

The Program Evaluation of Teacher Work Group (KKG) Empowerment in Improving Primary School Teacher's Professionalism in Gorontalo

Suleman*, Yane Hardiyanti Mahmud, Yulanti S. Mooduto

Primary School Teacher Education, Faculty of Teacher Training and Education, Muhammadiyah University of Gorontalo, Jl. Prof. Dr. H. Mansoer Pateda, East Pentadio Village, Telaga Biru District, Gorontalo Regency, Pentadio Tim., Gorontalo, 96181, Indonesia

*Corresponding author
Suleman

Article History

Received: 01.12.2018

Accepted: 09.12.2018

Published: 30.12.2018



Abstract: This study aims to evaluate the empowerment of teacher working groups (KKG) in increasing the professionalism of primary school teachers in Gorontalo District. This study uses a context, input, process and product evaluation model. This research included evaluative research using the CIPP model. The study population was 50 pengurus and members of the KKG in Gorontalo Regency, and all of them were used as research subjects. The research data was obtained through questionnaires and interviews. The results of the study showed that context evaluation, through group empowerment, was carried out by communicating and consulting activities related to the preparation of work programs and planning programs to improve teacher professional competence. Evaluation of input, showing understanding of the objectives of the KKG activities reaching 92% and activeness of members at each KKG activity reaching 95%, work programs that become priors are activities related to learning administration, Process Evaluation, Implementation of the KKG involves the active role and support of principals, supervisors the education office provides the opportunity for teachers to take part in the KKG and gives permission to use school facilities as a means. Product Evaluation, achievement of learning administration is expected to improve to support teacher professionalism and learning effectiveness. Products produced from KKG activities are 80% the products that are produced are used to increase professionalism and improve student learning outcomes.

Keywords: Program Evaluation, CIPP model, KKG, Professionalism.

INTRODUCTION

The challenge of nation competition in the global era that demands increased quality and productivity of educated humans. Increasing human resources is needed in the development of the nation and state, especially in the field of education. Improving the quality of education in schools is inseparable from the duties of a teacher as an educator and as a teacher [1].

In improving the quality of the teaching and learning process in its main schools in the classroom, a teacher is required to be able to understand, master and practice the applicable curriculum [2]. In this era there are three challenges faced by teachers in implementing curriculum, namely: challenges in the field of curriculum management, information-based learning technology and the field of assessment. Professional teachers must be able to master these three aspects in carrying out a fun learning process for students [3, 4].

Teacher Working Groups (KKG) are a forum for fostering professional skills of teachers, training and

exchange of information, in a particular subject according to the demands of the development of science and technology [5]. Teacher working groups (KKG) can provide benefits as a forum for discussion and problem solving for teachers who experience difficulties in learning activities [6].

Conditions of KKG in the scope of Gorontalo district education when optimally utilized by administrators and its members are characterized by not all members of the KKG know about the vision and mission plan of the KKG program that is based on professionalism, the KKG program in order to meet the needs and professional development but this has not been fully supported by KKG members, supporting facilitation in supporting activities. The KKG has not been fully fulfilled, and the KKG empowerment program is in increasing professionalism has not been evenly distributed throughout the Gorontalo district.

The implementation of the KKG is an effort to improve the quality of teachers to realize the learning process as expected. The KKG is a place for

disseminating information about education reform specifically related to efforts to improve teacher professionalism. This can be considered well through program evaluation.

Program evaluation is aimed at looking at the extent to which the work program has been optimally achieved in accordance with the expected targets and objectives [7]. Evaluation is a systematic procedure in collecting, analyzing and the interpretation of data or information whose results are used in decision making and to obtain information about the strengths and weaknesses of the unit being evaluated [8, 9]. Evaluation is the process of collecting, analyzing and interpretation of information obtained to determine whether something works so that it can be used to make decisions [10, 11].

