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Improvement Training Program Evaluation Model Early Children's Educator Competency

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Abstract
The evaluation used in this research is the CIPP model, which is a result-oriented evaluation model. What is meant is how the results obtained by educators with the training program. The results achieved are of course inseparable from other accompanying aspects. The results showed that the aspects of input, process and results. The three steps of the evaluation model are used to reveal the results of the evaluation on the aspects of input, process, and results. Evaluation of training programs to improve educator competencies in the input aspect is focused on needs analysis, training design, training program content, training infrastructure, and financing. Process aspects include the activities of facilitators in training, activities of participants in training, methods, training rules, and assessments. In the results aspect, it is focused on personal competence, social competence, pedagogical competence, and professional competence.

Key words: training, educators, evaluation

INTRODUCTION

One strategy to improve the quality of educators that has been implemented so far is through cluster development. Efforts to improve the quality of educators, as required in Law Number 14 of 2005 concerning Lecturers and Educators, make the cluster as a strategic starting gate. One of the cluster development programs is education and training. Training is an effective way to improve an educator's work, knowledge, skills and certain attitudes. To be able to become professional educators, among others, by implementing micro teaching. This micro teaching exercise is also called in service training, which is training for educators. The uses of this in-service training are: (1) To improve the ability of educators, an effort to find one's own weaknesses and try to improve them. (2) To improve the ability of facilitators in an effort to help improve educators' abilities, (3) To experiment with implementing new techniques, before the technique is implemented in actual classes

When observed in the field, it appears that some educators have shown good performance in carrying out their duties and functions, meaning that they are in accordance with the main duties and functions of educators such as: carrying out activities in making teaching programs, carrying out

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INTRODUCTION

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When observed in the field, it appears that some educators have shown good performance in carrying out their duties and functions, meaning that they are in accordance with the main duties and functions of educators such as: carrying out activities in making teaching programs, carrying out

learning activities, carrying out assessments, compiling and implementing nurturing programs, and conducting field development. teaching which is his responsibility. However, there are still some of the low performance of educators, among others: educators teach without careful preparation or simply deliver teaching material and teach and do parenting monotonously. In addition, the phenomenon that some educators teach only as a routine and without any innovation in learning. The methods used in parenting and learning still use the lecture method, and some even teach calistung and do not explore students' creativity. While teaching preparation in the form of a learning implementation plan is only an administrative formality, there are even educators who do not make the administration of learning tools as preparation material for teaching.

With these symptoms, the training provided serves to provide the latest information about curriculum development and learning. The training provided is in the form of in-house training and workshops. Every year all educators attend these trainings at the school level, educator representatives for each at the cluster level and representatives from the cluster to attend training at the district level.

This research is limited to the evaluation of the training program to improve the competence of early childhood educators in Gorontalo District using the CIPP model so that the formulation of the focus in this study includes components of context, input, process and product evaluation of the training program to improve teacher competence.

THEORITICAL REVIEW

Stufflebeam and Shinkfield (1985: 159) state that evaluation is the process of delineating, obtaining, and providing decriptive and judgmental information about the worth and merit of some object's goals, design, implementation, and impact in order to guide decision making, serve needs. for accountability, and promote understanding of the involved phenomena.

Evaluation is a process of providing information that can be used as a consideration for determining prices and services (the worth and merit) of the objectives achieved, design, implementation and impact to help make decisions, assist accountability and improve understanding of phenomena. According to this formula, the essence of evaluation is the provision of information that can be used as material for consideration in making decisions.

The National Study Committee on Evaluation from UCLA (Stark and Thomas, 1994: 12), states that evaluation is the process of ascertaining the decission of concern, selecting appropriate information, and collecting and analyzing information in order to report. summary data useful to decision makers in selecting among alternatives. Evaluation is a process or activity of selecting, collecting, analyzing and presenting information that can be used as a basis for decision making and further programming.

The elements or aspects of the program to be assessed can be seen from various aspects according to the classification carried out by the evaluation experts. Sudjana (2006: 86-94) describes the aspects that are assessed as components of the program implementation program. Program components include input, process and program results. Program implementation includes institution, planning, implementation, guidance, efficiency, effectiveness, impact, and the overall program.

