

## **Evaluation Program Of Subject Teacher Working Group And Information Technologi Workshop At SMK Negeri 2 Toraja Utara**

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### **ABSTRACT**

The urgency of improving teachers' competences is behind the reason of teachers forum and workshop in education. However, every program should be evaluated to find out whether the program has reached its goal. This study puts its purpose on first, seeing whether the programs subject teacher working group increasing the competence of teachers in SMKN 2 Toraja Utara, especially in professional competence. The second is to give informations that contribute to programs improvement. The evaluation model that is used is contex, input, procces and product (CIPP) model which evaluate a program in four aspects: context, input, process and product. Data were collected through observation, questionnaire, interview, school document and program documents. The finding is the programs (teacher forum and workshop) categorized satisfactory and still need improvement in rules, materials, learning strategy, time, facilities and teachers motivation should be improved.

**Keywords:** Program evaluation, subject teacher working group,workshop, CIPP

### **INTRODUCTION**

Education is one of the keys to the success of a country's progress. Sihotang, (2020) stated that several more developed neighboring countries such as Malaysia, China, and Singapore showed that quality human resources had more impact. which makes the country progress compared to natural resources. So it is not wrong if education always receives important attention from various parties, especially the government. This is evidenced by the 20% allocation of state expenditure budget (APBN) funds to the education sector. With such an increase in the allocation of funds, it is hoped that it will be in line with the improvement of education quality.

Talking about improving the quality of education, it cannot be separated from the efforts to improve the quality of teachers as the forefront in the field of primary and secondary education. The quality of teachers must meet the standards set by the government, which are known as education standards and education personnel. Regulation of governance number 13 year 2015 concerning the second amendment to Regulation of Governance number 19 year 2005 concerning National Education Standards States that the standards of educators and education personnel are criteria regarding pre-service education and physical and mental eligibility, as well as education in office. So it is clear that there are criteria that must be met by a teacher, including physical, mental and educational. The teacher qualifications are contained in the copy of the attachment to the Regulation of the Minister number 16 year 2007 concerning National Education which states that a teacher has a minimum education of Diploma IV or undergraduate according to the level and subjects being taught and in accordance with an accredited study program. In addition, a teacher must have four competencies, namely pedagogical competence, professional competence, personality competence and social competence.

Education standards and education personnel also affect the value of the Quality Report (Education Quality Assurance) issued by the Directorate General of Early Childhood, Primary and Secondary Education, Ministry of Education and Culture. The Quality Report Card value is obtained based on filling out a questionnaire in the quality assurance education application carried out by the teacher, committee and students.

SMK Negeri 2 Toraja Utara always strives to improve the quality of teachers through the Subject Teacher Conference and workshop one of the skills that are considered to support teacher duties such as IT workshop. This activity is programmatic and independent, meaning that it is scheduled at the beginning of each semester and the costs come from the school. Subject Teacher Working Group is a working group of teachers who teach the same subjects which become a forum for improving teacher professional competence (Jumaeda, 2020).

However, there are things that are a weakness of this activity, namely that there has never been a program evaluation to see to what extent this activity can have a positive effect on improving teacher quality. In addition, there is no feedback from the teacher to improve activities in the following semester. Based on this, this study aims to evaluate the programs that have been carried out so that it can be seen whether the program implemented can improve teacher competence or not. The second objective is to provide the school with the information it needs to improve its next program.

Ralph Taylor in Suharsimi Arikunto (2016) defines evaluation as the process of collecting data to determine to what extent, in what way, and which parts of the educational goals have been achieved". Widoyoko quoted Stark and Thomas as saying that evaluation is a process of selecting, collecting and analyzing information to collect data needed for further activities. Meanwhile program evaluation is a method and tool for evaluating an activity (Owston, 2017). The purpose of evaluation is to contribute to making decisions about the preparation, development, modification, support or opposition, and understanding of the social psychology of an activity. There are three types of program evaluation (Widoyoko, 2017), namely:

1. Evaluation carried out at the beginning is called planning (need assessment), to collect information about the material needed by participants,

2. Evaluation during the process/implementation of activities (monitoring), to see whether the program that has been designed has been implemented well.
3. Post-activity evaluation, aims to see whether the activity has an effect on teacher performance.

