Increased Ability to Make Learning Evaluation Instruments with Peer Sharing Methods:

Paedagogical research on teacher training in 2017 in Indonesia

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Abstract—**Teachers are very important to improve their abilities. When researchers become instructors to improve the ability of teachers, researchers have difficulty in teaching, because teachers in learning are less active, less enthusiastic, and less quickly mastered the abilities that researchers convey. In order for teachers to be more active, enthusiastic, and quickly increase their abilities, researchers applied peer exchange ideas methods in teaching them. In applying the method of exchange ideas, the colleague of the researcher used action research with two cycles. The results of the implementation of peer exchange ideas method in the second cycle seem to be that teachers are more active, more enthusiastic, and more capable of achieving abilities in formulating learning evaluation instruments. For this reason, instructors in teaching teachers are advised to apply peer exchange ideas methods.**

Keywords—teacher's ability; formulate learning evaluation; peer exchange method

I. INTRODUCTION

It is imperative to prepare superior human resources, so that they are able to face the challenges of the times. In order to prepare superior human beings can be forged through quality education [1]. The main factor that determines the quality of education is the teacher. Based on data from UNESCO in the 2016 Global Education Monitoring (GEM) Report, education in Indonesia is ranked 10th out of 14 developing countries and the quality of teachers occupies the 14th size of 14 developing countries in the world. This is an indication that the quality of teachers in Indonesia is still low compared to the quality of teachers in other countries. Thus it becomes a necessity to always improve the quality of teachers. Previous studies have provided input into thinking about the importance of improving teacher quality. Some of these studies include [2-5], which examines the importance of the teaching profession in teaching a variety of multi-culture students, which recommends that teachers are important to be taught the ability to teach multicultural students. The improvement of the teaching profession through the induction program [6], in order to improve the ability of teachers in English. Some of these studies confirm that the teaching profession is important to be improved.

Some critics of the low quality of education are one of the causes of the teacher, for that the teacher must always be improved in quality. Teachers as the spearhead of determining the quality of education, should be prepared as well as possible and always sharpened the ability to be more professional. Teacher professional development training is one of the ways to improve the quality of teachers [7]. In order to have professionalism as a qualified teacher, so that it is expected to be able to prepare reliable human resources to face the times.

Based on the experience of the author, in the implementation of the education and training program was not satisfied, because the course of the training during the training participants seemed to lack enthusiasm and difficulty of the training participants in formulating learning plans, especially in the components of learning and evaluation objectives. Thus in 2017, they tried to conduct action research, with the aim of increasing the participants' abilities and abilities in formulating goals, so that they better graduates. Based on research Taswadi, by applying the peer method [8].

The difference between the researches they have done, with the research that the authors did is, if the results of their research conclude that the quality of the teacher must be improved, while what the authors examine is how to improve the quality of teachers. So their research aims to improve the quality of teachers, while the authors aim to choose what methods are appropriate for improving teacher quality.

II. METHOD

This study used an action research approach [9]. Beginning with problems in the implementation of the training, using the lecture and question and answer methods the trainees seemed less active, and the results of the training were not good. The focus of action research is the application of peer sharing methods with the aim of increasing the activeness and ability to form evaluation instruments, because there are two weaknesses experienced by the training participants, namely the ability to formulate goals and formulate learning evaluations. The object of the research in the form of 30 trainees was the teacher. Location of the Education and Training Center in Indonesia in 2017. In the first cycle the researchers taught with lecture and question and answer methods, then continued in the second

cycle to apply the method of peer exchange ideas. To find out the level of activity of the teachers, the participants of the first and second cycles were observed with an observation sheet and recorded their level of activity in the observation sheet. Both of these observations are compared descriptively. If the second cycle in the participant notes is more active than the first cycle, then the peer sharing method is rightly used as a method in training, but if the census is less active than the first cycle, the peer screening method is not appropriate to use in training. To determine the level of ability of the trainees, the researcher conducted a pre-test and post-test, which was carried out in the first and second cycles. The results of the first cycle pre-test and the second cycle pre-test were compared with the average value. Likewise, the results of the first and second cycle post-tests were also compared, the results of the average score. The purpose of comparison of the value of the first and second cycles is to find out the difference. If the average post-test value of the second cycle is higher than the first cycle, the sharing method of colleagues is right to increase the ability, but if it is lower than the peer method is not appropriate to use in training.

The problems that arise are based on the empirical experience of writers from 2012 to 2016, each of the materials giving participants seem less enthusiastic and less active, two formative values of training are minimal. After the 2017 case study research was proven, the method used was incorrect, so to enable and improve the ability of trainees, they tried to apply the method of peer exchange ideas. The results of the first study prove that the peer exchange ideas method can increase the activity and ability to formulate learning objectives. So the authors conducted further research with an action research approach with a focus on the problem of participants who were less active and had a low ability to formulate evaluation instruments. The aim is that activeness and ability to form evaluation instruments increase. The object of the study was 30 participants from the training participants at the Teacher Training Center in Indonesia in 2017.

The research process of the researchers was assisted by assistants, identifying weaknesses in the process and results of training. Identification of weaknesses through observation in education and training classes, and studying documents in the form of formative values in training eyes. Continue to formulate problems and find solutions to solutions, in the form of training and training scenarios, and practiced in the classroom.

Data collection techniques with techniques, literature studies, observations, interviews, and documents in the form of formative value training.

The study was conducted in two cycles, the first cycle, planned and then practiced, observed, and recorded, then analyzed and concluded so that the weaknesses were known. The disadvantage of the first cycle is finding solutions to solutions by planning the second cycle. The second cycle was carried out, observed, analyzed and concluded the results. Data obtained from both quantitative data in the form of value documents were analyzed by simple statistics with percentages, while qualitative data from observations were analyzed qualitatively.