In the context of non-school education, the component aspects, process and program objectives that are evaluated are the components of environmental input, instrumental input, raw input, processes, and outcomes.

The CIPP evaluation model proposed by Stufflebeam & Shinkfield (2005: 305) is an evaluation approach oriented to decision makers (a decision oriented evaluation approach structured) to provide assistance to administrators or decision-making leaders. Stufflebeam argues that the results of the evaluation will provide alternative solutions to problems for decision makers.

The CIPP evaluation model consists of 4 letters which are described as follows: (1) Contect evaluation to serve planning decision. An evaluator must be careful and sharp in understanding the context of evaluation related to planning decisions, identifying needs, and formulating program objectives. (2) Input Evaluation structuring decision. Everything that affects the evaluation process must be properly prepared. This evaluation input will provide assistance in order to organize decisions, determine the required sources, look for various alternatives to be carried out, determine a mature plan, make strategies to be carried out and pay attention to work procedures in achieving them. (3) Process evaluation to serve implementing decision. In the evaluation of this process is related to the implementation of a program. There are a number of questions that must be answered in the process of conducting this evaluation. For example, is the plan that has been made in accordance with the implementation in the field? In the process of implementing the program, should there be improvements? In this way, the program implementation process can be monitored, supervised, or even improved. (4) Product evaluation to serve recycling decision. Result evaluation is used to determine what decisions will be made next. What are the benefits felt by the community in relation to the program being rolled out? Does it have influence and impact with the program? Evaluation of results relates to the benefits and impacts of a program after careful evaluation. The benefits of this model are for decision making and accountability for a program to the community. The stages of evaluation in this model are delineating, obtaining, and providing for decision makers (Stufflebeam & Shinkfield, 2005: 305).

RESEARCH METHODS

The research approach used in this research is a qualitative approach (qualitative research). Bogdan and Taylor (Moleong, 2007: 4) define qualitative methodology as a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior. This approach is directed at the individual's background holistically (intact). So in this case it is not allowed to isolate individuals or organizations into variables or hypotheses, but it is necessary to view them as part of a whole.

The reason for using a qualitative approach is because (1) the researcher interacts directly with the research subject, (2) the data is collected in the original or natural setting, (3) he prioritizes process rather than outcome.

Creswell (2003: 5) suggests that the research design is a plan of action that links the philosophical assumptions to specific methods. In connection with this understanding that is associated with the research objectives to be achieved. To obtain the level of data validity, four main standards or criteria are applied, namely (1) credibility standards; (2) Transferability standards; (3) Dependability Standards; and (4) Confirmability Standards, Lincoln and Guba (in Faisal, 1990; 31).

RESULTS AND DISCUSSION

The competence of educative staff or teachers refers to three competencies, namely: 1) personal competence; 2) Professional competence, and 3) Community competence. Government regulation 189 of 2005 article (28: 3) states that teacher competence as learning agents at the primary and secondary education levels and early childhood education consists of four competencies, namely: pedagogical competence, personality competence, professional competence and social competence. The four competencies above are an integral part of the teacher to be able to carry out their duties optimally.

First, Personality Competence. In the National Education Standards, the explanation of article (28 paragraph (3) point b) states that what is meant by personality competence is the ability to be steady, stable, mature, wise and authoritative, to be role models for students, and to have noble character. Teacher personal has a very large share of the success of education, especially in learning activities. Personal teachers also play a very important role in shaping the personalities of students. This is understandable because humans are creatures who like to imitate, including imitating their teacher's personality in shaping their personality. All of this shows that the personal competence or personality of the teacher is needed by students in the process of personal formation. Therefore, it is natural that when parents enroll their children in a school they will first find out who the teachers will guide their children.

Personality competencies have a huge influence on the personal growth and development of students. This personality competence has a very important role and function in shaping the child's personality, in order to prepare and develop human resources, as well as the welfare of society, the progress of the state, and the nation in general. In connection with the description above, every teacher is required to have adequate personality competencies, even these competencies will underlie or become a foundation for other competencies.

