evaluation Contexts Component

Note:

1 = Needs Program (4.29 / Good)

4 = Target Program (4.50 / good)

International Journal of Innovative Research in Science, Engineering and Technology

(A High Impact Factor, Monthly, Peer Reviewed Journal)

Visit: www.ijirset.com

Vol. 6, Issue 10, October 2017

2 = Policy Program (4.75 / good) 5 = Opportunity Program (4.25 / good)
3 = Objectives Program (4.32 / good)

Things that are good and to be maintained in the future in component of contexts namely 1) the rationale for stronger implementation, 2) the analysis of the needs of programs formulated by a special team 3) the policy program has been supported by regulation, 4) policy program highly relevant to the educators, 5) there is a clear program goals, 6) program objectives are very relevant to the educators, 7) No recommendation program formulation involving stakeholder, 8) there is a clear program objectives, and 9) the target program is appropriate.

Things are not good for program improvement in the future are 1) the necessary mapping analysis program needs in each region (City and District) for the needs of the program in each region varies, 2) socialization program policies which evenly throughout the educators in the country through a gradual and sustainable program, 3) the required selection criteria for program participants through the program's objectives be achieved more effectively, and 4) the necessary efforts to optimize the achievement of program opportunities that can be well-achieved.

Similarly, by using the histogram, then the component of *Input* obtained results as shown by the following figure:

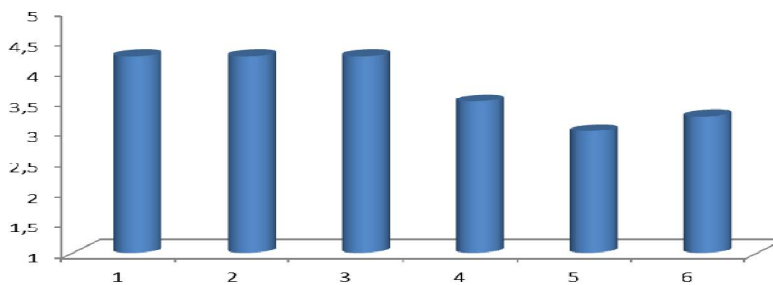


Figure 2. Results of Program Evaluation Input Component

Note:

1 = Strategy Program (4.25 / Good) 4 = Human Resources Program (3.50 / Satisfactory)
2 = Structure Program Organization (4.25 / Good) 5 = Infrastructure Program (3.00 / Fair)
3 = Procedures Program (4.25 / Good) 6 = Budget Financing (3.25 / Fair)

Things that are good and to be maintained in the future in component *Input* namely 1) the program has been a good strategy, a clear program, a good, realistic and can be implemented (adjusted to the characteristics of trainees), 2) the program has a clear organizational structure, good, realistic, and achievable (No draft governance structure and division of tasks following the instructions / guidelines), and 3) procedures and mechanisms already has clear procedures and mechanisms, good, realistic, and achievable (allowing for an implementation).

Things are not good for program improvement in the future namely 1) the human resources program is clear but not sufficient to support the optimization program to be executed (not involving all elements of the human resources available and the lack of coordination and cooperation between educational institutions, 2) there is no support infrastructure program, not adequate quantity and quality (just the infrastructure that provided school studio), and 3) there are budget financing but only one source of financing (no other sources of financing) that does not meet the need program, as well as the proportion of the budget less flexible financing programs.

