

Evaluation Program Teaching Skills Practice (TSP) by The Center of The Field Experience Center (FEC) Universitas Negeri Jakarta

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Abstract—The purpose of this study is to evaluate the effectiveness of TSP courses by EDI UNJ. The TSP Program Evaluation by the EDI Center UNJ focused on four aspects including: (1) context, (2) input, (3) process, and (4) product between the 2011/2012 academic year and the 2015/2016 academic year. Viewed from the context, this research is classified as research using qualitative and quantitative approaches. The evaluation model used is the CIPP evaluation model. This evaluation model was developed by Daniel Stufflebeam. Result of research (1) Evaluate the Context component. The evaluation of the context component carried out was the legal basis / UNJ Rector's Decree and the objectives of the educational development institution. It can be concluded that context evaluation is in the high category; (2) Evaluate the Input component. Evaluation of Input components includes supervisors, student competencies, requirements to take part in TSP, information about TSP, and development, Guidebooks, training and assignments of Faculty TSP coordinators. Of the eight components the input of information from the development team relating to partner schools is in the unfavorable criteria (43.8%); (3) Evaluate Process components. Evaluation of Process components includes aspects of readiness of supervisors, ability of supervisors, introduction of partner schools, guidance to students, socialization of TSP programs and monitoring. Of the six aspects all are in very precise and very good criteria; (4) Evaluation of product components. Product evaluation is an evaluation conducted to determine the success and achievement of program objectives in the three aspects evaluated, namely the TSP assessment, the ability of the lecturer to assess and the results of the TSP. Of the three aspects evaluated all were in the very good, very precise and very high category.

Keywords— *evaluation program, TSP course, CIPP evaluation model*

I. INTRODUCTION

TSP is one of the compulsory subjects at Universitas Negeri Jakarta, meaning meaning that it must be taken by all students taking educational programs. As a compulsory university course, TSP managed by the FEC is one of the centers under the auspices of the Educational Development Institute (EDI) until 2016.

The teacher is a professional position. Teacher education across the globe has undergone a significant rethink and reform in recent years. Most countries have placed teacher education at the forefront of the national policies (Shohel & Banks, 2012). Developing teachers to be professionals and as

professionals motivate teachers to excel in their chosen career path to help create a learned humanity (Moralez, 2016). Teachers are increasingly faced with professional training that devalues their creativity and critical thinking skills (Kohli, et al. 2015). There are several terms related to the profession, including profession, professionalism, professionalism, and professionalism. The profession is a work group of individuals who adhere to ethical standards. This group positions itself as having special knowledge and skills in a widely recognized learning body that originates from research, education and training at a high level, and is recognized by the community. A profession is also prepared to apply knowledge and practice skills for the benefit of others.

The professionalism of a teacher must also be seen in him. Professionalism consists of one of our own conduct as a professional. It's often linked to upholding the principles, laws, ethics and conventions of a profession as a way of practice. It consists of personal beliefs about one's behavior as a professional. This is often associated with the enforcement of principles, laws, ethics and professional conventions in practice. Professionalism is a term introduced by Hoyle in 1975, by defining two distinct aspects of teachers' professional lives: professionalism and professionalism (Sheghedin, 2014:14). Bautista & Ruiz, says that teacher Professional Development is seen as equivalent to in-service teacher education (continuing, ongoing). Professional development encompasses all types of facilitated learning opportunities ranging from educational degree to formal coursework, conferences, refresher courses, in-service and pre-service teacher's training programmes or other informal learning opportunities in a situated practice (Rani & Surana, 2015). As pointed out by Knight (2002), providing teachers with opportunities for Professional Development is essential because initial teacher education programs cannot provide them with all the competencies that are needed in the classroom, especially the procedural ("how to") skills, which primarily develop in practical settings. According to Vescio, Ross, & Adams (2008), communities of practice are considered as an effective platform for the professional development of teachers. Wilson and Berne (1999) found that much school and district PD consists of "outside experts with little knowledge of local conditions who present irrelevant, sometimes amusing, often boring prepackaged information..." and "...that these experienc- Critical Professional Development | Kohli, Picower, Martinez, Ortiz | 9 es are irrelevant and teach teachers little". Professional

development is the process of improving staff skills and competencies needed to produce an excellent education for students (Hassel 1999). While professionalism is a pattern of how a profession develops, and also the process becomes a profession. The results of preliminary observations, obtained data that every academic year PKM student subject score is at A. This is an example of a FIS student data recap:

Academic Year	Semester Code	Number of Student	Values				
			A	A-	B+	B	TL
2011/2012	095	341	322	-	-	19	-
	096	45	44	-	-	1	-
2012/2013	097	230	210	-	-	20	-
	098	-	-	-	-	-	-
2013/2014	099	313	292	-	-	21	-
	100	25	24	-	-	1	-
2014/2015	101	392	372	-	-	20	-
	102	4	4	-	-	-	-
2015/2016	103	270	-	-	-	-	-
	104	59	46	4	3	5	1

In terms of competency shown by the acquisition of value, it has been very satisfying. But from the technical side, there are certain parts that are less encouraging in other words, there are still things that need to be considered in terms of the implementation of The evaluation model used is the CIPP evaluation model. This evaluation model was developed by Daniel Stufflebeam. Furthermore, Stufflebeam explains that the basic elements of the CIPP model are in three concentric circles and draw the importance of the center of the value set. The following are the key components / basic elements of the CIPP evaluation model and the relationships associated with the programs by EDI Centers including:

1. Letter of cooperation between the State University of Jakarta and partner schools that should be brought at the time of the Lecturer Counseling to take students to school is generally often too late to be submitted to the TSP destination school,
2. There are still teachers of teachers, even principals who equate perceptions, between TSP courses weighing 2 credits and EDI courses that weigh 4 credits,
3. Often there is rejection from the school towards students who are going to TSP. As a result, students must find new partner schools.
4. There is still a long lag between the end of the TSP exam and the submission of certificates to the school.

This less encouraging phenomenon is of course very interesting to evaluate. The evaluation program of the TSP program by the Center for EDI implemented the CIPP evaluation model. The CIPP evaluation model is an evaluation model developed by Stufflebeam, looking at the program as a whole, covering aspects of context, input, process, and product which are carried out in stages. On that basis, the evaluation of the TSP program by the UNJ EDI Center has: (1) TSP objectives as an aspect of the context, (2) TSP Program Planning by the Center for EDI as input aspects, (3) TSP Program Implementation by EDI Centers UNJ as an aspect process, and (4) TSP program results by the UNJ EDI Center as a product aspect.

Focus of research: The TSP Program Evaluation by the EDI Center UNJ focused on four aspects including: (1) context, (2) input, (3) process, and (4) product between the 2011/2012 academic year and the 2015/2016 academic year.

Based on the background of the problem and the focus of the study, the formulation of the problem is as follows: (1) How is the implementation of the TSP program held by the EDI UNJ Center from 2012 to 2016 viewed from each

component of the Context, Input, Process and Product (CIPP)?, (2) What is the comparison between the CIPP components in the program TSP by the EDI Center of the Jakarta State University in the year 2012 compared to the following year until 2016? And (3) How can the TSP program by the UNJ EDI Center be viewed in its entirety from the CIPP component from 2012 to 2016?

II. METHOD

Viewed from the context, this research is classified as research using qualitative and quantitative approaches. Qualitative research according to Crosswell begins with assumptions and uses an interpretation / theoretical framework that forms or influences the study of research problems related to the meanings imposed by individuals / groups on a social or human problem. Unlike the design of experimental research for example on the design of qualitative research investigators did not start from a certain frame of mind, but let the natural setting of research / as they are and seeks to understand the phenomenon that is by putting yourself in the object being studied (empathy) (Kusumandari & Istyarini, 2015). The research method that will be used in this study is an evaluation research method, namely program evaluation. This method is used on the basis of the formulation of the problem which is an evaluative question. The evaluation model used is the CIPP evaluation model. This evaluation model was developed by Daniel Stufflebeam. Furthermore, Stufflebeam explains that the basic elements of the CIPP model are in three concentric circles and draw the importance of the center of the value set. The following are the key components / basic elements of the CIPP evaluation model and the relationships associated with the programs.

