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EVALUATION OF TEACHER PROFESSIONAL EDUCATION PROGRAM (PPG) TEACHING GRADUATES IN EDGE AREA, FRONT AREA, AND LEFT SIDE AREA OF INDONESIA (SM-3T) OF UNIVERSITAS NEGERI PADANG

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ABSTRACT

The low percentage of PPG SM-3T graduates (41.26%) in the National Examination and there are several study programs that did not pass (0%) causing this program to be evaluated. Based on the existing problems, this program must be comprehensively evaluated using the context, input, process & product (CIPP) model. In addition, capability evaluation is an absolute capability that must be possessed by humans in the era of industrial revolution 4.0. This evaluation study ("primary data" quantitatively and qualitative "secondary data") was carried out in the Department of Civil Engineering (Building Tehcnique Education/PTB), Faculty of Engineering, Padang State University (conducting lecturer interviews), online questionnaire (for PPG SM-3T participants), and SMK N 1 and SMK N 5 in Padang City (interviewing teachers involved in the program). The program has been implemented in accordance with its context and has been in accordance with the inputs specified in the program implementation guidelines. But there are problems in the process of program implementation (79.51%), which has the lowest value. The reason is that the low value of the evaluation process is the different materials tested with those taught during the program, lack of socialization and communication, and discipline. However, product evaluation states that this program has been carried out as evidenced by the results of the categories of both people who have the competencies needed to become professional teachers (pedagogical, professional, personality, and social competencies) according to the program objectives through lecturers and teachers. So it can be concluded that the PPG SM-3T program is worthy of continuing with improvements in the program implementation process.

Keywords: PPG, SM-3T, Evaluation, Program Evaluation.

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INTRODUCTION

The presence of the 4.0 industrial revolution era has had a great impact on humans, especially the world of education (Darmawan, 2018; Rakhmah, 2018). Among the major influences of revolution 4.0 in the world of education are internet of things, which are related to media, teaching materials, and reference sources such as online journals to articles (Shrinath, 2017; Mehta, 2018). This opens opportunities for humans to be able to learn wherever and whenever (Ravindra, 2018).

Even so, the internet of things has not been able to change the role of the teacher 100%. The teacher is still a figure needed by humans, especially professional teachers (Harususilo, 2018). Indonesia still lacks teachers, as evidenced by the still low level of school participation and education that is not evenly distributed, especially in the 3T regions (Bomantama, 2017; Tiharita, 2018). There is an Indonesian government program aimed at creating professional teachers, namely PPG. In 2017, there is a PPG SM-3T program (Nurwardani, 2017). The bad news is, during the main national exam, only 41% of the PPP SM3T UNP participants graduated. Especially for PTB study programs, only 2 graduated from 17 people (SM-3T-UNP, 2018). Another thing that was found based on interviews with the implementers of these activities was the lack of strong communication and coordination between implementers.

On the other hand, the demands of the modern world, especially the era of industrial revolution 4.0, are about 10 compulsory competencies in revolution 4.0 that must be owned, among them the ability to evaluate and think critically (Gray, 2016; Suriansyah, 2018). The demand for the 4.0 industrial revolution is a driving force for researchers to evaluate the PPG SM-3T program. Based on existing theories, the CIPP model is a comprehensive model for evaluating educational programs (Wakhinuddin, 2009; Tayibnapis, 2008). As a modern society (revolution 4.0), it is necessary to think critically and be able to evaluate the program using the CIPP evaluation model is a must.

METHOD

This evaluation study uses the CIPP model (context, input, process, & product) (Sugiyono, 2014). To be clearer about the steps of the activity, it can be seen in Figure 1.

