Jurnal Pendidikan Usia Dini
http://journal.unj.ac.id/unj/index.php/jpud
Volume 13 Edisi 1April 2019

Evaluation Model of Expertise Practice Programs for Early Childhood Educator Teachers

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DOI: https://doi.org/10.21009/10.21009/JPUD.131.10
Accepted: 15th March 2019. Published: 30th April 2019

ABSTRACT: This study aims to create a model for developing expertise evaluation programs at the IAIN Surakarta PIAUD Department. The research method used is development research (Research and Development). The results showed that the EPPK model produced had two-dimensional constructs, namely processes and products. The dimensions of the process of publishing instrument planning, implementation and output. The product dimensions are complete instruments of dance ability, musical ability, storytelling ability and artistic ability. This EPPPK model has approved the feasibility of criteria: a. has a good format (average 79.7%), b. has approved the substance of a good evaluation model (average 79.2%), c. has a good evaluation procedure (average 80%). The EPPK model has a very good success rate, it is proven that expertise program lecturers can use the EPPK model easily. The results of the evaluation using the EPPK model can provide a complete and comprehensive description of the program for conducting expertise in the Surakarta IAIN PIAUD Department.

Key Words: Early Childhood Education (PIAUD), Evaluation Model, Expertise Practice Programs for Early Childhood (EPPK)

e-ISSN (Online Media): 2503-0566
P-ISSN (Print Media): 1693-1602

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1 INTRODUCTION

The development of the world of education requires educators to continue to innovate by constantly strengthening the four competencies that must be possessed as an educator which include personality competencies, pedagogic competencies, professional competencies, and social competencies in order to create optimal learning (Herpich & Pratoreus, 2018; Uerz, Vorman, & Kral, 2018). In addition to these four competencies, as an educator it is also required to have the skills or skills needed in the education process according to the scientific field. Since the turn of the century, educators' evaluation has been put forward as an important strategy for assuring and developing educational quality in many countries. In the six remaining countries, practices to provide feedback on educators' work were designed and implemented locally (Guri Skedsmo & Huber, 2018); Ovretveit, 2002). Therefore, to produce prospective professional educators, educational institutions implement a system that makes their graduates have the competencies and skills needed in the world of education.

As a part of PTKIN, Surakarta IAIN, especially the Faculty of Science Tarbiyah and Teacher Training strives to become a reference by holding a professional education program, carrying out the mission to prepare prospective professional educators or professional staff in accordance with the field of expertise they are engaged in. The practice of expertise is one program of activities to support the creation of professional educators. The practice of expertise is a compulsory activity that is the policy of the Faculty to all departments in FITK, without exception the PIAUD department.

This program of expertise practice was also initiated in order to help improve the competency of graduates of the PIAUD department of the Faculty of Tarbiyah and Teacher Training in order to have high competitiveness. Graduates of the PIAUD Department will be provided with the skills needed in the world of Early Childhood Education. Activities Practices of expertise carried out in the PIAUD department currently consist of practice skills including dance, music, storytelling, and fine arts skills. This does not rule out the possibility that in the future there will be added other skills in the field of education and early childhood care which are certainly needed in the field.

But the reality in the implementation of expertise practices in the PIAUD Department still has weaknesses. Based on the results of preliminary observations in the field, the problems faced were among others, firstly the problem of time allocation of expertise practice activities that were still lacking so that they were not maximized in developing the expertise of students. The second problem involves the problem of infrastructure provided by the agency in the implementation process that is lacking (the unavailability of laboratory expertise for the implementation of expertise practice activities). The third problem is the absence of an evaluation model that is used to evaluate or determine the effectiveness of expertise practice activities carried out by the PIAUD department which has been running. Assessment is used widely as a mechanism for responding to these demands and is also believed to improve student learning (Elliot, 2018).

All of these problems are certainly very influential on the continuity of the process of implementing the Skills Practice Program which ultimately results in the maximization of program output. For this reason, a structured evaluation model is needed so that it can improve the quality of the Expertise Practice Program in the Surakarta IIT FITK PIAUD Department. It is expected that the development of this evaluation model can be used to provide input for the improvement and improvement of the quality of expertise practice activities to be in accordance with the times and needs in the field.

