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Evaluation Of Educator's Functional Training Program Of Teaching And Learning Studio (SKB) At Learning Activity Development Center (BPKB) Of West Sumatra

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Article History	Abstract
<p>Article Submission 20 March 2022</p> <p>Revised Submission 27 April 2022</p> <p>Article Accepted 28 June 2022</p>	<p>This research aimed to evaluate the implementation of functional training to SKB's community educators program carried out in BPKB of West Sumatera. Primarily related to context, input, process, product of functional training to SKB's community educators program so that there aren't improved of productivity result of training enhanced qualitatively. This research was an evaluation research using qualitative approach. The evaluation model being adopted here was CIPP model. The research data was gathered from 30 SKB community educators who were trained in the BPKB of West Sumatera Indonesia., the head of SKB in 19 districts/cities and trainers. The data were collected using enquette, observation, interview and documentation. Research finding to context evaluation of functional training to SKB's community educators is considered to be good, 44,32% stated that the context evaluation of the training was good. In another hand, 50% stated that the input evaluation of the training was good. Process evaluation of functional training to SKB's community educators was considered to be good with 50% stated that the process evaluation of the training was good. 63,33% stated that product evaluation of the training was good. The Evaluation of the functional training carried out by BPKB of West Sumatera have been implemented and have been going well.</p> <p>Keywords: Program Evaluation, CIPP Model, Functional Training of SKB Tutors.</p>

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Introduction

The development of education in Indonesia is carried out in various ways, one of which is through formal education and non-formal education, both aims to improve the quality of human resources. Human resources as learning tutors are extremely significant in non-formal education (Riasty, 2019). One of the methods that can be implemented to improve human resources is by organizing training programs. Training can be defined as a process of providing assistance to officers or workers in order to attain the intended level of effectiveness through the development of reasoning ability, task-related habits, knowledge, skills or proficiency, and positive attitudes required to achieve maximum production levels. The general objectives of training can be summarized as follows (1) to develop skills therefore tasks or works can be completed more quickly and effectively (2) to develop knowledge, so that works can be completed rationally (3) to cultivate attitudes that encourage cooperation among friends, employees, and leaders.

An educator is a person who is responsible for performing and carrying out teaching and learning activities as well as reviewing programs, and the development of the Non-Formal and Informal Education (PNFI) model in the Technical Implementation Unit (UPT) / Regional Technical Implementation Unit (UPTD) of the PNFI unit (Sedarmayanti, 2018). Then the quality of Pamong Learning is highly demanded for the realization of performance which has a very close relationship with the productivity of the SKB in meeting and anticipating the learning needs of the community. (Sedarmayanti, 2018); (Bartin, 2016).; (Susilowati, 2016). The efforts of the learning tutor carried out in each program activity can improve the quality of service to its learning citizens.(Pujiastuti, 2021). To carry out a teaching and learning process, experts are needed who are assigned to teach at the SKB.(Widyanto, & Lestari, 2020).

Educators, among other things, determine the success of various programs in the non-formal education platform. According to the World Bank, "Educators are a very decisive component of education". The key to improving the quality of education is teachers in formal education and educators in non-formal education (Irmawita, 2006).

Apart from being necessary to have the capacity as an educator who has the responsibility of directing, teaching, and advising, the existence of the learning tutor as a functional staff at the SPNF SKB has a complex task (Riasty, 2019).

The existence of the educator as a functional staff at the SPNF SKB has a complex task, apart from being necessary to have the capacity as an educator who has the responsibility of directing, teaching, and advising (Riasty, 2019).

According to the Decree of the Coordinating Minister for Development Supervision and Empowerment of State Apparatus, Republic of Indonesia, Number: 25/KEP/MK.WASPAN/6/1999 Article 3, an educator has many important responsibilities as a crucial role in the success of non-formal education as follows "(a) establishing the development of program models; (b) performing the teaching and learning activities in the context of developing models and making pilot programs; and (c) carry out assessments in the context of quality control and program implementation".