In this case, the teacher is not only required to be able to interpret learning, but and the most important thing is how he makes learning a place to build competencies and improve the personal qualities of students. Teacher competence shows stability and personal / teacher identity. Personality competence is indicated by: 1) Steady and working; 2) Sensitive to change; 3) Thinking alternatives; 4) Fair, honest, and objective; 5) Discipline; 6) tenacious and diligent in working; 7) Trying to get the best work results; 8) Sympathetic, flexible, wise, simple; 9) Open nature; 10) Creative; and 11) Authority. The personal abilities include: a) Ability to develop personality; b) The ability to interact and communicate; and c) Ability to carry out guidance and counseling (Mulyasa, 2011: 117).

Second, Pedagogic Competence. In the National Education Standards, the explanation of the article (28 paragraph 3 point a) states that pedagogical competence is the ability to manage student learning which includes understanding of students which includes understanding of students which includes understanding of students, designing and implementing learning, evaluating results. learning, and the development of students to actualize their various potentials. This competency relates to teachers as educators who are tasked with continuing and developing the noble values of society and the nation.

Third, Professional Competence. In the National Education Standards, the explanation of the article (28 paragraph 3 point c) states that what is meant by professional competence is the ability to

master learning material in a broad and deep manner that enables students to meet the competency standards set out in the National Education Standards. From various sources that discuss teacher competence, in general, it can be identified and summarized about the scope of professional professional competence of teachers as follows: a) Understand and can apply educational foundations both philosophical, psychological, sociological, and so on; b) Understand and can apply learning theory according to the level of development of students; c) Able to handle and develop fields of study which are their responsibility: d) Understand and be able to apply various learning methods; e) Able to develop and use various tools, media, and relevant learning resources; f) Able to organize and implement learning programs; g) Able to carry out evaluation of student learning outcomes. h) Able to grow the personality of students.

Fourth, Social Competence. In the National Education Standards, the explanation of article (28 paragraph (3) point d) states that what is meant by social competence is the ability of teachers as part of society to communicate and mingle effectively with students, fellow educators, educational staff, parents / guardians. students, and the surrounding community. This is further explained in the lesson plan on teachers, that social competence is the ability of teachers as part of the community, who at least have the competence to: a). Communicate orally, in writing, and gesture, b). Using communication and information technology functionally c). Mingle effectively with students, fellow educators, educational staff, parents / guardians of students; and D). Mingle politely with the local community. Teachers are social beings, which in their lives cannot be separated from the social life of the community and their environment, therefore, teachers are required to have adequate social competence, especially in relation to education, which is not limited to learning in schools but also in the education that occurs. and takes place in the community (Mulyasa, 2011: 173).

The steps in analyzing the data were taken as follows: (1) analyzing all research data (2) reducing data. (3) Analyzing all data from various sources. (4) validating the validity of the data and questionnaires. (5) Displaying data (6) Counting the answers of informants from a questionnaire that have been declared valid. (7) Interpreting and interpreting data. Data that has been reduced, classified then displays the data, and the calculation results are interpreted and interpreted. (8) Furthermore, a systematic and integrated relationship between Context - Input - Process - Product is required. (9) Conclusions are formulated based on a research sequence that refers to the research problem. After the analysis was carried out, it was concluded that the operational plan had been established in each education and training organization. Participants have met the requirements set. The organizers have prepared teacher competency standards, guidelines, teaching preparation, teaching materials, and training administration tools, but the material descriptions have not been prepared. The implementation of the education and training was classified as good, as evidenced by the teachers having made teaching preparations (as much as = 54%, the respondents said it was good), the teaching performance of the trainers was 53%, the respondents said it was good. Apart from the aforementioned success which was stated by the respondents, there were still things that were considered unfavorable, as many as 23% and 73% of respondents stated that there were limited funds in the implementation of the education and training so that in some hours there were many theories. Another weakness in the implementation of education and training is that the pretest results have not been followed up in the implementation of the training. 71% of respondents said that the success rate of the implementation of the education and training was good, and the effectiveness of

the management or implementation of the training was 80% of the respondents said it was good. The evaluation system is still conventional. The level of success can be categorized as successful, with the achievement of the participants' learning outcomes with the highest score of 88.75 and the lowest score of 81.00. The performance of training participants (graduates) is based on the results of the evaluation of the training participants (graduates) teaching preparation as many as 75% of respondents said it was good, the teaching performance of the participants (graduates) of the training was 75%, the respondents said it was good, and the performance of the participants (graduates) of the training outside of routine teaching duties as much as 76% of respondents said it was good.