Understanding Evaluation

Evaluation has a different meaning from assessment, measurement and test (Hallinger, Heck, & Murphy, 2014). Stufflebeam, (2003) suggests that evaluation is the process of delineating, obtaining, and providing descriptive and judgmental information about the worth and object of goals, design, implementation, and impact in order to guide decision making, serving needs for accountability, and understanding the involved phenomena. Evaluation is a process of providing information that can be used as a consideration to determine prices and services (the worth and merit) of goals achieved, design, implementation, and impact to help make decisions, assist accountability and improve understanding of phenomena (Amrein-Beardsley et al., 2016; Briggs & Dadey, 2017). According to the formula, the core of evaluation is the provision of information that can be used as consideration in making decisions. In line with the above opinion Vrasidas, (2000) argues that the core of evaluation is the provision of information that can be used as consideration in making decisions. And then (Cizek, 2000) argues that evaluation is the process of ascribing merit or worth to the results of on observation or data collection.

Eseryel (2002) argues that the approach to evaluating is an objective-oriented approach. This approach only focuses attention on the objectives of the program / project and how far the goal is achieved. This approach requires intensive contact with the program implementers concerned.

So that it can be concluded that evaluation is a process of gathering information systematically through measurement, assessment, and ending with evaluation. Assessment is intended as a process of interpreting measurement data. Therefore, evaluation is a complex and continuous process to find the benefits of an activity as a consideration in determining the final decision.

CIPP Evaluation Model

There are many evaluation models developed by experts that can be used in evaluating a program. One such evaluation model is the CIPP evaluation model. The CIPP evaluation model in implementation is more widely used by evaluators, this is because this evaluation model is more comprehensive when compared to other evaluation models. Evaluation of this model intends to compare the performance of various dimensions of the program with a number of specific criteria, to finally arrive at a description and judgment regarding the strengths and weaknesses of the program being evaluated. The concept of evaluating the CIPP model (Context, Input, Process, and Product) was first put in 1965 as a result of his efforts to evaluate the ESEA (The Elementary and Secondary Education Act). The concept was offered with the view that the important purpose of evaluation is not to prove but to improve (Stufflebeam, 2003; Meng & Muñoz, 2016). The CIPP approach is based on information that is not important but to improve. The CIPP model also contains a close link between one aspect and another, which is directly proportional (Seng et al., 2010). Evaluation of the CIPP model can be applied in various fields, such as education, management, companies and in various levels both projects, programs and institutions. In education, Stufflebeam's in (Steinert et al., 2005) classifies the education system into four dimensions, namely context, input, process, and product, so that the evaluation model is named CIPP which stands for the four dimensions. CCIP model was use in evaluation model because it can be done structurally and significanly (Hasan, 2009).

The CIPP model can be used to evaluate the effectiveness of an institution that operates a control system (courses or programs) then followed by evaluation in four dimensions. Each of these dimensions with meaning (a) Context evaluation (Context Evaluations); Evaluation of contexts de-

scribes the relevant environment, identification of needs and opportunities and diagnoses on certain problems, examples of analysis of learning programs, (b) Input evaluation provides information to determine how to utilize resources to achieve program objectives properly. Input evaluation is used to decide whether outside assistance is important and help determine general strategies in planning and designing programs. The results of input evaluation are often seen as policies, budgets, schedules, proposals and procedures. (c) Process evaluation (Process evaluation) provides feedback on individual responsibilities in terms of implementation. This can be fulfilled by monitoring the source of failure, providing information in deciding the initial plan during implementation and explaining what really happened. (d) Product evaluation (Product evaluation) measures and interprets the achievement of program objectives. Product evaluation also measures expected impacts and unexpected impacts.

Procedure for Expertise Program Practices at the PIAUD FITK IAIN Surakarta

1.1 *Understanding*

According to the Big Dictionary of Indonesian Language Practice is a real statement of what is called in theory. Whereas expertise is proficiency in a science (intelligence, work). Therefore, the practice of expertise can be interpreted as the skills possessed by someone in order to apply or apply the theory that has been obtained. The practice of expertise is needed as a place for students to apply or practice their expertise in accordance with the scientific field. The practice of expertise is carried out to provide practical experience to students to apply their expertise so that there is continuity between the theory and the practice they have acquired.

The notion of expertise practice which is a reference from the implementation of expertise practice in the FITK IAIN Surakarta PIAUD Department is: (a) Expertise Practice is a program that must be taken by students in all departments at FITK IAIN Surakarta in order to have expertise in the scientific field. (2) The organizer of the achievement program for Expertise Practices is a Team formed and appointed by the Dean. (3) Students are active students who are taking part in a practical program in the Department. (4) Faculty is an academic implementing element of the Institute which has the task of carrying out expertise practices in all Departments at the Faculty level.