According to Siregar (Siregar,2018), the factors that influence the success of implementing a workshop are:

1. The organizer of the activity should have an educational background and have adequate learning experience in the field of education and workshop.
2. The trainer/speaker should master the field or material being taught, be able to compile teaching materials, choose the right method, be creative in presentation, be able to use media and learning resources, be able to manage the class and have good communication skills.
3. Participants should have high motivation, need for material, abilities and talents, time, ability, persistence and need for achievement.
4. Planning for education and workshop needs.
5. Education and workshop curriculum as a guide in preparing teaching materials / workshop materials.
6. Facilities and infrastructure, this is necessary in the process of implementing workshop.
7. Financing. Funding in accordance with workshop needs will certainly affect the achievement of goals because it will be difficult to carry out activities without adequate financial support.

The research relevant to this research includes: first, research conducted by Ayuningtyas, Slameto and Dwikurnaningsih (2017) which aims to evaluate the instructional dimensions, institutional dimensions and behavioral dimensions of the In House Workshop program conducted at SD Muhammadiyah Salatiga. The first result of this research is the instructional dimension which includes aspects of organization, material, methodology, facilities and infrastructure as well as financing which are in the good category, but there needs to be improvements in terms of methods so that they are more in line with the workshop objectives.

The second result is that the institutional dimension includes the aspects of presenters, participants, committee, education experts, family, and society which are also included in the good category although it still needs improvement in terms of teacher needs analysis. The third result is that the behavioral dimension which includes cognitive, affective and psychomotor aspects can be categorized as good but needs development in terms of skills aspects because there are goals that have not been prioritized to be achieved in the last three years.

The second research was conducted by Bhakti (2017) which aims to see the effectiveness of the application of the CIPP (Context, Input, Process, Product) model in science learning at SMP IT Raudatul Jannah to achieve learning goals. Based on the implementation of learning that includes requirements and learning activities, the application of the CIPP model is quite effective.

Third, a research conducted by Syukur (2019) conducted a research entitled Evaluation of the Indonesian Junior High School Teacher Deliberation Program in Kendari City. This study aims to evaluate subject teacher working group activities in terms of planning, human resource capacity, implementation and achievement of program objectives. This study uses the CIPP model and interactive data analysis methods. From this research, the results of the program planning

dimensions are quite good because it is in accordance with the predetermined criteria, but the capacity dimension is not optimal because it is not in accordance with the specified input aspects. The implementation aspect also does not meet the process criteria. Meanwhile, the aspect of program achievement in increasing teacher professionalism is in accordance with the success indicators set in the product aspect.

The fourth research was conducted by Mauliddita (2016) which aims to describe the evaluation of the curriculum-2013 implementation workshop program at the level of reaction and learning of workshop participants. The result of this research is Kirkpatrick's evaluation model at the reaction and learning level is declared good.

Fifth, research conducted by Asrul et al (2019) which aims to see the content, constraints and obstacles as well as efforts to overcome the obstacles and obstacles in implementing teacher development in MAN 1 Medan. Based on the research, it was concluded that the factors causing the emergence of constraints in teacher development were structural, personal, economic and socio-cultural factors. Meanwhile, the three obstacles in development are human resources that are not of sufficient quality and weak monitoring and evaluation.

From the five studies above, it can be concluded that program evaluation activities are very important in determining the sustainability and development of teacher workshop activities. The evaluation itself must be carried out before, during and after the implementation of the activity and its success is determined by many aspects such as aspects of the participants, presenters, materials, facilities and infrastructure as well as financing.

