

EVALUATION OF ON THE JOB TRAINING PROGRAM FOR TEACHERS' ACADEMIC QUALIFICATION IMPROVEMENT IN CENTRAL KALIMANTAN

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Abstract

This research is aimed at conducting evaluation, for providing general description and information for the community at large, regarding the implementation of the On Job Training Program for Teachers' Academic Qualification Improvement in Palangka Raya City, Central Kalimantan. This program evaluation research was conducted at Teacher Training and Education Faculty of Palangka Raya University, by using qualitative descriptive method, and data collection were carried out through observation, direct interviews, questionnaires and literature studies. The subjects of the research were the teachers who have graduated from On the Job Training Program for Teachers' Academic Qualification Improvement in Palangka Raya Municipality. The result of the evaluation shows that the implementation of the On the Job Training Program for Teachers' Academic Qualification Improvement in Palangka Raya City, Central Kalimantan, in general had been well conducted in accordance with the guidelines and regulation which are stipulated in the decree of the Minister of National Education of the Republic of Indonesia, number 58/2008 and number 15/P/2008, the human resources and other resources provided were generally good, the teaching and learning process (lecturing, practical works) has been successfully conducted in accordance with the effective academic guidelines, the program has produced 139 graduates with the fastest study time was 2 semesters and the longest study time was 5 semesters, and the Cumulative Grade Point Average (GPA) is 3.21 for kindergarten and elementary school teachers, 2.90 for Junior High School teachers, and 3.21 for Senior High School teachers, with the graduation predicate of satisfactorily good. The result of the evaluation also shows that in general, the teachers' competence indicated was fairly good, however, in terms of pedagogical competence; the teachers still need to be improved, especially in competence 2 indicator 1 and in competence 4 indicator 11.

Keywords: *On the job Training, Teachers' Academic qualification*

The main problem of education focused on the problems of curriculum and other educational components rather than educator problem. Although, the problem of educator was more important than the problem of curriculum and other educational components. This statement stated that the problem of educator or teacher has not gotten full attention yet by practitioners of education, especially by education policymakers.

As known that Indonesia faced a complicated educational problem. The United Nation Development Program (UNDP) took Indonesia in 124 from 174 surveyed countries with Human Development Index (HDI) in 2011. It showed that the human development in Indonesia has decreased drastically. In solving this problem, it needed an extra effort from all parts synergistically.

Related to educator professionalism, it should improve the educator's quality in every type and level of education which has become the national education commitment. The improvement of educator competency had to be planned and programmed by a clear system. In Indonesia, the educator needed a handle synergically by all institutions related to *preservice education, in-service training and on the job training*.

The teacher's competency was an important point which should be owned by every teacher in any educational level. The competent teacher in teaching should have a good personality and social

adjustment with society. The teacher's competency was an important point in preparing the curriculum because the educational curriculum should be prepared based on it. The objective, educational program, method, and evaluation should be planned to be relevant with teacher's competency. It was expected that teacher was able to do his or her duty and responsibility well.

In the fact, there were many problems faced in improving quality, relevance, and competitiveness of education at the unit level of education, especially in isolated area. Based on the data from the Directorate of Educator Profession of Directorate General PMPTK of Ministry of Education (2007), that the number of teacher who was not qualified was 1.456.491 people or 63 percents from the total number of the teacher in Indonesia. In Central Kalimantan, there were 26.007 teachers from 50.573 who have not got S-1 yet.

The government took concrete and fast strategies to solve this problem by issuing a policy of Teacher Acceleration Program in Position as outlined in The Minister Regulation of National Education No. 58 Year 2008 on The Implementation of Bachelor (S-1) Degree for Teacher, and The Minister Policy of National Education No. 015/P/2009 on The Establishment of The Bachelor Education Program University (S-1) for Teachers in Position.

The University of Palangka Raya was appointed as the organizer of the program as outlined in The Minister Policy of National Education No. 015/P/2009, on February 16th 2009, on The Establishment of The Bachelor Education Program University (S-1) for Teachers in Position.

Based on the purpose of bachelor degree for teacher in function was to support the effort of accelerate the increasing of academic qualification for teacher, so in the implementation in accordance with National Education Minister Regulation No. 58 Subsection 3 Year 2008, accentuated: 1) Giving teacher more chance to get the increasing of academic qualification without disturbing the school's duty and responsibility, 2) In order to create the management system of teacher education in function which was efficient, effective, and accountable, also giving education service access wider without ignoring the quality.