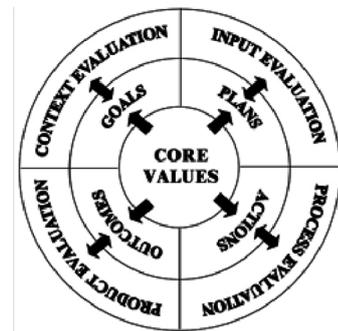


Figure 1. Basic Elemen of CIPP Model

In this case the method applied is as follows.

a. Context Evaluation

The context aspect evaluation is intended to obtain information relating to the legal basis or the Jakarta State University Chancellor's Decree which develops the Technical Development Unit (TDU) of Education Development and Development (P2P) into the EDI. In addition, to obtain information about the unification of the UPT Field Experience Program (FEP) in the EDI container. Information is obtained through document analysis and interviews with the Head of the EDI Center.

b. Input Evaluation

In the evaluation study of input aspects, it is more focused on resources managed by the EDI Center in this case Supervisors and students. Evaluation of the planning of the implementation of TSP courses managed by the EDI Center to obtain information about the requirements to become a

lecturer, requirements for students to take TSP courses, development teams, guidebooks, training for tutors and tutors and assignments from TSP coordinators for each faculty. This information is obtained by collecting data through questionnaires to supervisors and students of TSP participants and interviews with the Chairperson of the EDI Center.

c. Process Evaluation

The process (process) aspect of the EDI program evaluation is seen from the readiness of the supervisor to explain TSP to students, principals and tutors. Besides the presence of supervisors in monitoring their students, mentoring in guided and independent activities, information is obtained by collecting data through questionnaires / questionnaires and interviews with the TSP coordinator of the Faculty and Chair of EDI, and documentation.

d. Product evaluation

In this evaluation study the product (product) TSP is the learning result achieved by students during the TSP which includes the results of student TSP assessment and monitoring results. Information is obtained from questionnaires to students, questionnaires to supervisors, interviews to EDI chairpersons and interviews with faculty coordinators according to the substance of evaluation questions that study EDI programs in conducting TSP courses.

In this study, informants were selected from the Faculty of Social Sciences (FIS) with consideration of funding and time constraints. Questionnaire instruments for lecturers were sent to 37 TSP supervisors. In the initial stage, turn back the numbered 18 and the second stage numbered 18. Delivery of questionnaires to TSP supervisors was given two choices, namely through an application on a smartphone or via email (electronic mail). In general, senior TSP supervisors ask to be sent via email. Meanwhile the young TSP supervisor through the application on the smartphone.

III. RESULT AND DISCUSSION

The results of the research that will be presented are components that are evaluated based on the focus of the study. The components that will be evaluated are (1) Context, legal foundation / Jakarta State Chancellor Decree and TSP program objectives, (2) Input, in the form of program resources, (3) Process, TSP program implementation, and (4) Product, the results of the TSP program. The four components will each be broken down into subcomponents as outlined in the evaluation results table.

1. Context

Context aspects (context) include problems related to the legal foundation that lead to the birth of the TSP program and the objectives of its implementation.

Table 1. Context Evaluation Results based on Objective Standard Criteria

Objective Standards	Objective Intensity	Criteria	Decision
1. Legal Basis / UNJ Rector's Decree	<ul style="list-style-type: none"> Landasan kebijakan pemerintah tentang TSP jelas TSP memiliki SK Rektor Memiliki Pedoman yang mengatur pengelolaan 	Very Exactly	. Based on the context evaluation of the Practice Program Teaching skills have high actuality
2. Objectives of Educational Development Institutions	<ul style="list-style-type: none"> Have goals that are rectified from the UNJ Vision and Mission 	Very Exactly	

Based on the aspect of the context consisting of the basis of government policy law, the Decree of the UNJ Chancellor, the decision can be drawn that the context evaluation is in the high category..