Decision making related to evaluation is an action taken by a person or institution in order to improve or improve a program. The program evaluation of the CIPP model was used to carry out an evaluation on the KKG empowerment program. This evaluation model was developed by Stufflebeam at Ohio State University [12]. This evaluation model was initially used to evaluate ESEA (the Elementary and Secondary Education Act) [13]. CIPP stands for, Context evaluation, input evaluation, process evaluation, and product evaluation. The four abbreviations of CIPP are the components of evaluation. Based on the description of the background, this study aims to evaluate the empowerment program of teacher working groups (KKG) in Increasing Professionalism of Primary School Teachers in Gorontalo Regency.

RESEARCH METHODOLOGY

This research is a qualitative research. The type of research is program evaluation using the CIPP model (Context, Input, Process, and Product). Program evaluation is one type of object of evaluation research. The research is the Evaluation of Teacher Working Group Empowerment Program (KKG) in each cluster in Gorontalo Regency. The number of KKG in the Gorontalo district education office is 59 teacher working groups. Of the 59 Number of KKGs that were set as the sample in this study there were 20 KKGs selected by means of random sampling then and the number of respondents was 50 respondents who were used as subjects in this study.

This evaluation research is directed at the product (product) but the other three components are also evaluated, because the four components have a very close relationship. Thus the data collected will be analyzed using an inductive / qualitative approach. This is done because the opportunity is high enough to determine the value of something, on the basis of predetermined benchmarks.

Data collection techniques applied in this study were interviews, observation and documentation. This study also contains questionnaire instruments that are used as data in conducting evaluations. In conducting interviews, researchers are guided by open interview guidelines, meaning that the answers given by respondents are free of the questions posed.

RESEARCH RESULTS AND DISCUSSION

Context Evaluation of KKG Empowerment Program

The evaluation of the Teacher Working Group (KKG) work program is an evaluation program that is carried out to determine the extent of the success of work programs that have been approved and implemented. the preparation of the KKG program is the first step taken by the management and members in carrying out the KKG activities.

In the context evaluation phase there are several items that are used as a basis in knowing the work program which includes aspects of the KKG Vision and Mission and whether all members know the KKG Vision Mission, knowledge and implementation of work programs and involvement of members and administrators in the preparation of work programs. These aspects are basic aspects in the formulation of work programs.

Based on the results of interviews with several teacher working groups, it was revealed that the preparation of the KKG Vision and Mission was made by each teacher working group, so that each KKG in the Gorontalo district had its own vision and mission. from work programs that are formulated in the hope that the formulated vision and mission can be achieved. The results of the formulation of the vision and mission are socialized to all members. The preparation of the KKG work program can support the achievement of the KKG vision and mission. In the preparation of work programs must also involve all members and administrators. management and members are involved together in the preparation of work programs.

Evaluation The context of the KKG empowerment program includes the background and objectives or results expected to be achieved. the KKG program in general already has technical guidelines, the KKG schedule. The background and purpose of the KKG program is to increase the professionalism and quality of education in Gorontalo Regency, especially at the level of basic education which has become the authority of the district government and must be realized in real terms. one step taken by the government to realize this is by increasing the quality of human resources, namely teachers. This is because the teacher / educator is a very important factor in managing learning. Therefore, a teacher in carrying out his duties is prosecuted in a professional manner.

The background of the KKG is made to improve professionalism and quality of learning as an impact of increasing teacher competency, qualifications and performance. Continuously improving teacher quality and professionalism is embodied in the second component of the KKG program. However, it is still clear said by the three sources interviewed that the purpose of the KKG was in accordance with what was desired even though the results were still not optimal.

This is in line with the development and implementation of the KKG that the KKG is a forum for continuous professional development of teachers. Through this activity forum it is expected that the development of competencies and quality of educators must be truly good and in accordance with the standards or technical guidelines that have been set. Implementation that is based on technical guidelines that have been set before the increase in teacher professionalism can be implemented and achieved.