Based on the explanations and problems above, the researcher was interested to do a study entitled: "The Evaluation of Teacher Academic Qualification in Function in Palangka Raya, Central Kalimantan".

Theoretical Study

1. Definition of Evaluation

According to Cross in Sukardi (2008:1) "Evaluation is a process which determines the extent to which objectives have been achieved". It means evaluation is a process which determines condition, where objectives have been achieved. Evaluation based on Worthen (2008:1), evaluation is something which valuable about something, in looking for something included looking for useful information in evaluating the program, procedure and strategy alternative to get specified objective.

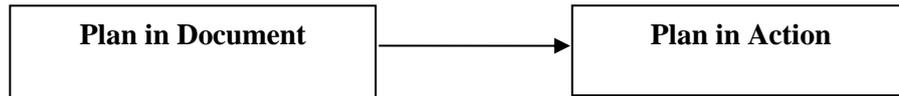
Based on Daniel L Stufflebeam and Anthony (2007:9) "Evaluation is the systematic process of delineating, obtaining, reporting, and applying descriptive and judgmental information about some objects merit, worth, probability, feasibility, safety, significance, and/or equity. The meaning is evaluation is a process of conception result, reporting and evaluation information implementation and description of merit, value, fairness, appropriateness, safety, equity which is done systematically.

2. Definition of Program and Evaluation of Program

Smith (1989) in John M. Owe (2006:26) defines program as "a set of planned activities directed toward bringing about specified change (s) in an identifiable audience", it means program is series of planned activity which is directed to bring change which has been specified and identified together. Based on the definitions, known that program has two important components:

- A documented plan
- Consistency with documentation in the plan.

For clearer, the program components can be seen in this picture:



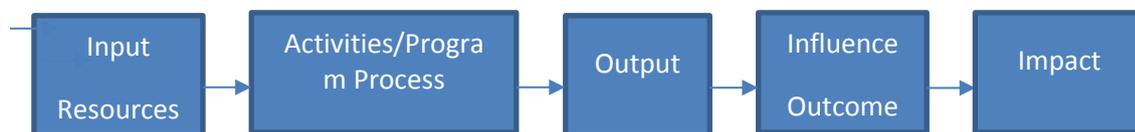
Picture 1. Program component (adapted from John M. Owen)

There are three important definitions and should be emphasized in determining program, namely :

1. Realization or Implementation a policy
2. Occur over a long period, not a singular activity, but plural and continuously.
3. Occur in an organization which involves a group of people

A program is not only a singular activity which can be finished in a short time, but it is an activity which is continuous because doing a policy. Because of that, a program can occur in a long time. Definition of program is a unit or activity unity, so program is a system namely series of activity which is not done once but continuously. Program always occurs in an organization which must conclude a group of people. In order to do evaluation well, evaluator must master program which will be evaluated with detailed. So, an evaluator needs to learn the program and arrange program theory which is often called program logic model.

In program logic context, organization plan and service create program process theory and influence of program components which is called program logic. Program logic is a systematic way and visual to describe and share relation comprehension between resources to operate program, activity which is planned will be done and the change or result which is hoped will be achieved. Basically, program logic a systematic and visual way to present and share comprehension about relation between resources which must be operated in program, activity which must done and the change or result which is hoped will occur. For clearer, logic program can be seen in this picture:



Picture 2. Program logic (adapted from Wirawan)

Input describe resources which are needed by program. Resources consists of energy, finance, and society resources which can be used by program to arrange and do the program. Activity is a process, tool, events, technology and action which are part from program implementation. Called intervention. Program output is a direct product from program activities can be as kind target and service level which must be given by program. Influence outcome is specific change of deeds, knowledge, skill, status, and level. The program participants who get service or intervention.