1. Input

In this section the program can be achieved and what is desired. The aspects that become indicators in evaluating input (input) on the implementation of the TSP program by the Center for EDI in 2012 to 2016 consist of: (a) Supervisor, (b) Student competency, (c) Requirements for joining the TSP program, (d) Information about TSP, (e) Development Team, (f) TSP Guidebook, (g) Training, and (h) Faculty Coordinator Tasks

a. Supervisor

In 2012 to 2016, the requirement to become a Lecturer at least has a degree in education (S1), has a master degree in education or pure, has taught at least three years. For non-educated lecturers, both S1 and S2, they can become supervisors, if their ranks have reached class IIIb, they have served more than five years and have followed the Applied Approach. These requirements have not changed since 2012 until now. However, these requirements are not fixed prices. It means that for certain study programs, there are times when lecturers who have class IIIa in 2012 are allowed to become TSP lecturers. Note that the lecturer has had a teaching period of more than five years, and is already a Master. Meanwhile, for non-educated lecturers, they still have to take part in the Applied Approach.

b. Student competency

Competence is attached to individuals, not to positions. The competency of educational students means the ability of students as indicated by their good performance. Competence is a combination of knowledge, skills and behavior used to improve adequate quality. The competence of educational students places more emphasis on the ability to demonstrate knowledge. The meaning of knowledge in TSP activities is certainly related to student learning. To be able to provide effective and efficient learning, students must be able to apply the principles of learning. In addition, he can use learning models that are suitable for his purpose.

c. Requirements to join the TSP program

One of the requirements for students to take TSP courses is that they have graduated from microteaching activities. TSP courses are oriented towards developing and improving teaching skills. Especially teaching skills in front of the class. The TSP course is implemented at Jakarta State University in an effort to help prospective teachers to practice eight teaching skills, namely the ability to ask questions, reinforce, provide a variety of teaching, explain, open and close lessons, manage classes, guide discussion, learning small groups and individuals.

In addition to the requirements for graduating microteaching, educational students must have passed a minimum of 110 credits which include the Basic Education Course (BEC) consisting of courses in Introduction to Education (4 credits), Educational Psychology (3 credits), Learning and Learning Theory (4 credits), and Education Professionals (2 credits). In 2014/2015, there was a change in the name of the subjects joined in BEC, while the number of credits remained. The course is:

- Introduction to Education becomes the Foundation of Education
- Developmental Psychology becomes Student Development
- Educational Profession becomes an Educational System

Meanwhile, the subject of Theory of Learning and Learning is still called.

d. Information about TSP

Students get information about TSP courses during the Student Study Orientation from the Chairperson / Coordinator of the Study Program. In addition, information is also obtained from the Supervisor that TSP is an integrated course and is a prerequisite course to be able to take part in Teacher Professional Education (TPE) after graduating from education, as stated in Government Regulation number 74 of 2009 concerning TPE in Position The teacher is a Professional Position that must have academic quality with a minimum education diploma S1 / D4 and have education certification through professional education. Between 2012 and 2016, information about registration followed the TSP course and the flow was obtained from the EDI Center manually. Prior to the field / partner school, students get direction from the Chairperson of the EDI Center or the Development Team.