Input Evaluation of KKG Empowerment Program

The evaluation of the input of the teacher work group empowerment program focuses on several aspects such as the background of the formation, objectives, number of members, activeness of the members and what programs are implemented in the KKG activities. Based on the results of observations that became the background for the formation of the KKG, it was a forum for communication in solving problems regarding the world of education in elementary schools. based on the objective aspects of KKG activities 92% of respondents hoped that the purpose of the KKG implementation was to foster, train to improve professional competence. The number of members of each KKG is very varied, the management and members are always active in every KKG activity carried out. the involvement and active role of members in each activity reached 95% of the administrators and members present at the implementation of the activity. KKG activities that were held at the beginning of the semester, the implementation of the activities at the beginning of the semester was intended so that the working group was expected to be able to produce administration and the learning process was ready before the start of learning in each school.

Based on the results of the instrument on the purpose of the KKG implementation, that the KKG members knew that in terms of the goals of the KKG it reached 92%, the knowledge achievements of the KKG members were very good, while those who did not understand the objectives of the KKG were 8%. The KKG is a teacher communication forum in the region in solving problems and exchanging opinions around the world of education. The mastery of the objectives of the KKG in the Gorontalo district is very good, this achievement is expected to be maximally utilized to produce professional teachers.

The number of members of each KKG varies greatly. the division of the KKG group is based on lines between schools. The distance between each school can affect the teacher's active role in each KKG activity. Adjacent schools will be collected in one group of teacher KKGs in an area. Based on the results of research on the activity of members in the KKG activities, 95% were involved in each KKG activity. activeness of members in carrying out activities on the basis of efforts to achieve professionalism of teachers as professional educators. Factors supporting the activeness of members and administrators in the KKG activities are enthusiasm, high motivation in increasing education, knowledge and skills in the field of basic education. The stakeholders, especially from the Gorontalo district education office, were quite enthusiastic and supported the activities carried out by the KKG in the Gorontalo Regency area.

Process Evaluation of KKG Empowerment Program

Process evaluation is carried out based on the evaluation of input (component) of the process activities, including the aspects of priority work programs implemented, those involved in the implementation of the KKG, facilities and infrastructure, barriers and active role of the KKG in improving teacher professionalism. Process evaluation is directed at how much the KKG programs have been implemented so far.

Based on the results of the research that the KKG empowerment program has not all been implemented this is due to the fact that it collides with other activities so that the KKG program is not implemented, there are also programs that are delayed. work programs that improve teacher professionalism become a priority program to be implemented. the facilities and infrastructure owned by the KKG mostly use government facilities such as schools used as places for conducting work program discussions. besides using government facilities, administrators and members also use private facilities.

Priority programs are divided into two categories, namely routine programs carried out every year and development programs to improve teacher competency. The routine program is in the form of compiling and developing learning tools, developing learning materials and methods, compiling learning outcome reports, discussing material and stabilizing in facing National Exams and School Exams, guiding students to improve achievement, compiling learning tools is important in fulfilling learning administration. The administration is in the form of RPP, syllabus, curriculum, semester program and annual program. Preparation of learning programs according to school needs and in accordance with student conditions and the state of the local environment so that students are easier to understand learning materials. Preparation of learning devices carried out jointly by teachers based on

class level and subjects held by the teacher in a cluster of subjects with the aim of uniforming learning material.

The program for developing teacher competencies includes research classroom action research/case studies, scientific writing, seminars, workshops, education and training, IT-based learning, assistance in the implementation of teacher assignments by KKG supervisors / instructors / instructors. This development activity aims to increase the knowledge and skills of the KKG participants in an effort to improve teacher professionalism.

Product Evaluation of the KKG Empowerment Program

Product evaluation is used to measure the success of the planned KKG program and the extent to which a program is achieved. Program evaluation is a record of the achievement of the results and decisions of the KKG program that will be used as an improvement and self-initialization. The product expected from the KKG program activities should be in accordance with the work program that has been planned during the work program discussion such as the success of the activities carried out and can increase teacher professionalism and help with the difficulties faced by the teacher.

Based on interviews with several KKG administrators, that of all the products planned for the improvement of scientific papers, there was still less interest from the teachers and in part the KKG was a priority program about writing scientific papers. this was encouraged and motivated so that the program could be achieved. While the scientific work program is a support in increasing credit numbers.