III. RESULTS AND DISCUSSION

A. First Cycle Training Process

First cycle; the instructor along with the assistant entered the training room, took a sitting position at the instructor's desk, the assistant took a seat in the instructor's left side seat. With the assistance of the assistant instructor, the questions were given to all trainees, and assigned to work. After 20 minutes the assistant collects the pre-test answer.

Then the assistant took the last seat, behind the training participants. Followed by the instructor showing through the monitor screen the title of the training eye. Participants observe, then the instructor explains how to form learning evaluation instruments in Middle School. Training participants observe and pay attention to instructor explanations. On the sidelines of the explanation, the instructor occasionally asks for the material that has been explained, whether it is understood or not. After 60 minutes the instructor divided the post-test questions. The trainees carried out the post-test for 40 minutes. The assistant records everything done by the training participants from the beginning to the end of the training.

B. Observation Results on the Course of Training

Based on observational records the reaction of the trainees during the learning process seemed less enthusiastic. Of the 30 training participants who actively asked questions, there were only 5 participants, or 16.66%, while 25 participants or 83.44% were not active. 3). Results of the average pre-test and post-test values:

Based on the results of the pre-test assessment in the first cycle the average grade of the pre-test was 60, while the average post-test was 70. So there was an increase in the average post-test score in the first cycle, which was 10 points.

C. Analysis and Interpretation

The course of the training is based on the observation of the instructor's assistant and the instructor's observation directly during the training process, the participants seem lacking enthusiasm and passivity. Of the 30 training participants there were only 5 active participants. So only $5/30 \times 100\% = 16.66\%$ are active. So the passive $25 / 30 \times 100\% = 83.34\%$. Can be interpreted the process of the course of the training participants' training seems passive. Instead the instructor seemed very active explaining and asking. The training process is not so good in the training process because what is good is that participants are more active than instructors.

Comparing the value of the pre-test with the post-test, namely the pre-test with an average of 60, the post-test score 70, so there is an increase in the value between the pre-test and post-test, by 10 points. So there is an increase in ability in the first cycle.

D. First Cycle Conclusion

Observe the results of the analysis of the process and the results of the training that the course of the training is less conducive because the training participants are less enthusiastic and inactive. Observing the test results from the pre-test and

post -test there is an increase, but the final score is only up to the minimum target value of 70, so it is still not good. The good is 85 to 100.

E. Second Cycle Training Process

The instructor along with the assistant entered the training room, then took a sitting position at the instructor's desk, the assistant took a seat in the instructor's left side seat. Assisted by the assistant instructor to share pre-test questions to all training participants, and assign them to work. After 20 minutes the assistant collects the pre-test answers.

The pre-test was completed, then the assistant took the last seat behind the training participants. Followed by the instructor showing through the monitor screen the title of the training eye. Participants observe, then the instructor asks questions about the material presented. After the material has been discussed, the instructor immediately assigns the task to formulate an evaluation with certain competencies. After 20 minutes the instructor assigned to one of the training participants to present their work through the monitor screen. Then the instructor assigns the other participants to give input. As it continues continuously until there are 3 training participants who present their work. After 30 minutes, the instructor assisted by the instructor assistant distributed the post-test questions. During the learning process the assistant records the activities of the training participants. After 30 minutes after the post-test answers were collected.

F. Observation Results on the Road of Training

The results of the observation notes by the structural assistant were noted that when the instructor started the question and answer and gave assignments to the training participants to work on the assessment instrument, participants seemed to be active. The activity became more apparent when the instructor assigned the training participants to make presentations, it appeared that almost all participants offered themselves to make presentations. When the presentation took place, the other participants raised their hands to ask questions, some were criticized, others gave input. A total of 30 participants were all actively involved in questions and answers, and criticized and gave input. These results indicate that the sharing method of peers can create an increasingly conducive, open, and pleasant training atmosphere, in accordance with the opinion that learning for adults requires a relaxed and non-coercive situation from the instructor [10], because training participants are adults so the right method of sharing friends.

G. Results of Pre-Test and Post-Test Average Values

The results of the second cycle pre-test assessment averaged 70, the average post-test results were 85. So there was an increase in the value of 15 points.

H. Analysis and Interpretation

The training is based on the observation results of the instructor assistant and the instructor's observation directly during the training process, the participants seem enthusiastic and active. Of the 30 training participants, all active

participants were recorded. Instead the instructor appears to only occasionally direct and give input. The training process seems to be owned by the participants, because they appear spirit, enthusiastic, and actively involve themselves.

The value of the pre-test and post-test in the second cycle was seen, the average pre-test score was 70, and the average post-test was 85, so it increased by 15 points. A value of 90 is a value of good creativity. So it is observed from the results that the training value proven to increase.

I. Second Cycle Conclusion

The results of the analysis of the training process and from the value analysis obtained, then the course of the training with the application of the peer method active training participants' training process, and the results of the ability scores improved very well. Increasing the quality of learning can be observed from the results achieved by the learning participants [11], this can be seen from the results of training in the second cycle which proved the value was higher than the first cycle, thus proving that the sharing method of colleagues proved to be able to improve the ability of training results used in training.

IV. CONCLUSION

The method of peers that is applied in the training can improve the activeness of the trainees, and can also improve the ability of participants in understanding and formulating learning evaluation instruments.

The peer method can be applied by the training instructor, so that the process runs smoothly and obtains good grades.

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