1.2 *Aim*

The purpose of implementing expertise practice in the PIAUD Department is to provide students with skills or skills that will be needed later when they become PAUD educators such as storytelling skills, music, dance, and visual arts. His expertise will also be an added value for graduates of the Surakarta FITK IAIN PIAUD in accordance with the demands of society and the world of education.

1.3 *General requirements*

Expertise Practice is one of the requirements for students to be able to carry out microteaching activities, expertise Practices will be reviewed at least 1 year 2 times, practices of expertise emphasize soft skills, the organizer of the Expertise Practice program is a Team formed in the Department, participants in the Skills Practice achievement program are V semester students, the Expert Practice Organizing Team provides a guidebook for implementing the Expertise Practice material.

The Expertise Practice Program in the Early Childhood Islamic Education Department, Faculty of Science Tarbiyah and Teacher Training Surakarta IAIN has a role in improving the professional competence of students in the fields of music, dance, storytelling, and visual arts. The expertise practice activities carried out in the PIAUD department also present practitioners or resource persons according to the field of expertise that will be practiced. The task of the resource person was to provide material related to the field of scholarship and also to assess whether students had been declared to have passed the practice skill.

Students who have participated in expertise practice activities and are declared pass by the resource person will be given a graduation certificate. This certificate will be used by students as a condition for participating in microteaching activities. In addition, graduation certificates for this expertise practice can also be used by students when they will later register to become an educator. The skills or skills possessed by students will be more value that will be considered by PAUD institutions when they will receive new educators. So that students graduating from Surakarta FITK PIAUD IAIN have competent graduates who are competent and answer the needs of the community. With the Skills Practices program, the target for fulfilling the professional competencies of graduates of the Early Childhood Islamic Education Department, the Faculty of Tarbiyah Sciences and Teacher Training in the fields of music, dance, storytelling, art can be achieved.

2 METHODS

This research is research and development. Learning evaluation models are practical skills programs that focus on the process and product dimensions. The development model that will be used is the Borg & Gall (1989) which states that research and development consists of a cycle in which products are developed, first tested in the field, and revised based on field test data. The product that you want to produce in this study is an appropriate evaluation model for expertise practice programs. Model Borg & Gall with four developmental phases. The first phase was planning which consisted of research and information collecting to include literary reviews related to the problems under study, needs analysis, and preparation for formulating the research framework. The second phase was developing the preliminary form of the product (Wahyuni & Kartawagirun, 2018). This phase was intended to develop the initial form of the product. The next phase was preliminary field testing, which consisted of an initial field testing of a limited scale. The results of this preliminary try-out were used to make improvements of the instrument items. Lastly, the final phase was final product revision. This consisted of the final revision of the developed product.

3 RESULT AND DISCUSSION

3.1 *Results of Initial Product Development*

The development of an evaluation model of the Expertise Practice Program was carried out by adopting the Borg and Gall development model through the following steps:

3.1.1 *Preliminary Study*

The research on the development of the evaluation model of the expertise practice program begins with a literature review, reviews the results of relevant research, and conducts preliminary research on the implementation of the expertise practice program carried out at the FITK IAIN Surakarta PIAUD Department. The results are then discussed so as to obtain an evaluation model

of the process and product of the expertise practice program. The researcher continues by reviewing the practice program guide on expertise regarding the standard rules set in order to set the goals that want to be produced from the product expertise.

The next step in gathering information is to conduct initial research in order to analyze the needs of the evaluation model that will be developed. The subjects in this initial study were 30 people who were PAUD educators in Delanggu District, Klaten Regency. The researcher conducted a preliminary research by dividing the questionnaire to pre-educators to find out whether the users / educators in the PAUD program agreed that it needed a skill from PIAUD students to become provision when teaching Early Childhood.