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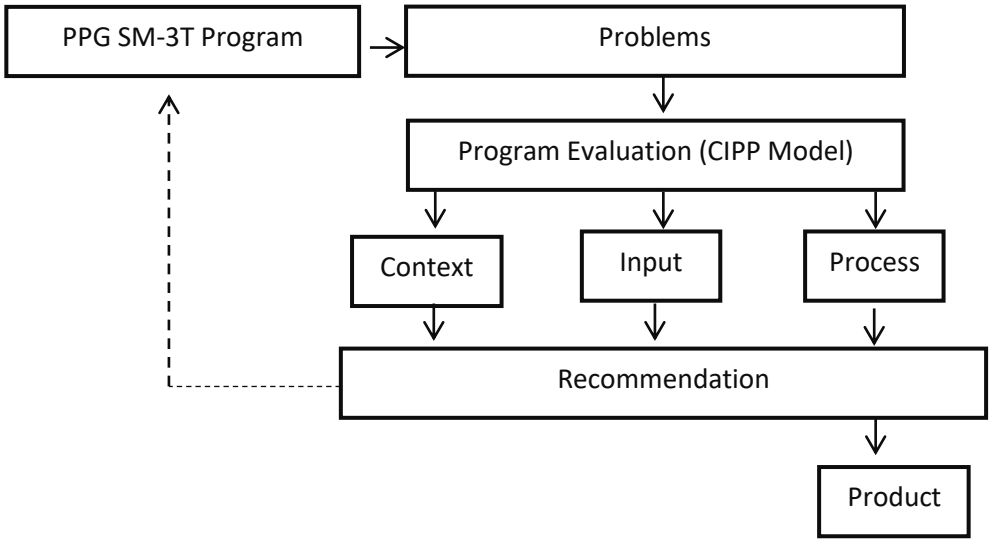

Figure 1. CIPP Evaluation Research Model Flow

Instrument validation is done asking for opinions of three experts (expert judgment). The experts involved were evaluation experts and experts involved with the PPG SM-3T program.

RESULTS AND DISCUSSION

The presence of industrial revolution 4.0 requires that humans must have 10 absolute abilities, one of which is evaluation ability. This ability is useful for dealing with challenges that have never been unexpected in modern human life, especially in education. Current problems, one of which occurs in the PPG SM-3T program that needs to be evaluated. Various problems with the program include; graduates of the main national exam were low (41%), lack of conformity in the material taught and tested, lack of communication and coordination between organizers but not revealed/not yet studied. Frequency distribution of respondents' answers such as Table 1

Table 1. Frequency Distribution

No	Variables	strongly disagree		disagree		agree		strongly agree		average	chategory
		F	%	F	%	F	%	F	%		
1	Konteks	4	1,48	31	11,48	113	41,85	122	45,19	83,56%	Good
2	Input	1	0.51	13	6,67	73	37,44	108	55,38	88,10%	Good
3	Process	9	3,16	35	12,28	151	52,98	90	31,58	79,51%	Enough
4	Product	12	4,21	23	8,07	159	55,79	91	31,93	80,63%	Good

Source: Research Primary Data

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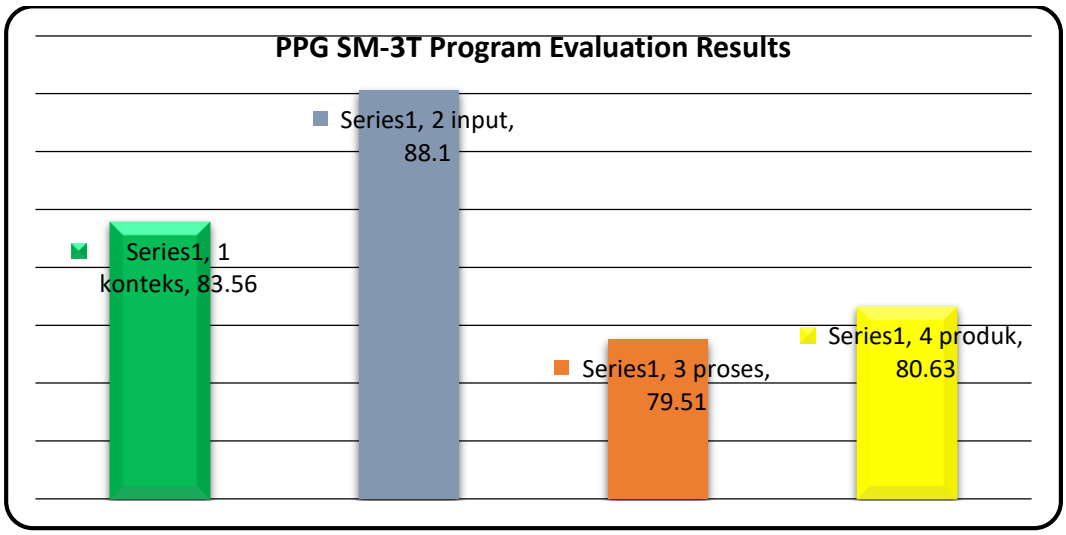