3. CIPP Evaluation Model

CIPP Evaluation Model is the most famous model and applied by the evaluator. This model is developed by Stufflebean, and friends (1967) in Ohio State University. CIPP is an abbreviation from Context Evaluation, Input Evaluation, Process Evaluation, and Product Evaluation. The four words of the abbreviation are evaluation targets which are components of an activity program process. If evaluator has determined to use CIPP model in evaluating a program, so the evaluator must analyze the program based on the four components. CIPP model has a strong orientation for service and proper with free society principles. Next, Daniel L. Stufflebean, Anthony J. Shinkfield (2007; 330) states:

“CIPP evaluations is to provide sound information that will help service providers regularly assess and improve service and make effective and efficient use of resources, time, technology in order to serve the well – being and targeted needs of rightful beneficiaries appropriately and equitably”.

Based on the opinion, evaluation of CIPP model has an objective to give good information and help service provider regularly to measure and increase the service by using resources, time and technology effectively and efficiently in order to increase well – being and needs which are targeted for rightful benefit recipients appropriately and equitably.

METHOD

The method which was used was a qualitative descriptive method with CIPPO evaluation model. The use of qualitative descriptive method may evaluator investigate evaluation object I depth and detailed. Data collecting was done by interview, questionnaire, documentation, and observation. Data validation was done by triangulation and study expert.

Interview; interview was done with dean of the Faculty of Teacher Training and Education, program superintendent (chairman and secretary of the program), study program chairman, lecturers, Education and Culture Department chairman in Central Kalimantan, Program Superintendent Secretary of Youth and Sport Education Department in Palangka Raya, teachers (alumnus of academic qualification increasing program in function; Elementary School, Junior High School, Kindergarten, Senior High School).

The questionnaire was used to get teacher data and teacher competency of academic qualification increasing program graduates. For teacher data, questionnaire was given to 139 teachers. For study program chairmen, it was given 12 questionnaires for 12 study programs and 120 questionnaires for lecturers. The questionnaires which were given to lecturers and study program chairmen was used to get data about human resources and the other resources which supported the program implementation. Observation; observation was done by writer to get data directly from the field especially to observe learning process implementation which was done by teachers in class. Then, it was used to assess teacher competency level and to get data about infrastructure provided in the Teaching and Education Faculty of the University of Palangkaraya, for supporting the implementation of teacher academic qualification increasing program in function in the Teaching and Education Faculty of the University of Palangkaraya

RESULT AND DISCUSSION

Contexts: Basic Policy, Target and Objectives Program

The implementation of academic qualification increasing program for teacher in function in Palangka Raya showed good criterion. In term of context, namely basic policy, and legal protection, goal and objectives program showed good criterion and appropriate. It meant that basic of program implementation was legally strong enough. In order to accelerate this program, National Education Minister Decision No. 015/P/2009 on February 16th 2009 showed 57 universities to do this program. The objective of program implementation had been appropriate to increase academic qualification for teacher in function. It was in accordance with the program objective which supported acceleration effort of academic qualification increasing for teacher in function as states in Indonesia Law No. 14 in 2005, about main target namely teachers (government employees or not) who had not been degree qualified. It means academic qualification teacher would increase than before, form diploma IV to degree education. With increasing of teacher academic qualification was expected that it could create professional teacher, increasing of learning quality which implicates to the quality of graduate students.

Input: Resources

From the input, human resources (program participants, program superintendent, lecturer) the other resources (grants, infrastructure, curriculum), they had been fulfilled the requirements which had been determined in accordance with the requirements and minimal requirements determined and showed good criterion. The result of research showed from the term of human resources:

1. Program Participants

Generally, participant program had been fulfilled almost of requirements which had been determined, for example education background, employment status, length of working, *NUPTK* (Unique Number of Educator and Personnel Education), studying permission. It meant that from the requirements, all participants had fulfilled determined requirements.

2. Program Superintendent

Management of academic qualification increasing program for teacher in function referred to needs during the program. Program superintendent was appointed and determined by Rector Decree of Palangkaraya University. In implementation, they were helped by local superintendent from each City Education Department.

3. Educator / lecturer

The lecturer was an important component of education system in University. In Culture Education Minister Decision, No. 0164/D/1995 stated that lecturer is educator in faculty under dean and directly responsible to dean. In Law, No. 14 in 2005 about teacher and lecturer, article 45, stated that lecturer must have academic qualification, competency, educator certificate, physically and mentally healthy, and have other quality which is required education unit where they work, also have ability to realize education objective.