The data obtained from the questionnaire were analyzed descriptively while the interview data was used as support for the data obtained from the questionnaire. Preliminary research results show that all respondents stated that the Surakarta IAIN PIAUD Department students must be equipped with several fields of expertise such as dance, fine arts, music, storytelling, parenting, and child care. Respondents also agreed that an evaluation model was needed to evaluate expertise practice activities so that the product expertise that students would have could be in accordance with the demands of PAUD institutions as users.
Meanwhile, interviews with PAUD educators and Lecturers at the Surakarta IAIN PIAUD Department strengthened the data obtained, that instruments were needed to evaluate the implementation of expertise practice programs at the IAIN Surakarta PIAUD Department to find out the accomplishments of expertise practice programs and later be used as a basis for evaluating and improving expertise practice program at the Surakarta FITK IAIN PIAUD Department to suit the demands of PAUD institutions. The information collected at this stage includes the implementation of evaluations, evaluation forms, evaluated components, facts and evaluation mechanisms in the expertise practice program. So, in general in this initial study it can be concluded that further research is needed to develop an evaluation model instrument that is able to evaluate the Expertise Practice Program.

3.2 *Development Results*

The scope and tools in the Expertise Program Evaluation Program (EPPK) model cover the scope of processes and products, while the EPPK model tools are instruments, scoring guidelines and criteria for good or not good, and guidelines for conducting evaluations. The scope of the Expertise Program, program process includes planning, processing and evaluating the implementation of expertise practice activities. While product coverage includes the ability of dance and music, storytelling and art.
The prototype in question is then compiled in the evaluation instrument model grid which includes:

3.2.1 *Construct the Expertise Practice Program Model*

3.2.1.1 Process Evaluation

The first step is to evaluate the Expertise Practice Program process which includes: evaluating the implementation planning and assessment carried out by the lecturer or called the facilitator of expertise practice activities.

Planning Evaluation

Planning that must be assessed includes organizing expertise practice activities. In this planning stage, the practical activity facilitator has the expertise to schedule activities, develop plans for activities and activities. The technical steps for implementation are described in the User Guide to the Use of the Expertise Practice Program Model.

Implementation Evaluation

The implementation of learning assessed includes classroom management, methods and strategies in delivering material, making works, and developing skills in the form of work. In conducting program evaluation, lecturers fill out assessment instruments in the form of questionnaires that have been provided. The technical steps for implementing them are described in the User Guide to the Use of the Expert Practice Program Model in product development.

Assessment Evaluation

The educational assessment aspects assessed included: the type of assessment carried out, and the techniques used to assess the expertise practice program at the Surakarta IAIN PIAUD Department. In carrying out evaluation evaluations, the facilitator fills out the assessment instruments in the form of questionnaires that have been provided. The technical steps for implementing them are described in the User Guide to the Use of the Expert Practice Program Model in product development.

3.2.1.2 Product Evaluation

The next step of the Expertise Practice Program is the evaluation of products in the form of skills acquired or produced by students including expertise in the fields of dance and music, storytelling skills and fine arts. In carrying out product evaluations, students fill out assessment instruments in the form of questionnaires that have been provided. The technical steps for implementing them are described in the User Guide to the Use of the Expert Practice Program Model in product development.

The next step is to prepare a prototype instrument to assess the evaluation model that will be developed. The instrument in question is a validation which includes four aspects, namely: (a) aspects of the instructions for working on the instrument on the evaluation model to be developed, (b) aspects of language, and (c) aspects of the display of the instrument. Language aspects include the formulation of communicative statements, the use of sentences that are easy to understand, while the display aspects of the instrument include the form of letters, font size, and format of the instrument. The prototype in question is arranged in the instrument grid as follows:

Table 1 Prototype in question

No	Component Evaluation	Aspect Evaluation		
		Display	Language	Instructions
1	Process			
2	products			

The next stage is done through the development of model design by confirming with experts and practitioners the Expertise Practice Program about what indicators are important to appear or not

in the evaluation model that will be developed through the Delphi technique. The Delphi respondent involved 5 people. Delphi respondents include lecturers, facilitators, and practitioners of the Expertise Practice Program in June 2018.

Table 2 Suggestions and Feedback by Experts and Practitioners

No.	Name	Suggestion and Feedback
1	Dr. Retno Wahyuningsih (evaluation expert)	a. There are several indicators that are too general, so they need to be revised b. Items are adjusted according to the indicator c. Respondents must be sought so that not the person who is directly related is assessed, or the person who is at risk of the evaluation results
2	Khasan Ubaidillah, M.Pd. I. (Early childhood education (ECE) expert)	a. Evaluation of product aspects needs to be added b. There are several grammars that need to be corrected
3	Mila Faila Shofa, M.Pd (ECE expert)	a. The scope of the evaluation of the assessment should be clarified in every aspect. b. Assessment techniques need to be added to the interview. c. In product evaluation, it is necessary to add participants to show what skills their expertise is in. d. The writing system is corrected
4	Rosyida Nur Syamsiati, M.Pd (ECE expert)	a. Improvements to the grammar with its content are difficult to understand b. Display must be distinguished for process components and products are made more attractive. c. Fix the writing system. d. The achievement of the final product needs to be added with other expertise items related to the Holistic Integrative ECD program.