## **METHOD**

This study is an evaluation activity for the subject teacher working group program and the Google Classroom, Webex and Blogspot Workshop at SMKN 2 Toraja Utara on May 29 to October, 2020, the odd semester of the 2020-2021 school year. The Subject teacher working group and workshop activities are coordinated by the school curriculum TEAM and the costs come from the school, in this case BOS funds. The evaluation model to be used is the CIPP Model (Context, Input, Process and Product), which is an evaluation model that evaluates an activity in four stages, namely context, input, process and product (Morgado et al, 2010; Aziz, S., Mahmood, M., & Rehman, Z.,2018). An evaluation model that guides in evaluating a program, project, person, product, institution and even the evaluation system itself. (Stufflebeam, 2003; Stufflebeam D. L., & Zhang, G, 2017). Nana Sudjana and Ibrahim (2004) describe the evaluation stages of the CIPP model as follows:

1. Context evaluation is the situation and background that affects the planning of the workshop program.
2. The input evaluation is the quality of the input.
3. Process evaluation is the implementation of activities and use of facilities according to planning
4. Product evaluation is the result achieved.

According to Mirzazadeh et al (2016), the advantages of the CIPP model are that it can be used in various evaluation activities both in the educational and non-educational fields, and evaluates an activity from four aspects so that comprehensive information is obtained.

The results obtained from each stage of this research will be analyzed descriptively qualitatively and matched with predetermined criteria as in the following table:

**Table 1. Aspect and criteria of evaluation**

NO	Evaluation Step	Evaluation Aspect	Suces Criteria
1.	Contex	Activity Planning	<ol style="list-style-type: none"> <li>1. There is a purpose.</li> <li>2. There is a schedule</li> <li>3. There are resources and materials prepared</li> <li>4. Participants</li> <li>5. There are rules</li> <li>6. There are facilities and infrastructure</li> <li>7. There is a teacher needs analysis based on the previous program</li> </ol>
2.	Input	Strategy, Capacity resources, financing	<ol style="list-style-type: none"> <li>1. Suitability of methods and materials.</li> <li>2. Amount of costs and activities.</li> <li>3. Management Classroom</li> </ol>
3.	Process	Implementing	<ol style="list-style-type: none"> <li>1. Implementation of activities according to schedule.</li> <li>2. Attendance of participants from the beginning to the end of the activity.</li> <li>3. Maximum utilization of facilities and infrastructure.</li> <li>4. Participant involvement and activeness in activities.</li> </ol>
4.	Product	Achievement	<ol style="list-style-type: none"> <li>1. There are documents in the form of workbooks 1 and 2 as well as assessments to be supervised.</li> <li>2. Use of the google classroom, webex and blogspot applications in learning.</li> <li>3. There are modules and teaching materials.</li> </ol>

There are three categories used, namely good (76% -100%), enough (56% -75%) and not good (<55% ). The data in this study came from observations, questionnaires in the google form, depth interviews with school principals and the curriculum. In addition, other data sources are school data and documentation of Subject Teacher Working Group activities and workshops.

## RESULTS AND DISCUSSION

The technical implementation of subject teacher working group every semester is the first activity that is followed by all (general) participants is the preparation of Workbook 2 which includes the teacher code of ethics, teacher pledge, teacher rules, teacher habits in schools, educational calendar, effective week analysis, effective day analysis, details of effective week, annual program, semester program and teacher's agenda journal. The next activity is the preparation of Workbook 1 (Graduate Competency Standards, Core Competencies, Basic Competencies, Syllabus, Learning Implementation Plans, Minimum Completeness Criteria) which are carried out in groups by participants according to the subject being taught.

At SMKN 2 Toraja Utara there has never been a program evaluation so it is necessary to conduct an evaluation to improve future activities. Subject teacher working group activities coupled with the google classroom-based learning workshop, webex and blogspot for the 2020-2021 academic year will be the program to be evaluated.

## Evaluate Context

The purpose of Subject teacher working group and teacher workshop is to improve teacher competence in learning, both in terms of preparation, implementation and evaluation.