Every year, The Learning Activity Development Center (BPKB) as a Technical Implementation Unit (UPT) in Indonesia which is an institution that carries out technical programs in the field of non-formal and informal education organizes training for the Learning Activity Center (SKB) in an effort to support the educators in carrying out his or her responsibilities, particularly in improving task implementation so that impediments are avoided the activities carried out have quality that can be used as examples by PKBM institutions and NGOs engaged in non-formal and informal education. In this case, BPKB has pursued various strategies, including providing technical assistance to SKB-SKB in Indonesia as well as teaching and training.

The problem of functional training for Learning Activity Center (SKB) educators carried out by the Learning Activity Development Center (BPKB) is very complicated. Although training is conducted every year and is rising in terms of both the type of persons trained and the amount of personnel trained (number of participants). Unfortunately, the Indonesia BPKB has never conducted a comprehensive evaluation of the trainings that have taken place, and and those

rainings have not been able to provide a concrete answer and meaningful solution to the problem of the weak quality of SKB educators in Indonesia.

The preceding description creates an issue, indicating that the functional training of the SKB educators at BPKB West Sumatra that has been carried out so far has not achieved the expected goal of improving the SKB educator's performance in West Sumatra, Indonesia. The training is not based on the competence of the educators to be trained, and there is no measurement of the educator's competence. As a result, most of the training is repetitious, as the educator has already mastered the topic, and the material being assembled is unrelated to the SKB educator's fieldwork.

In addition to the numerous issues that arise, the training implementation is still not optimal and there has never been a comprehensive evaluation of training activities, from planning to the impact of the training on improving SKB educator's performance in their respective institutions. So far, the evaluation has been limited to a review of the implementation at the conclusion of each training activity.

Based on this information, the researcher conducted a study on the evaluation of the functional training program for the SKB educators at BPKB of West Sumatra using the CIPP evaluation model (Contexts, Input, Process, and Product).

Evaluation is defined as the process of describing, obtaining and providing useful information for assessing alternative decision-making. (Suranti, 2016). While the evaluation of the training program is an effort to determine the level of implementation of a training program policy carefully by knowing the effectiveness of each training component.

A decision can be made based on the results of the training program evaluation, such as changing the program if there are no benefits or it is not implemented as expected; revising the program if certain parts are not in line with expectations; continuing the program if the implementation has been running smoothly; and disseminating the program if the program has been successful and urgently needs to be implemented in another location. The program's success and failure cannot be determined without evaluation.

Evaluation of educational programs is a process to find out whether educational goals can be realized (Arikunto, 2009).

In general, evaluation is used to establish whether a program is successful in achieving its objectives. This means that the West Sumatra BPKB will be able to provide advice and solution for the execution of the following year's training after a thorough examination of the educator's functional training of Learning Activity Center (SKB).

In this study, the authors decide to apply the CIPP training model since the CIPP model's evaluation is the most generally known and implemented by evaluators. This model was developed by Stufflebeam and colleagues (1967) at Ohio State University. This model is also commonly utilized because it may provide a clear and structured picture of an activity program's success or failure (Stufflebeam, 2000). The CIPP model is more comprehensive than other assessment models since the assessment object includes context, input, process, and results. The development of non-test instruments and evaluation instruments was built using the CIPP model (Kurnia, Rosana, & Supahar, 2017).

Context assessment is the foundation of evaluation that aims to provide (rational) reasons in determining programs and objectives therefore context evaluation provides an overview and details of the SKB educator's needs, surroundings, and environment, and educator's functional training objectives of the SKB. A requirement is formulated as a discrepancy view of real conditions (reality) with expected conditions (ideality).

Input evaluation is an evaluation that aims to provide information in determining how to use the available resources in this case are the elements involved in the implementation of the educator's functional training program of SKB such as the training participants, facilitators, curriculum, organizers, facilities and infrastructure in achieving the training objectives. Process evaluation is directed to find out how effectively the planned training program can be carried out in accordance with the objectives.