3.3 *Feasibility of the Evaluation Model*

3.3.1 *Initial Field Testing*

This stage is intended to obtain preliminary information about the clarity and limitations of instruments in the evaluation model developed. At this stage expert validation of the evaluation model instruments has been carried out by previous reviewers, namely experts and educational practitioners in the Delphi technique. Respondents in this test were 7 experts and education practitioners and evaluation experts and practitioners.

This stage is carried out by providing an evaluation model instrument containing questionnaires and documents regarding the learning of the expertise practice program along with the assessment sheet to experts to assess whether the model is ready to be used to evaluate the expertise practice program. Expert assessment activities carried out in June 2018, the results obtained from this stage are scores and percentages quantitatively about the clarity and limitations of instruments in the evaluation model as well as input, suggestions, and criticism from the respondents as materials for improving the evaluation model instruments.

The results of the readability test of the learning evaluation model of the expertise practice program are presented in the table as follows.

Table 3 Results of Assessment of Readability Test of EPPK Instruments

No	Indicator	Percentage of Scores	Criteria
	GENERAL FORMAT		
1	Packaging & Display evaluation model	69,4	Quite interesting
2	*Lay out writing*	78	Very good
3	Selection of letters, fonts, and spaces	78	Very good
4	Writing system	78	Very good
5	Use of language	83	Very good
6	Page thickness	75	Very good
7	Readability level	100	Easy to read
8	Easy to understand	92	Easy to understand
	MODEL SUBSTANCE		
1	Evaluation guidelines	78	Easy to understand
2	Coverage Scope of evaluation	96,9	Has covered the scope of evaluation
3	Extent of component translation	78	Has described the component
4	Instructions for working on the instrument	92	Easy to understand
5	Ease to work	81	Easy to understand
6	Time to work	78	Not time consuming
7	Benefit	86	Very helpful
8	Urgency of evaluation	92	It is very important to evaluate the school
9	Achievement of evaluation	81	Easy to evaluation
10	Compared with EDS	83	Easy to use
11	Compared with other evaluation models	92	Easy to use
	EVALUATION PROCEDURE		
1	Preparation and planning	78	Easy to use
2	Implementation of evaluation	69	Easy to use
3	Analysis of evaluation data	61	Easy to use
4	Determination of criteria for evaluation results	67	Easy to use
5	Preparation of evaluation report	75	Easy to use

Of the 24 aspects of the evaluation of the evaluation model, eighteen reached a percentage above 76% (very good), while six aspects, namely page thickness, evaluation achievement, evaluation, data analysis, criteria determination, and preparation of evaluation reports reached a percentage above 51 % (well). Suggestions and input from experts and practitioners are qualitatively summarized in the table as follows.

3.3.2 *Field Testing*

At this stage the product produced is an instrument of expertise practice evaluation program which is expected to be able to obtain practical and efficient information about the expertise practice program carried out at the FITK IAIN Surakarta PIAUD Department. To complete the evaluation

data, structured interviews were conducted with lecturers and students participating in the required expertise, in addition to the collection of documentation required data in the form of photos and files.

3.3.3 *Evaluation Results for the Implementation of Expertise Practice Programs*

Based on the evaluation instrument filled in by the organizers and the learning citizens of the practical skills program, it is illustrated that the implementation of this program has the criteria of "good", namely achieving a score of 3.44, as presented in Table

Tabel 4 Evaluation Results Implementation of expertise practice programs

Evaluation	No	Dimenci	Score	Category
Process	1	Planning	3,60	Good
	2	Implementation	3.40	Good
	3	Assessment	3,62	Good
Process Average			**3,53**	Good
Product	4	Dance ability	3,44	Good
	5	Musical ability	3,42	Good
	6	The ability to tell stories	3,56	Good
	7	Fine art ability	3,52	Good
Product Average			**3,49**	Good
Evaluation Average			**3,51**	Good

3.3.4 *Reviewer Assessment Results Expertise Practice Program on EPPK Models*

The trial of the Expertise Practice Program was held on July 9, 2018 by involving lecturers and students. The trial was carried out separately.