The total number of students at SMKN 2 Toraja Utara totaled 870 students with class 30. The teachers at SMKN 2 Toraja Utara totaled 62 teachers including the principal and two BK teachers while the educational staff totaled 14 people. The details are as follows:

**Table 2. Data of Teacher SMKN 2 Toraja**

No	Majors	Total		Total
		Male	Female	
1	Principal	1		1
2	Adaptive Normative Teacher	13	17	30
3	Light Vehicle Engineering Teacher and Motorcycle Engineering	9	1	10
4	Computer and Network Engineering Teacher	5	1	6
5	Multimedia Teacher	1	1	2
6	Fashion Teacher		6	6
7	Textile and Wood Craft Teacher	3	2	5
8	BK teacher	2	1	3
9	Education Personnel	10	5	15
10	Health workers		1	1
Total				79

The facilities other than 26 classrooms are workshops for each department, teaching factories (production units for each department), free wifi access in schools, libraries, learning houses (equipped with tablets and wifi), showrooms, science laboratories, labs. computers, vocational units that have collaborated with the Manpower Office, meeting rooms for meetings and video conferences, school health unit, Counseling Guidance room, parent consultation room, student council room, canteen, parking lot, Japanese language room, hall, principal room, deputy principal room , prayer room and teacher room.

In the implementation of Subject teacher working group and odd semester workshops for the 2020/2021 school year, there is an activity schedule made but there are no written guidelines that must be adhered to and there are no sanctions if participants do not participate or do not work on assignments. The material presented is based on the situation and the availability of resource persons, for example when learning must be held online because of Covid-19, the material provided is a google classroom, webex and blogspot-based learning workshop with speakers from the school itself, namely teachers from the Computer Network Engineering Study Program and Multimedia. For subject teacher working group, general material was delivered by the principal and the Principal of the Curriculum as well as the District K-13 Instructors who are also teachers in schools. For special material, namely according to the subject being taught, there is no special speaker, but the teacher works in groups according to the subject.

Based on a questionnaire given via google form, 91.7% of participants stated that the material provided was relevant to the needs of participants in learning activities. For the speaker aspect, 95.8% of the participants stated that the presenters were in accordance with the material. Other data results from the questionnaire were 87.5% stated that the facilities and infrastructure had been fulfilled during the activity, 95.8% stated that they were comfortable with the place of activity, namely at school and 75% agreed with the length of time of implementation.

**Table 3 Context Evaluation**

Evaluation Step	Evaluation Aspect	Succes Criteria	Available/NA	Findings
Konteks	Activity Planning	1. Goals.	Available	
		2. Schedule	Available	
		3. Resources and materials prepared	Available	
		4. Participants	Available	
		5. Rules	Available	There are no written rules and sanctions for those who do not participate
		6. Facilities and infrastructure	Available	
		7. Analysis of teacher needs based on previous programs	Available	The data is collected based on observations, input from teachers and government policies in the field of education.

Of the seven established criteria, 6 criteria are met, so 85.71% are met (good category). Even though the context aspect is considered good, there are several things that need to be improved in the next workshop, namely the need for rules/guidelines for all participants so that the activities can take place in an orderly manner and can be maximized. In addition, based on input from teachers obtained from questionnaires and interviews, workshop is needed in accordance with the subject being taught. It means that the presenters must be in accordance with the field being handled, for example the Fashion Design study program wants workshop on how to sew clothes that have not been mastered so that experts need to be brought in. This input has been communicated to the principal and the curriculum field and it is planned to hold a Curriculum Development TEAM meeting to hold workshop that will bring in resource persons from the industry.

### Input Evaluation

The Subject teacher working group activities and odd semester workshops for the 2020/2021 academic year were attended by 53 teachers on the first day, 52 people on the second day and 55 people on the third day. The presenters for the subject teacher working group are the principal and deputy head of curriculum and K-13 Instructors who are also teachers in schools, while for the IT Workshop is multimedia teachers. It can be concluded that the speakers for the Subject teacher working group and Workshop activities have educational backgrounds and skills that are relevant to the material presented

The methods used by the presenters are lectures, demonstrations, question and answer discussions and hands-on practice. Unfortunately, there are no ice breakers or other activities that can refresh

the enthusiasm and concentration of the participants. Even so, 95.8% of participants stated that they understood the material presented. For this 3-day activity, it costs Rp.10,155,000 (50.78% of the yearly budget prepared for workshop) which includes consumption, stationery, incentives for speakers, and transport for participants. For two workshop activities (Subject teacher working group and workshops) which are held for three days, this budget is in accordance with the size of the activities being held.