The main objectives of process evaluation can be described as follows, a). To identify the weaknesses during implementation including beneficial things to maintain, b). To obtain information regarding the decisions made, c) To keep field notes on relevant issues while implementation is taking place. The final component of the CIPP model evaluation is product evaluation, which tries to quantify and understand program outcomes.

The findings of this study are intended to provide answers to the problems of functional training for SKB educator at BPKB of West Sumatra, particularly from the evaluation of the CIPP model (Context, Input, Process, and Product).

The purpose of this study is to evaluate the context of the educator's functional training program in terms of the educator's needs, training program objectives, and the existence of an environment for the functional training program for the educator of SKB; Evaluating the educator functional training program's inputs in terms of participant characteristics, facilitators, training facilities and infrastructure, and training implementation strategies; Evaluating the educator functional training program's implementation process in terms of training activities' relevance to training participants' needs, as well as facilitators' and students' activities; Describing the training results in terms of SKB educator professional development and implementation of training results in doing work effectively at Teaching and Learning Studio.

RESEARCH METHODOLOGY

This is an evaluative study, which means that the findings can be used to solve problems encountered. The CIPP model (Context, Input, Process, Product) was used to design the evaluation model used in this study (Stufflebeam, 2000) to evaluate the educator's functional training program of Teaching and Learning Studio at Learning Activity Development Center (BKKB) of West Sumatra Indonesia. The CIPP model provides a very useful technique in each type of evaluation; identify relevant values and criteria, provide a structure for developing and contracting evaluations, and provide illustration of the model's application. (Stufflebeam, 2000). This model is widely employed due to its effectiveness to achieve formative and summative results, to find decisions, and problem solving abilities. (Hasan, Yasin, & Yunus, 2015).

This research was conducted at BPKB West Sumatra, Indonesia with collecting data has been at 19 Teaching and Learning Studio (SKB) in Regencies/Cities in West Sumatra Indonesia.

The data were collected using enquette, observation, interview and documentation of the results of the evaluation of the context, input, process, and product of the functional training program for SKB educator at BPKB West Sumatra, Indonesia. Based on this type of research, known as descriptive research, the analysis of the data collected both quantitatively and qualitatively was analyzed qualitatively. Descriptive statistics were used to analyze the data. Descriptive statistics are numbers that provide data in the form of tables, percentages, and graphs and provide an overview of the data.

RESULTS AND DISCUSSION

Results

A study that has been established and carried out to assist observers in assessing the value and benefits of an object is referred to as an evaluation (Hasan, Yasin, & Yunus, 2015).

There are a variety of evaluation methods available, however the CIPP model was utilized for this study. According to (Yuniarti, et al, 2018); (Widoyoko, 2009), evaluation context for program description and specification, the CIPP model is effective for use in evaluating (Al-Shanawani, 2019).

In general, the main objective of this study is to evaluate the implementation of functional training of SKB educators which has been held at BPKB of West Sumatera. The findings of this study can be described as follows:

1. Context Evaluation

According to the literature review, context evaluation entails describing the program's needs as well as the setting in which it is executed. Context evaluation is also known as a study of the program's operating environment.

Table 1. *Context Evaluation*

Category	Frequency	Percentage
Very Bad	0	0,00
Bad	3	10,00
Sufficient	6	20,00
Good	13	43,33
Very Good	8	26,67
Total	30	100,00

The results in table 1 when presented in a visual form can be seen in Figure 2 below:

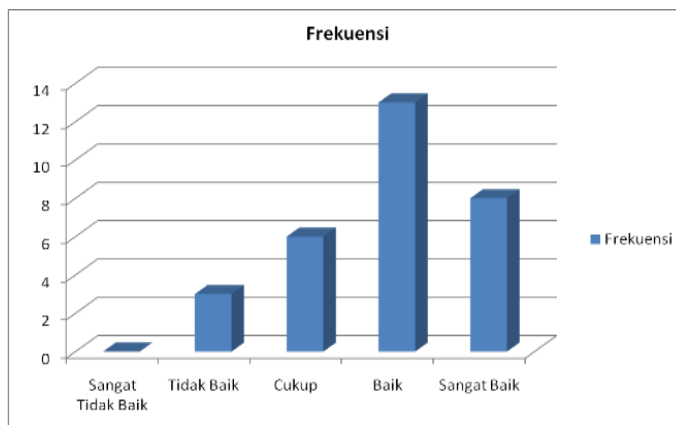


Figure 1. *Context Evaluation*

Based on the data in table 1, the results of data analysis from the instrument given to 30 SKB educators were classified as very bad for 0 people (0.00 percent), bad for 3 people (10.00 percent), sufficient for 6 people (20.0 percent), good for 13 people (43.33 percent), and very good for 8 people (26.67 percent).

2. Input Evaluation

The purpose of the input evaluation is to determine how far the educator's functional training program of SKB strengths and obstacles in the form of training participants' characteristics, resource persons/facilitators, committees, materials, training strategies, facilities, and infrastructure support the smooth operation of the SKB educator's functional training program.

Table 2. *Input evaluation*

Category	Frequency	Percentage
Very Bad	0	0,00
Bad	2	6,67
Sufficient	9	30,00
Good	15	50,00
Very Good	4	13,33
Total	30	100,00

The results in table 2 when presented in a visual form can be seen in Figure 2 below:

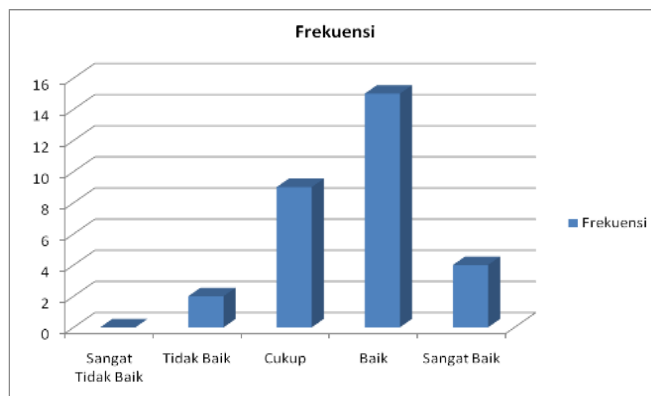


Figure 2. *Input Evaluation*

Based on the data in the table 2, the results of data analysis from the instrument given to 30 SKB educators were categorized as very bad for 0 people (0.00 percent), bad for 2 people (6.67 percent), sufficient for 9 people (30, 00 percent), good for 15 people (50.00 percent), and very good for 4 people (13.33 percent).

3. Process Evaluation

The purpose of process evaluation is to determine the extent to which the program has been implemented and the impediments that existed at the time of implementation.

Tabel 3. *Evaluation of the Process in the Relevance of the Functional Training of SKB Educators to Participant Needs*

Category	Frequency	Percentage
Very Bad	0	0,00
Bad	2	6,67
Sufficient	10	33,33
Good	15	50,00
Very Good	3	10,00
Total	30	100,00

The results in table 3 when presented in a visual form can be seen in Figure 3 below:

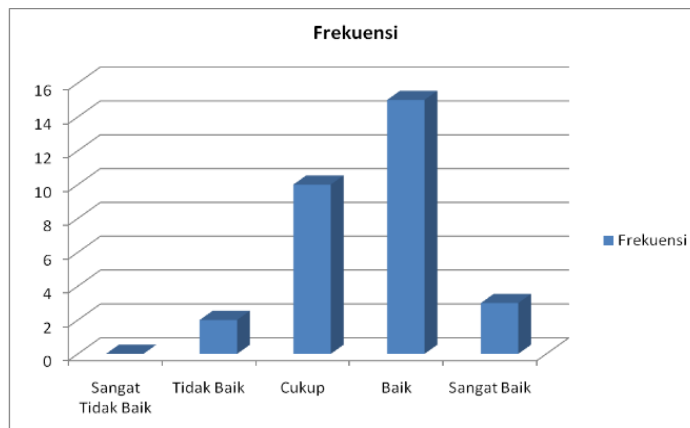


Figure 3. *Evaluation of the Process in the Relevance of the Functional Training of SKB Educators to Participant Needs*

Based on the data in the table 3, the results of data analysis from the instrument given to 30 SKB educators were categorized as very bad for 0 people (0.00 percent), bad for 2 people (6.67 percent), sufficient for 10 people (33,33 percent, good for 15 people (50.00 percent), and very good for 3 people (10 percent).