Table 5 EPPK Assessment Results in the Expertise Practice Program

GENERAL FORMAT					
No	**Indicator**	**Max**	**Score**	**%**	**Criteria**
1	Packaging & Display evaluation model	40	29	72,5	interesting
2	*Lay out writing*	40	33	82,5	Very Good
3	Selection of letters, fonts, and spaces	40	30	75	Good
4	Writing system	40	35	87,5	Very Good
5	Use of language	40	33	82,5	Very Good
6	Page thickness	40	27	67,5	Thick enough
7	Readability level	40	36	90	Easy to read
8	Easy to understand	40	32	80	Easy to understand
MODEL SUBSTANCE					
1	Evaluation guidelines	40	31	77,5	Easy to understand
2	Coverage Scope of evaluation	40	36	90	Very much covers the scope of evaluation
3	Extent of component translation	40	30	75	Able to describe components

4	Instructions for working on the instrument	40	30	75	Easy to understand
5	Ease to work	40	31	77.5	Easy to understand
6	Time to work	40	31	77,5	time consuming
7	Benefit	40	36	81,7	Very helpful
8	Urgency of evaluation	40	36	90	Very necessary to evaluate the program
9	Achievement of evaluation	40	30	75	Able to evaluate Expertise Practice Programs
10	Compared with EDS	40	30	75	Has the same level of difficulty
11	Compared with other evaluation models	40	31	77,5	Has the same level of difficulty
	EVALUATION PROCEDURE				
1	Preparation and planning	40	30	75	Not troublesome
2	Implementation of evaluation	40	31	77,5	Easy to do
3	Analysis of evaluation data	40	34	85	Easy to do
4	Determination of criteria for evaluation results	40	34	85	Easy to do
5	Preparation of evaluation report	40	31	77,5	Easy to do

*Source: Results of data analysis

In general, the results of the trial show that the evaluation model of learning skills in the Expert Practice Program is good - very good. In terms of practicality, the EPPK model is categorized as practical (the facilitation aspect to be done reaches 80% and the benefit aspect reaches 81.7%). In terms of efficiency, the EPPK model is categorized as efficient, because 75% of respondents said the EPPK model was easier 77.5% said the EPPK model was easier to use compared to other evaluation models they had used. Nevertheless, this model still needs to be tested for its validity and reliability empirically in order to improve or revise to improve the EPPK model for the better.

3.4 *Product Revision*

The original instrument at the time of assessment by experts was bound together, then the next trial was separated and grouped per object or target evaluation into a book. Part 1 contains a review of the syllabus document and guidebook, part 2 on observing the implementation of expertise practice, section 3 on the skill practice assessment questionnaire, part 4 on the dance ability evaluation questionnaire, section 5 on the music skills evaluation questionnaire, section 6 on the storytelling ability evaluation questionnaire , and part 6 of the questionnaire evaluating the ability of art. Separation into seven parts aims to make the evaluation more efficient if it is based on the evaluation objectives and reduces the impression of "thick" in the previous packaging evaluation model.

Another improvement is to make a respondent's response sheet separate from the questionnaire. This is aimed at the efficiency of the evaluation model, so that the evaluation model can be used multiple times (at least once a year), the user just needs to double the response sheet. In the process, respondents gave their responses by writing a score of 1, 2, 3, 4, 5 on the response sheet that was provided based on the instructions (rubric) on the questionnaire. In addition, respondents were asked to provide explanations and improvements made to fulfill factual data as well as the conditions of each respondent in the self-evaluation carried out.

In this revision stage, the researcher completes the instrument by compiling. Based on the results of the previous data analysis, plus suggestions from respondents' input on the evaluation questionnaire column and deepening through interviews, the next step is to make repairs to the EPPK model. Improvements made at this stage are: 1) improving the writing editorial and language choices in the statements in the evaluation model without changing the number of items or indicators in the evaluation model; 2) binding into one between the evaluation instruments with the response sheet, which in the previous trial was separated, with the aim of facilitating respondents in doing it; 3) provide a rubric for each component of the statement on each evaluation instrument.

3.5 *Final Product Study*

The final product produced in this study is an evaluation model of the expertise practice program at the Surakarta IAIN PIAUD Department. Therefore, EPPK should be carried out periodically to update data and information which refers to evaluation standards with criteria: 1) utility, 2) accuracy, 3) feasibility, and 4) truth (propriety). Therefore, there must be a measuring instrument capable of evaluating the implementation of expertise practice programs, so that EPPK is presented as one of the important components of the program quality assurance that has been set.