Figure 2. Evaluation of PPG SM-3T Program Diagram (Primary Data)

Table 2. Results of Context Evaluation of PPG SM-3T Program 2017 (PTB Study Program)

Indicator	Sub Indicator	Evaluation Score Results	Chategori
Compliance with the objectives of PPG SM-3T	Have competencies according to the purpose of debriefing PPG SM-3T participants. (Professional, pedagogical, personality and social competence)	86.67%	Good
	The purpose of debriefing PPG SM-3T participants is to improve the ability to solve problems in learning and create professional educators, and have an educator certificate	88.67%	Good
	The purpose of debriefing PPG SM-3T participants is to improve the competence of the Civil Engineering and education fields in answering Indonesian education problems	80.27%	Good

Table 3. Results of Input Evaluation of PPG SM-3T Program 2017 (PTB Study Program)

Indicator	Evaluation Score Results	Chategori
PPG SM-3T program educator / mentor	86.67%	Good
PPG SM-3T curriculum and program guide	78.67%	Enough
Compliance with participant requirements	93.90%	very good

Table 4. Results of Process Evaluation of PPG SM-3T Program 2017 (PTB Study Program)

Indicator	Evaluation Score Results	Chategori
Information about implementing the PPG SM-3T Program	68.00%	Enough
The process of implementing the PPG SM-3T program	88.44%	Good
Facilities and infrastructure	76.67%	Enough
The process of completing assignments & participant exams	90.67%	Very Good
Conformity of the debriefing material with the tested	60.00%	Not Good
The role of PPG SM-3T coordinator / lecturer / educator	78.33%	Enough
The role of teachers from schools where teaching practice	82.00%	Good

Table 5. Results of Product Evaluation of PPG SM-3T Program 2017 (PTB Study Program)

Indicator	Evaluation Score Results	Chategori
Suitability of results with the objectives of the PPG SM-3T program	83.24%	Good
Satisfaction level	76.00%	Enough
Positive and negative impacts	85.33%	Good

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Based on the results of the evaluation on the program using the CIPP evaluation model, it was found that context evaluation showed 83.56%, which means that the program was running according to the objectives of this program. Lecturers, teachers, participants, all understand the context of the formation of this program. Input evaluation shows 88.10%, with the intention of input to the PPG SM-3T program in accordance with the guidelines determined by the program compilers, including teaching staff, participants, organizers, and all the conditions that support the program's implementation. The third part is process evaluation shows the number 79.51%, which is the lowest value. These results also show some shortcomings in the program process, namely the lack of program socialization, lack of communication between program implementers, resulting in differences in teaching materials with those tested, and lack of guidance to participants from lecturers and partner schools. Finally, product evaluation shows a figure of 80.63%, indicating that in general this program has given birth to competent graduates according to the purpose / context. This means that the PPG SM-3T program is feasible to be continued with the condition that improvements will be made in the future. specifically improving communication between implementers, coordination, and strengthening the team to succeed in similar programs.

By product, the implementation of the PPG SM-3T program can be concluded that; (a) PPG SM-3T participants have competencies in accordance with the objectives of the professional program/teacher (b) on average the participants, lecturers, and teachers involved state that this program is good and considered appropriate as a program that gives birth to professional teacher candidates, (c) and give a good impact to participants, lecturers, partner school teachers, Civil Engineering Department PTB FT UNP and UNP as institutions that give birth to professional teachers. Overall, the PPG SM-3T program is feasible to continue with improvements, namely strengthening communication, coordination and forming a strong team for similar programs.

CONCLUSION

In context, the 2017 PTB Study Program PPG SM-3T program implementation is in accordance with the program objectives, namely to create professional teacher candidates who have pedagogical, professional, personality, and social competence. By

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input, the implementation of the PPG SM-3T program is in accordance with the program guidelines, namely educators, participants, curriculum, and infrastructure facilities that have met all the requirements needed during the program implementation. In the process, the implementation of the PPG SM-3T program found several problems, including; (a) lack of information on program implementation such as socialization and explanation of time and schedule, (b) facilities and infrastructure that have not been optimal, (c) until the implementation of national examinations with different material from the material provided during the learning process.

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