Table 4. *Process Evaluation in the form of Implementation of SKB Educator Functional Training*

Category	Frequency	Percentage
Very Bad	0	0,00
Bad	1	3,33
Sufficient	14	46,67
Good	11	36,67
Very Good	4	13,33
Total	30	100,00

The results in table 4 when presented in a visual form can be seen in Figure 2 below:

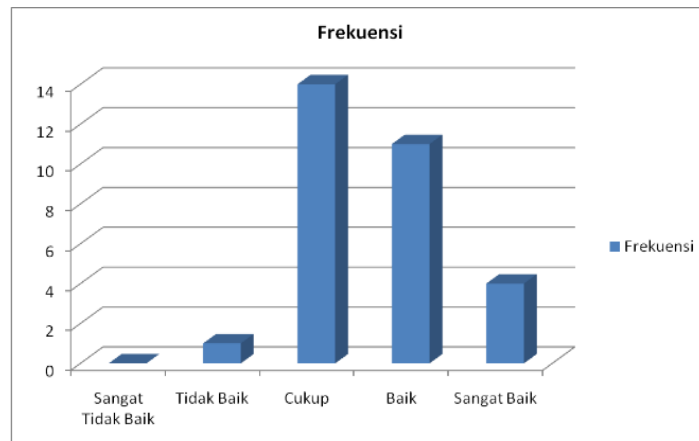


Figure 4. *Process Evaluation in the form of Implementation of SKB Educator Functional Training*

Based on the data in the table 4, the results of data analysis from the instrument given to SKB educators were classified as very bad for 0 people (0.00 percent), bad for 1 people (3,37 percent), sufficient for 14 people (46,67 percent), good for 11 people (36,67 percent), and very good for 4 people (13,33 percent).

Table 5. *Process evaluation in the form of Obstacles to the Implementation of SKB Educator Functional Training*

Category	Frequency	Percentage
Very Bad	0	0,00
Bad	1	3,33
Sufficient	8	26,67
Good	16	53,33
Very Good	5	16,67
Total	30	100,00

The results in table 5 when presented in a visual form can be seen in Figure 5 below:

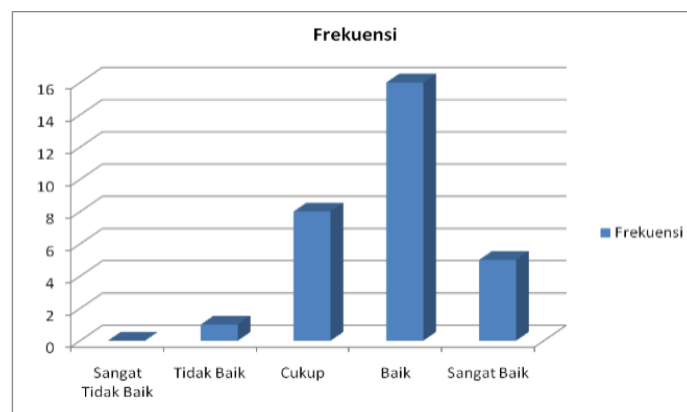


Figure 5. *Process evaluation in the form of Obstacles to the Implementation of SKB Educator Functional Training*

The data analysis of the instruments given to the educators was categorized as very bad as many as 0 people (0.00 percent), bad as many as 1 person (3.33 percent), sufficient as many as 8 people (26,67 percent), good as many as 16 people (53.33 percent), and very good as many as 5 people (16,67 percent) based on the data presented in table 5.

4. Product Evaluation

Product evaluation is intended to determine the level of success of the program.