Assessment of training participants is an evaluation that aims to find out and seek information about the achievements of the training program as seen from the increase in the competence or competence of the participants. Participant Progress Evaluation is an evaluation carried out to determine the increase in knowledge and skills improvement through pretest and post test.

From the results of the Pretest and Post Test it is known that the knowledge they have can be further developed and improved through their involvement in training. There are three steps of training evaluation using evaluation instruments and the design depends on what evaluation steps will be carried out. These steps include:

First, the initial evaluation of the training; provided before the training begins with the aim of (1) Knowing the participants' reactions to the material given; (2). Knowing the level of knowledge or level of technical competence of participants; (3). As information for coaches.

Second, evaluation of the training process. The objectives are (1). Knowing the participants' reactions to part or all of the training program; (2). Knowing the learning outcomes of participants; (3). Anticipating certain actions when needed to take corrective steps. Third, evaluation of the training program. The objectives are (1). Knowing the results of the training implementation and its effect on performance and problems; (2) Knowing the opinion of the leader and the participants' subordinates regarding the results of the training; (3). Knowing the relationship between the results of the training and its impact on the organization where the participants work.

Evaluation after training at the level of behavior on the job is very important, because not necessarily the knowledge and learning experience gained can be applied in work, but good behavior at work is a combination of knowledge, skills and attitudes. To find out how far the participants have made behavioral changes at work after participating in the training, evaluation should be carried out by several parties, including: the participants themselves, the participants 'supervisors, the participants' subordinates, co-workers and patients and the community.

For training participants, training evaluations can provide feedback in the form of how significant the training has an impact on their work, changes for themselves, program suitability and other benefits. This is a list of various aspects of the training that were included in the participant evaluation, namely: (1) Have the training objectives, learning objectives, etc. been met, (2) Specific questions regarding the relevance of each session; whether the information submitted is appropriate and adequate; was the delivery given in an attractive manner (3) How did the participants receive and benefit from any given training assignment (4) Was anything missing from the training (5) Quality and relevance of the handout (6) Convenience of the training venue, (7)) Space given from the training venue, (8) Temperature and air circulation in the training venue, (9) General suggestions

about the training venue (conducive to training, calm atmosphere, etc.), (10) Consumption quality: on time, adequate, according to the price, (11) If the participants have provisions for further training.

For the trainer, evaluation is no less important, namely being able to provide feedback on whether the participants are satisfied with the content of the training program, the depth of training materials, how to teach, how to deliver their knowledge and so on. It is not easy for a trainer to be able to satisfy all participants, you can imagine, if in a training class, the number of participants is 10, 20, 30 or even 500 participants, the trainer is required to be able to act effectively and efficiently so that all material can be absorbed and all participants are satisfied with the way they transfer all the content A trainer is required to be able to play the role of a trainer, coach, teacher, facilitator, entertainer, storyteller or maybe even a comedian. So, the aspects that are assessed for the instructor or facilitator include: Mastery of the material being taught and the ability to present the material.

CONCLUSION

Training is the key to bringing someone or an organization better and more effective in achieving their goals. The evaluation carried out in each program is an evaluation of the aspects that show a response during the training. Participant evaluation is a way to determine the increase in knowledge and skills through pretest and post test. For training participants, training evaluations can provide feedback in the form of how significant the training has an impact on their work, changes for themselves, program suitability and other benefits. The evaluation of the training instructor is to provide feedback on whether the participants are satisfied with the content of the training program, the depth of training materials, how to teach, how to deliver their knowledge and so on.

The following recommendations are based on empirical results that the training program to improve the competence of early childhood educators after being evaluated has been proven to improve the competence of early childhood educators. This recommendation is addressed to users and parties with an interest in improving the quality of education. Based on the constitution and the mandate of the 2003 National Education System Law, the Education Office, both at the national and local levels, is the institution most responsible for dealing with critical issues of national and international education. The training program is an activity program that is able to increase the knowledge, skills and attitudes of the training participants. The issue of the competence of early childhood educators is a matter that is often discussed as it becomes more complex and the need for early childhood education increases.

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