Furthermore, by using the histogram, then component of *Process* obtained results as shown by the following figure:

International Journal of Innovative Research in Science, Engineering and Technology

(A High Impact Factor, Monthly, Peer Reviewed Journal)

Visit: www.ijirset.com

Vol. 6, Issue 10, October 2017

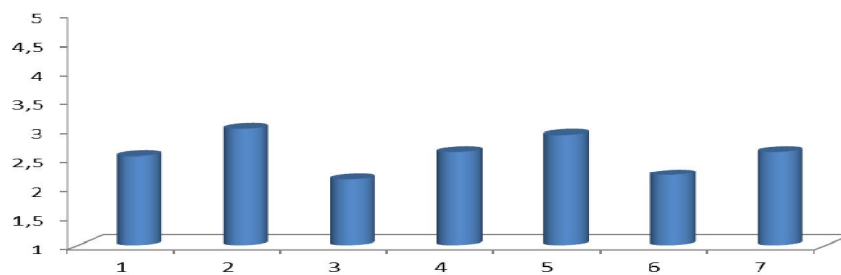


Figure 3. The results of the Program Evaluation of Process Component

Description:

- 1 = Compliance Training Content (2.53 / Less)
- 2 = Compliance Training Methods and Approaches (3.00 / Fairly Matched)
- 3 = Compliance Resource Competency (2.12 / Less appropriate)
- 4 = Level Participant enthusiasm (2.60 / Less Enthusiastic)
- 5 = Service Committee (2.90 / Less Good)
- 6 = *Incentives and rewards* (2.20 / Less good)
- 7 = Effectiveness training (2.60 / Ineffective)

Based on the empirical results, things are already well and for enhanced 1) the training materials (teaching materials) developed enough according to the handbook, 2) training approach used is quite proper that model of andragogy (adult learning approach), 3) there is a willingness of participants to improve their careers and 4) the level of training in the discipline committee is high enough.

Things were not good and should be improved (enhanced): 1) dissemination of training materials are not executed properly (no early notification as a preparatory step for participants), 2) the quantity and quality of training materials is still low (not as expected) to support the promotion of career educators, 3) methods and training approaches used are not optimal because they are dominated by one or two specific monotonous methods, 4) competence resource training is not adequate (not appropriate) for specific topic (not the keynote speakers expert, 5) enthusiasm of the participants to follow training is low (motivation and creativity), 6) the level of discipline of participants is low, 7) the service quality of training committee is categorized low (less satisfactory), 8) the level of *incentives and rewards* given to the participants are categorized low (not worth it), less varied (no other sources), 9) training is less effective because it took place suddenly and in a hurry in the end of school year and immediately made a report, and 10) the quality and depth of training materials is still lacking.

Based on this evaluation, there are several factors that lead to the achievement of *output* program is not good: 1) low motivation of the trainee in the producing of scientific papers, 2) training material is rendered ineffective so the impact on the participants do not understand (yet controlled, 3) have not provided a resource of skilled and experienced in the field of scientific papers, 4) lack of resources actual reference related to producing of scientific papers, 5) lack of rigor committee and principal related discipline to follow the training activity as well as the products of the bill are mandatory, and 6) a culture of writing for educators has not formed properly.

Based on this evaluation, there are several factors that lead to the attainment outcomes of this program is not good: 1) the low level of commitment of the trainee implements -the separated training place of duty, 2) lack of rigor leader (principal) to supervise and to maintain the performance of educators, 3) unsupportive working culture to achieve, and 4) a lazy culture and customs of educators working in the safety zone.

By using the histogram, then the components of *Product* obtained results as shown in Figure 5 below:

International Journal of Innovative Research in Science, Engineering and Technology

(A High Impact Factor, Monthly, Peer Reviewed Journal)

Visit: www.ijirset.com

Vol. 6, Issue 10, October 2017

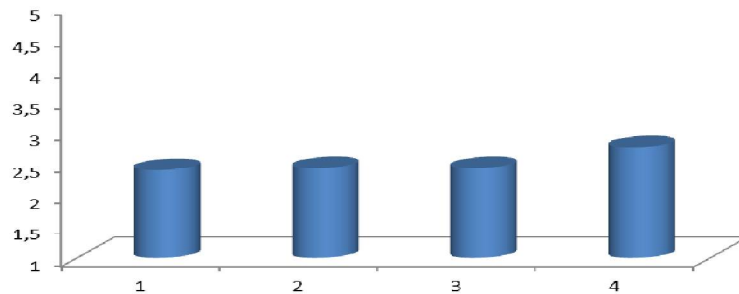


Figure 4. Results of Program Evaluation Product Component

Description:

1 = Achievement *Output* program (2.40 / Less Good) 3 = Achievement program RTL (2.43 / Less good)
2 = Achievement *Outcomes* program (2.43 / Less good) 4 = Achievement *Impact* program (2.75 / Less good)

Things that are good and to be maintained in the future 1) continuation of writing and reading culture among educators, 2) continuously improved culture of achievement to improve performance in program management, 3) continuously enhanced creativity and innovative spirit of educators in learning management, 4) continuously improved the workshop team working environment, and 5) motivated culture of reading and writing for learners.

But in this components many things that must be corrected in achieving results educator career enhancement training. Things that need to be improved and enhanced in the future, namely 1) the optimization target of achieving product scientific papers in quantity and quality, 2) the availability of sources of skilled and experienced in KTI PTK, 3) optimizing quality target performance of educators, 4) improving the competence teacher (professional, pedagogical, personality, and social field), 5) the optimization of educators in implementing the learning and evaluating learning outcomes, 6) optimization targets of program, 7) optimization of program monitoring and supervision of educators, 8) increasing the commitment of the participants and school leaders in career advancement, 9) targets the optimization of learning achievement of learners, and 10) efforts to increase the motivation and discipline of learners.

To sum up, using the histogram, the conclusion of program evaluation can be seen in Figure below:

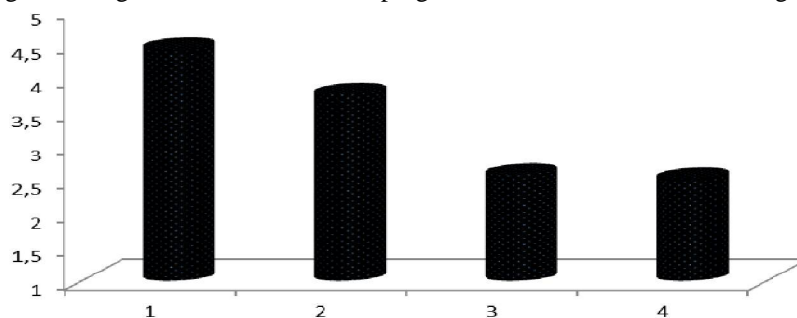


Figure 5. Evaluation of Implementation Summary

Note:

1 = Component of *Contexts* (4.42 / Good) 3 = Component of *Process* (2.56 / Less Satisfactory)
2 = Component of *Input* (3.75 / Satisfactory) 4 = Component of *Product* (2.50 / Less Satisfactory)

IV. CONCLUSION

The final conclusion on the evaluation of Teacher Education Consensus Points or in Indonesia is known as *Musyawah Guru Mata Pelajaran* (MGMP) in Bogor District Education Office i.e. *Contexts* components are

International Journal of Innovative Research in Science, Engineering and Technology

(A High Impact Factor, Monthly, Peer Reviewed Journal)

Visit: www.ijirset.com

Vol. 6, Issue 10, October 2017

categorized as "Good", the components of Input are categorized "Satisfactory", component of *Process* is " Less Satisfactory ", and components of *Product* is also "Less Satisfactory ". Thus, It is concluded that overall the design, preparation, implementation and achievement of the results of programs to help educators career progression through the program is under category "Satisfactory " implying that this program needs to be improved and perfected for continuation in the future.

REFERENCES

- [1] Anonymous, Preliminary Survey Results in MGMPs SMP District Education Office, Bogor, 2016.
- [2] DjudjuSudjana, School Education Program Evaluation, Rosdakarya, 2008.
- [3] Stufflebeam and Shinkfield, The CIPP Model for Evaluation, presented at the 2003 Annual Conference of the Oregon Program Evaluators Network, Portland: Oregon, 2003.
- [4] Sugiyono, Easy Ways to Develop Theses and Dissertation, Bandung: Alfabeta, 2013.