Table 6. Product Evaluation

Category	Frequency	Percentage
Very Bad	0	0,00
Bad	0	0,00
Sufficient	7	23,33
Good	19	63,33
Very Good	4	13,33
Total	30	100,00

The results in table 6 when presented in a visual form can be seen in Figure 6 below,

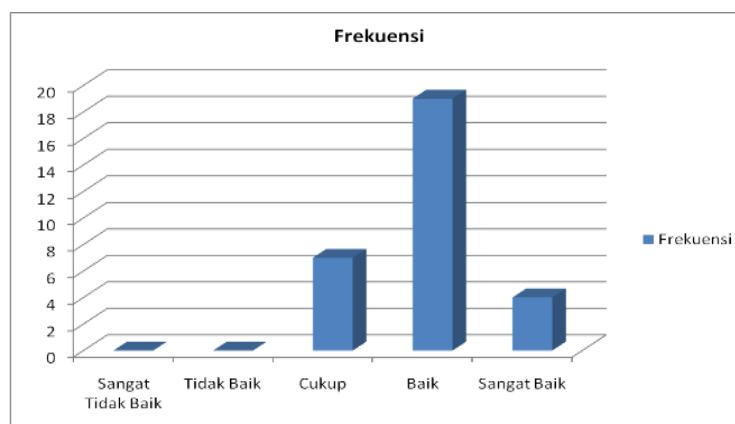


Figure 6. Product Evaluation

Based on the data illustrated in the table 6, the results of the data analysis of the instruments given to participants can be classified as very bad as many as 0 people (0.00%), bad as many as 0 people (0.00%), sufficient as many as 7 people (23, 33%), good as many as 19 people (63.33%) and very good as many as 4 people (13.33%).

The results of this study are not much different to those of Bahtiar (2022), who found that the professional competence of tutors at the UPTD SKB Bulukumba in carrying out learning has carried out its professional duties related to implementation, planning, and assessment, as well as supporting factors such as high student enthusiasm, active participation from all parties, and the interesting learning model provided. However, this model also has weaknesses.

The inhibiting factor of the implementation of learning activities is the learning location which is quite far and the absence of students. Then also findings from (Wijaya, Nurazi, & Nasution. 2013) regarding the implementation of education quality programs and the performance of educators found that by providing training to organizers of socialization/improvement of the quality of educational programs to be more skilled in the preparation process, especially in preparing and compiling programs from data according to technical instructions

Furthermore, the findings from (Latif, Amir, & Asri, 2021) show that there is a significant positive relationship between the understanding of tasks by the educators and the ability to carry out their duties in SKB. Based on the relevant research, the researcher's findings indicate that it is important to evaluate the program because it has a good impact and can improve the program.

CONCLUSION

According to the findings of a study conducted on the Evaluation of the Functional Training Program for Teaching and Learning Activities Studios (SKB) educators at the Learning Activity and Development Center (BPKB) of West Sumatra, the Context Evaluation of the educator's functional training program of SKB BPKB West Sumatra is considered to be good. Ining at BPKB West Sumatra is considered to have good. Out of the 30 civil servants, 13 people (43.33%) said it was good while those who said it was not good were 3 people (10.00%). This demonstrates that the BPKB effectively assessed program preparedness and the program implementation environment when establishing program needs.

The evaluation of input has been completed successfully. Out of 30 civil servants, 15 participant (50.00 percent) stated it was good, while as many as 2 said it was not good (6.67 percent). This demonstrates that inputs for evaluating these amenities and infrastructure are readily available.

Process evaluation is considered to be good. Out of the 30 civil servants, 15 people (50.00%) said it was good while those who said it was not good were as many as 2 people (6.67%). This indicates that the educator's functional training program of SKB at BPKB West Sumatra is proceeding as expected. The product evaluation is favorable. 19 civil servants (63.33 percent) stated it was good, while those who claimed it was not good either did not exist or did not respond (0.00 percent). This concludes that the educator's functional training program of SKB at BPKB West Sumatra significantly improved the SKB educator's performance in West Sumatra.

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