**Table 4. Input Evaluation**

Evaluation Step	Evaluasi Aspect	Succes Criteria	Relevant /NR	Suggestion
Input	Strategy, Capacity resources, Financing	1. Appropriateness of methods an materials.	Relevant	
		2. Class management by resource persons	Not Relevant	There needs to be improved strategies so that participants are not bored with the material.
		3. The amount of costs and activities.	Relevant	

Based on succes criteria table 3, it can be seen that of the 3 defined categories, 2 are suitable (66.67%) and 1 still needs improvement in the class management strategy so that the participants are not bored.

### Process Evaluation

The implementation of activities is in accordance with the specified schedule, May to October, 2020, the odd semester of the 2020-2021 school year. This activity is carried out when learning is not active so it does not interfere with the teacher's duties in teaching. The rooms used during the workshop are the school hall for general materials, the hall and the teacher's room and the two classrooms on the second and third days. Each room is equipped with LCD, screen and speaker. Each teacher brings their own laptop / notebook but the problem is the insufficient wifi so that the participants are forced to tethering their respective cellphones.

In terms of the activeness of the participants, many teachers asked questions and gave input on each material. Unfortunately, after noon break when it was time for assignments to work, many teachers returned home, so only about 60% of the participants completed the activity by the end of the activity per day.

According to the teachers (based on the questionnaire) the workshop time needs to be extended. The material was too compressed so that the activity lasted until the afternoon. Based on these results, the school will extend the length of workshop to a week and prepare ice breakers and games so that teachers don't get bored with the material.



**Table 5 Procces Evaluation**

Evaluation Step	Evaluatin Aspect	Succes Criteria	Available/ NA	Findings
Procces	Implementing	1. Implementation of activities according to schedule.	Available	
		2. Attendance of participants from the beginning to the end of the activity.	NA	Many teachers go home late in the evening
		3. Maximum utilization of facilities and infrastructure.	Available	
		4. Involvement and activeness of participants in activities.	Available	

Based on the description of the criteria in table 5, it can be seen that the process of implementing activities is sufficient. As stated earlier, the strategy for presenting the material and the rules for implementing activities is very important for maximizing the implementation of activities.

### Product Evaluation

Based on the results of the supervision of the principal which was carried out for a week on August 10 – 15, 2020 for 61 teachers, teacher teaching tools include workbooks 1, 2, student attendance lists and assessments have been compiled by teachers but based on data from the curriculum field there are still productive teachers for example, teaching 2 subjects but the device is only for 1 subject. For the use of google classroom, there are teachers who use it and some are not temporary for webex and blogspot, there are no teachers who apply these two media in learning. This can be understood because currently learning in schools is face-to-face. For modules and teaching materials, almost all teachers compiled but there were still around 10% who did not make modules.

**Table 6 Product Evaluation**

Evaluasi Step	Evaluasi Aspect	Succes Criteria	Available /NA	Findings
Product	Achievement	Documents in the form of workbooks 1 and 2 as well as assessments to be supervised.	Available	There are document, but not complete
		Use of the google classroom, webex and blogspot applications in learning.	NA	It is no longer used because it is face to face, but there are teachers who have applied it
		Modules and teaching materials	Available	There are still some who have not compiled it

Even though it is based on the description above that the product produced is not optimal, there are already results / applications by the teacher from the material given. However, it is also of course

influenced by the factor of whether the teacher wants to learn, because many senior teachers use the excuse of not being able to computer or have difficulty learning because they are old

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## CONCLUSION

From the four evaluations carried out, namely the evaluation, it can be concluded that the Subject teacher working group activities and learning workshop based on google classroom, webex and blogspot are quite good although of course there is still a need for improvement, among others, there is a need for a needs analysis before carrying out activities so that the material provided can be utilized optimally for example according to the major. Furthermore, there needs to be a guideline for activities that the participants adhere to and the presentation strategy must be made as creative as possible. In addition, the length of time for carrying out activities needs to be extended and the material should not be too compacted so that it tires the teacher. Facilities need to be constantly upgraded, for example the wifi must be really good to make it easier for teachers to find learning materials and media, even writing modules and classroom action research. Finally, there needs to be encouragement for teachers to be motivated to make learning tools, modules and teaching materials.

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