e. Development Team

Lecturers who are included in the TSP Development Team come from faculties with a large number of students. This is as stated by the Chairperson of EDI 2009-2014. In the 2013/2014 academic year, there were three lecturers who were members of the Development Team, namely Dr. Sri Suryanti, M.Pd., Dr. Taufik Rihatno, and Dra. Supraharti, M.Pd. The tasks of the Development Team as stated by the Chairperson of the EDI for the period 2009-2014 included: "creating a TSP assessment tool because the Study Programs at UNJ varied greatly." In addition to making TSP assessment tools, the Development Team was also tasked with providing information about partner schools there is in DKI that can be used for TSP. The requirements that must be owned by the school in order to be used as partner schools include: (1) minimum B accredited, (2) having adequate learning space, (3) having a lab / studio / workshop that supports the learning process, (4) having a library and adequate learning media, (5) providing space for TSP student secretariats, (6) having teachers who fulfill the requirements as Guiding Teachers, (7) having facilities and infrastructure to support co-extracurricular activities, and (8) being ready to become partner schools confirmed by an MoU between UNJ and partner schools.

Determination of partner schools is not only limited to the implementation of TSP, but is still fostered and developed through the relevant Tri Dharma activities of Higher Education.

f. TSP Guidebook

The Teaching Skills Practice Handbook is issued annually. The purpose of compiling the TSP Guidebook is as a reference for Faculty Leaders, Supervisors, School Leaders, Guest Teachers and Students who will take part in TSP at partner schools. The guidebook is given to all supervisors and principals. As stated by the Chairperson of EDI 2009-2014. After being confirmed to one of the principals whose schools each year accept TSP students, it is true that the principal is given a TSP Guidebook. The existing TSP Guidelines are documented in print in 2013, 2015, 2016.

g. Training

Training activities were held twice by the Chair of the EDI Center for the 2009-2014 period. The goal is to match the perceptions between the Center for EDI and partner teachers in the field related to how to assess students during the process and at the end of TSP activities. As stated by the Chairperson of the EDI Center for the period 2009-2014 for the questions that were asked what material was trained, Unfortunately, there was no documentation that strengthened after the two training activities were carried out by the Chairperson of the EDI for the 2009-2014 period. While the next period, namely 2014-2016, there was no program designed by the Chairperson of EDI for training activities such as the previous period.

h. Task of the Faculty Coordinator

For the question what are the tasks of the Coordinator of the Social Sciences Faculty, then the informant answers them 2. *Process*

Process evaluation is an evaluation designed to implement Input. In the context of the TSP program by the EDI Center in 2012-2016, it was focused on the TSP education service program activities in partner schools. Evaluation of program implementation is an evaluation of program implementation carried out by the Center for EDI UNJ between 2012-2016. In the subevaluation of the UNJ EDI Central program between 2012-2016 it was aimed at assessing the components of the TSP program, namely (a) Advisory Readiness, (b) Ability of Advisors, (c) Partner Schools, (d) Student Guidance, (e) TSP Program Socialization and (f) Monitoring.

a. Advisory Readiness

Every TSP program will be carried out by the Technical Services Unit (TSU) EDI, TSP supervisors are invited to attend the debriefing. In 2012 and 2013, almost all FIS lecturers attended. In 2014, there was a decrease in attendance by 30%. But in 2015, the presence of supervisors increased, almost all came to meet the invitation. In 2016, there was a decline in attendance, but still in the good category.

Along with the debriefing, the PKM Guidebook was also distributed to the Supervisors. In 2012 and 2013, all lecturers received the Guidebook. But in 2014 only 30% got it. It was assumed that at least the books could be shared because of the change of Chairperson of the EDI Center in that year, and together with that came the UNJ Chancellor Decree number 862 / SP / 2014, EDI Center was put together at the EDI. With these changes, there are some adjustments. This can be proven in 2015, all Supervisors get the TSP Guidebook.

b. Supervisor's ability

The ability of the supervising lecturer to explain to the Principal and the Pamong Teacher in relation to the TSP Guidebook for the period 2012-2016, the average entry is in very good criteria. 88.4% for Principals and 87.4% for Teachers. In addition to the above capabilities, supervisors are required to have the ability to explain to students the guidance of the stages of TSP activities, arrange the division of tasks, compile learning tools including making Learning Implementation Plans (LIP). Next Supervisor is able to periodically supervise each student, provide feedback on the appearance of students on independent activities, determine the exam schedule with the Tutor Teacher, assess the final

examination of students by using the Teacher Job Assessment Tool (TJAT).