4. Other Resources

Based on research result was got data that other resources (grants, infrastructure, curriculum) were good and appropriate. For fund term, the main resources of grants were from students and grants from Culture and Education Department of Central Kalimantan, which was transferred directly to program participants' account.

Process: Teaching and Learning Process

The teaching and learning process has been implemented well, although on there are problem of facilities and infrastructure is still limited. The learning process is conducted face to face and independent. Implementation of face-to-face learning is conducted at least 12 meetings every semester and duration of each meeting is adjusted to the weight of the credits of the course, while the self-study is done by providing learning materials Mandiri (BBM) with Tutorial guidance or without Tutorial. Furthermore, in the context of instructional tools it is found that in general Lecturers have provided Unit of Lecture Program, Text Book / Course Material, Hand Out and LCD.

Products: Number of Graduates, Duration, and Grade Point Average (GPA)

The graduates of Academic Qualification Enhancement Program for Teachers in Position showed good criteria. The total number of graduates is 139 people, consisting of PGSDPG-PAUD of 114 people, 18 Junior High School Teachers and 7 High School Teachers.

The average Grade Point Average (GPA) is 3, 21 for the input of Kindergarten / Elementary Teacher, 2.90 for Junior Teacher input and 3.21 for High School / MA Teacher input, with the longest duration of 5 semesters and 2 semesters fastest.

Outcome: Teacher Competencies

Pedagogic competence in general can be implemented well, but that need to be improved is the ability to give opportunity to learners to master learning materials according to age and learning ability. The competence of Teacher Personality also shows good criteria. This means that in general the teacher is able to carry out the competence of the personality with good that is acting in accordance with the norms of religion, law, social and national culture of Indonesia and can show a mature and exemplary person. It becomes very important because as a teacher must have a whole attitude and personality that

can be an idol role model in all his life, Master must always try to do positive actions in order to lift his good image and authority especially in front of his students. The results of the evaluation found that in terms of work ethic, high responsibility and pride of being a Master showed good criteria.

The social competence of the Master shows the Good Criteria. The results of the evaluation found that the teacher has implemented social competence with good criteria, that is inclusive, objective and non-discriminatory. This means that the teacher has done his job well, where in carrying out his duties as an educator must promote social touch. Social competence is related to the ability of a Master as a social being in interacting with others. As social beings Teachers should behave courteously, able to communicate and interact effectively and appealing with all learners. Besides, a teacher is required to be able to communicate with fellow teachers, educators, parents, learners and the community. With the existence of social interaction is expected to teaching and learning process can run well that have implications on improving the quality of education.

The teacher has performed professional competence with good criterion, that is mastering the material of concept structure with the scientific mindset that supports the learning that he is in and develop the professionalism through the reflective action. According to Law no. Law No. 14 of 2005 on Teachers and Lecturers article 1 clause (10) mentioned "Competence is a set of knowledge, skills and behavior that must be possessed, experienced and mastered by teachers or lecturers in performing their professional duties". This verse implies that a professional teacher is a teacher possessing good knowledge, skill and behavior and carrying out his duties with professionals and always strives to maximally carry out his duties properly. Competent teachers will be able to perform their duties professionally.

CONCLUSION

Academic Qualification improvement program for Teachers in Position has basic and legal. The government's efforts in order to accelerate the improvement of Academic Qualification for Teachers in Position. The goals and objectives from this program is Teachers who have not qualified Academic Bachelor (S-1). FKIP UPR has fulfilled the minimum requirements to implement the program in terms of the recruitment process of prospective program participants, resources (human resources and other resources), the implementation of teaching and learning process runs well, the quality and quality of graduates is very good, mastering the competence of teachers program generally good. The need to be improved are: 1) on pedagogic competence on competence 2 indicator 1 that is able to give opportunity to learners to master learning material according to age and learning ability through arrangement of learning process and activity which vary, 2) at competence 4 indicator 11, namely the ability of teachers (especially elementary teachers) in using teaching aids or Audio-Visual (including ICT) still need to be leveled. That the improvement program of Academic Qualification for Teachers in Position needs to be done considering there are still many teachers in Palangkaraya City have not qualified Bachelor or Diploma IV especially for Elementary School Teachers and PG-Early Childhood in accordance with the mandate set forth in the Law of the Republic of Indonesia N0. 14 of 2005 on Teachers and Lecturers.

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