EPPK is an effective way to find out the implementation of expertise practice programs because they can: 1) plan and improve skills practice programs; 2) provide information about the program of practice of expertise to the community and those who need it; and 3) help identify problems, correct various deficiencies, plan further programs, and control achievement of goals; The EPPK model which consists of seven components (standard) evaluations is packaged into seven (7) sections that contain various evaluation questionnaires based on the object being evaluated. The description of the seven components into seven books is as follows:

Table 6 The description of seven parts

No	Evaluation Standart	Object Evaluation	Part
1	Process	Planning	1
		Implementation	2
		Assessment	3
2	Product	Dance ability	4
		Musical ability	5
		The ability to tell stories	6
		Fine art ability	7

*Source: Results of studies and studies from various sources

The seven parts when described are as follows:

Part 1 : Contains a review of planning documentation
Part 2 : Contains the implementation questionnaire
Part 3 : Contains assessment questionnaires
Part 4 : Contains questionnaires in dance skills
Part 5 : Contains musical ability questionnaires
Part 6 : Contains a storytelling ability questionnaire
Part 7 : Contains questionnaires on fine arts abilities

An evaluation program is a unit or combination of activities that collects information about the implementation or implementation of a policy, an ongoing process that is continuous, and carried out in an organization that involves a collection of people to make decisions (G. Skedsmo &

Huber, 2016). This evaluation uses a quantitative descriptive design that is supported by qualitative data as explanatory, with a focus on quantitative picture studies of the implementation of expertise practice programs. This evaluation design is expected to be able to see the facts that occur in all components of the implementation of the expertise practice program, which will then be objectively described (Roegman, Goodwin, & Reed, 2016). The objects in this evaluation design are lecturers and students involved in the expertise practice program and all existing stakeholders. Acting as an evaluator in the EPPK is a lecturer or facilitator of the expertise practice program. In its application, the EPPK model is used to measure two dimensions of evaluation, namely the dimensions of the process, and the product. The process dimensions include, namely planning, implementation and assessment. The product dimensions in the EPPK model include four types, namely the ability of dance, musical ability, storytelling ability and artistic ability.

Overall, the EPPK model meets the standards as a tool that can be used to evaluate, because in trials carried out in the expertise practice program of the Early Childhood Islamic Education Department, FITK, IAIN Surkarta and rated "good" by reviewers to be used to evaluate the program expertise practice at the Surakarta IIT FITK PIAUD Department and able to provide a comprehensive overview and criteria regarding the implementation of a expertise practice program.

The next stage is the deployment stage of the EPPK model instrument which covers the scope of processes and products, while the EPPK model kits are instruments, scoring guidelines and criteria for good or not good, and guidelines for implementing evaluation.

4 CONCLUSION

Based on the research that has been done, the conclusion is obtained about the product as follows: This study has produced a Skills Practice Evaluation Program (EPPK) model with evaluation procedure components, instruments, and evaluation guidelines. The EPPK model has a range of evaluation and evaluation procedures. The scope of evaluation includes constructs, instruments and methods of scoring. The EPPK model produced has two-dimensional constructs, namely processes and products. The process dimension includes the instruments of planning, implementation and assessment. The product dimensions include instruments of dance skills, musical abilities, storytelling abilities and artistic abilities. The method of scoring is done by giving a score to the column provided from a minimum score of 1 and a maximum score of 5. The procedure for evaluating the EPPK model is conducted from two sides of assessment, namely self-assessment (as self-evaluation) and assessment by others (as honesty control) in order to get the actual data. Assessment is done by giving a score with a minimum score of 1 and a maximum score of 5.

This EPPPK model has met the eligibility criteria: a. has a good format (average 79.7%), b. has fulfilled the substance of a good evaluation model (average 79.2%), c. has a good evaluation procedure (average 80%).

The EPPK model has a very good level of effectiveness. It is proven that the expertise practice program lecturers can use it easily. The model meets the standards as a tool that can be used to evaluate the expertise practice program. The evaluation results using the EPPK model can provide a factual and comprehensive description of the implementation of a expertise practice program. From the results of the trial, it can be seen from the dimensions of planning, implementation, assessment, dance ability, musical ability, storytelling ability, the ability of fine arts to get scores in all good categories.

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