c. Partner School

Partner schools are training schools used by TSP students. Generally the schools used are in DKI Jakarta. Public schools in Jakarta in general have been accredited A. This is as stated by the TSP Faculty Coordinator for the 2011-2015 period,

d. Student Guidance

TSP Guidance Book is accepted by Supervisors in debriefing activities. Students are informed by the Supervising Lecturer about what was done for 16 weeks at the partner school. If you look at the 2013 mold Guidebook documentation, there are several things that are in different order. But the point is the same, namely how students are guided to get learning experiences in front of the class and for 16 weeks and there is an increase in learning abilities.

e. TSP Program Socialization

TSP as a substitute for Practice Field Experience (PEF) courses needs to be socialized to partner schools. One of the goals is so that the number of student days in partner schools is known by the Principal and the Teachers. Because the number of TSP days is not the same as the time of PEF activities using the block system (five working days).

f. Monitoring.

The monitoring activity is carried out by the EDI Center, one of which is to check the extent to which what has been set goes according to what is in the TSP Guidebook. In this evaluation, the product aspect deals with the evaluation of the dimensions of (a) TSP assessment, (b) the ability of the lecturer to assess, and (c) the results of student TSP.

1) TSP Assessment

After conducting independent teaching activities between the 8th and 11th weeks, then at the 12th week, the test preparation stage is entered. Before the exam, the supervisor reminded the students he guided about the graduation score limit to be B. The graduation range B in the 2012-2016 academic year was between grades 70-79. Since 2016 until now, the value of B is in the range 71-75. In addition, the lecturer tells students to see the TJAT form (Teacher Capability Assessment Tool) which will be used to assess students. This TJAT instrument includes four components, namely N1, N2, N3 and N4.

2) Lecturer Ability to Assess

Aspects that must be assessed by the supervisor include all abilities that must be displayed by students. It means that the lecturer assesses from the beginning of the week to set foot in partner schools until the end of the TSP exam. The aspects assessed by the supervisor include: the process of observation, guided practice, independent training, and the final TSP exam. The five principles of TSP student assessment by supervisors are: openness, wholeness, flexibility, suitability and continuity, and the development of reflection abilities. The appraisal sheet used by the supervisor for the students he mentions is referred to as the Teacher Ability Assessment Tool (TAAT).

3) Student TSP Results

Students are assessed by means of the TJAT assessment sheet by the Supervisor and Tutor Teacher. The results obtained by the TSP students are the average score of the Supervisor and the Tutor Teacher. Looking at table 1.1, the average TSP value of FIS students from 2012-2016 is above 90%..

IV. CONCLUSION

A. Conclusion

The conclusion that the writer found from the results of the TSP program evaluation by the EDI format for the period 2012-2016 at the Jakarta State University was:

1. Evaluate the Context component. The evaluation of the context component carried out was the legal basis / UNJ Rector's Decree and the objectives of the educational development institution. It can be concluded that context evaluation is in the high category.
2. Evaluate the Input component. Evaluation of Input components includes supervisors, student competencies, requirements to take part in TSP, information about TSP, and development, Guidebooks, training and assignments of Faculty TSP coordinators. Of the eight components the input of information from the development team relating to partner schools is in the unfavorable criteria (43.8%).
3. Evaluate Process components. Evaluation of Process components includes aspects of readiness of supervisors, ability of supervisors, introduction of partner schools, guidance to students, socialization of TSP programs and monitoring. Of the six aspects all are in very precise and very good criteria.
4. Evaluation of product components. Product evaluation is an evaluation conducted to determine the success and achievement of program objectives in the three aspects evaluated, namely the TSP assessment, the ability of the lecturer to assess and the results of the TSP. Of the three aspects evaluated all were in the very good, very precise and very high category.

B. Recommendations

On the basis of the above conclusions, the researchers proposed recommendations related to the TSP program organized by the EDI Center LP3M UNJ.

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