Product evaluation contains the results and impacts of the KKG Program that has been made. Product evaluation is used to measure the success of the planned KKG program and the extent to which a program is achieved. The explanation above is in line with the Signs for the Development of KKG Activities, namely broadening teachers' insights and knowledge in various matters, such as the preparation and development of syllabus, Learning Program Plans (RPP), compiling teaching and learning materials based on Information and Communication Technology (ICT), strategies/methods/approaches/learning media, learning resources, minimal completeness criteria, analyzing learning outcomes. Work program that is used to increase professionalism and competence has been rewarded and planned even though the results obtained are not maximized. This is an input and improvement to the program to hold it further.

The Gorontalo District Government through the education office has planned and made its own technical guidelines for the implementation of the

teacher working group's activity program in an effort to improve teacher professionalism. In the hope that the technical guidelines can be carried out by the KKG in carrying out activities specifically on increasing teacher professionalism.

The researcher also concluded that the results obtained from both the KKG administrators and the members of the KKG had carried out the KKG activities in accordance with the desired goals and referred to the standards of the government, especially the Gorontalo District Education Office.

CONCLUSION

Preparation of work programs for Teacher Working Groups (KKG) in an effort to improve Teacher Professionalism in Gorontalo Regency based on the results of work program discussion meetings involving the management and members of the KKG. Preparation of empowerment programs based on vision and mission, schedule and time of the KKG empowerment program together. The activity of the members in the activities and preparation of the KKG was 95% involved in each KKG activity. Priority programs in empowerment are divided into two categories, namely routine programs carried out every year and development programs to improve teacher competency. Knowledge of the purpose of the KKG formation reached 92%, the level of achievement of the Empowerment Program's success was 80%. The work program used to increase professionalism and competence has been pursued, planned and implemented. The need for equating perceptions and compiling together the vision and mission of the Gorontalo district KKG and discussing the work program of the KKG together so that the output of these activities is evenly distributed.

REFERENCES

1. Sikki, E. A. A., Rahman, A., Hamra, A., & Noni, N. (2013). The competence of primary school English teachers in Indonesia. *Journal of education and practice*, 4(11), 139-145.
2. Barr, R. B., & Tagg, J. (1995). From teaching to learning—A new paradigm for undergraduate education. *Change: The magazine of higher learning*, 27(6), 12-26.
3. Darling-Hammond, L., & Bransford, J. (Eds.). (2007). *Preparing teachers for a changing world: What teachers should learn and be able to do*. John Wiley & Sons.
4. Collins, A., & Halverson, R. (2018). *Rethinking education in the age of technology: The digital revolution and schooling in America*. Teachers College Press.
5. Somantri, M., & Sa'adah, R. (2011). *Revitalisasi Kelompok Kerja Guru Guna Meningkatkan Kompetensi dan Profesionalisme Guru SD/MI di Kabupaten Seluma*. TRIADIK, 14(1), 19-28.

6. Ekosusilo, M. (2002). Kontribusi Jenjang Pendidikan, Penataran, dan Kegiatan KKG terhadap Peningkatan Kemampuan Profesional Guru. *Jurnal Ilmu Pendidikan Universitas Negeri Malang*, 10(1).
7. Royse, D., Thyer, B. A., & Padgett, D. K. (2015). *Program evaluation: An introduction to an evidence-based approach*. Cengage Learning.
8. Dane, A. V., & Schneider, B. H. (1998). Program integrity in primary and early secondary prevention: are implementation effects out of control?. *Clinical psychology review*, 18(1), 23-45.
9. Calder, J. (2013). *Programme evaluation and quality: A comprehensive guide to setting up an evaluation system*. Routledge.
10. Nevo, D. (1983). The conceptualization of educational evaluation: An analytical review of the literature. *Review of educational research*, 53(1), 117-128.
11. Posavac, E. J. (2015). *Program evaluation: Methods and case studies*. Routledge.
12. Stufflebeam, D. L. (1983). The CIPP model for program evaluation. In *Evaluation models* (pp. 117-141). Springer, Dordrecht.
13. McLaughlin, M. W. (1976). Implementation of ESEA Title I: A Problem of Compliance. *Teachers College Record*, 77(3), 397-415.