

PROSIDING

SEMINAR NASIONAL
PENDIDIKAN FISIKA
DAN BAHASA INGGRIS
2014

***CARA PRAKTIS DAN INOVATIF
DALAM PEMBELAJARAN FISIKA
DAN BAHASA INGGRIS***

Surabaya, 17 Mei 2014



Fakultas Keguruan dan Ilmu Pendidikan
Universitas Katolik Widya Mandala Surabaya
Jl. Kalijudan 37, Surabaya 60114

Judul Buku

Prosiding Seminar Nasional Pendidikan Fisika dan Bahasa Inggris: Cara Praktis dan Inovatif dalam Pembelajaran Fisika dan Bahasa Inggris.

Redaksi

Ketua Prof. Dr. A. Ngadiman

Anggota

1. Prof. Dr. Veronica L. Diptoadi.
2. Prof. Drs. Soegimin W. W.
2. Y.G. Harto Pramono, Ph.D.
3. J.V. Djoko Wirjawan, Ph.D.
4. M.N. Siti Mina Tamah, Ph.D.
5. Dr. Ruruh Mindari
6. Dr. B. Budiono
7. Drs. I Nyoman Arcana, M. Si.

Cetakan Pertama

Mei 2014

Penerbit

Widya Mandala Press

Gedung Agustinus Lantai 4

Jl. Dinoyo 42-44 Surabaya

e-mail: perpus@mail.wima.ac.id

Copyright Hak Cipta Widya Mandala Press

Dilindungi oleh Undang-Undang, dilarang mengutip atau memperbanyak sebagian atau seluruh isi buku ini tanpa izin tertulis dari penerbit.

ISBN 978-602-96839-5-0



PRELIMINARY EVALUATION ON A SENIOR HIGH SCHOOL ENGLISH TEACHER PROFESSIONAL DEVELOPMENT FORUM: TEACHERS' AND STUDENTS' PERSPECTIVES

By
Niki Raga Tantri
Graduate Program in English Language Teaching, State University of Malang
Jl. Semarang 5, Malang
nikitantri@gmail.com

Abstract. *The purpose of this study is to examine four aspects of a senior high school English teachers professional development forum in Sidoarjo, namely program input, program process, program output, and program outcome. To achieve this purpose, IPO Model by Bushnell of 1990 is used. Three research data sources are taken from the stakeholders of MGMP program, the instructors, and the participants to examine the input, process, and output of the program. Teacher professional competence questionnaires are also employed from MGMP participants as the representative research subjects to evaluate the outcome aspect. The findings indicate that all input, process, and output evaluation aspects have positive attitudes. However, the outcome from students' point of views toward their English teachers contradicts teachers' perception. The findings of this study provided valuable implications to MGMP stakeholders and education practitioners in developing a teacher professional development forum.*

Keywords: *Teacher professional development, program evaluation, Musyawarah Guru Mata Pelajaran.*

INTRODUCTION

Teacher professional development nowadays has become a raising issue in education field. Pre-service teacher training or teacher education major obtained from university level is not sufficient to shape teacher candidates to be a professional teacher. A professional teacher must have to keep updated about the development of the education quality, the teaching strategy and methodology as well as the subject matter. Additionally, these roles should be supported with good attitudes, beliefs and morals and there should be any organization that can assist the professional development to achieve the congruent competences among teachers.

The need for ongoing teacher education especially in language teaching is crucially important. An in-service teacher

training or a teacher forum should be held because all teachers did not have similar teaching knowledge in pre-service teacher training^[1]. As a matter of fact, the phenomena of the teaching knowledge base constantly change. In addition, the needs of individual teacher are different during their careers since various problems emerge, such as dissimilar classroom facilities in each school and students' characters in each classroom. The changes of schools and institution's needs, as well as the introduction of the new curriculum in Indonesia, such as the 2013 curriculum, challenge the teachers to update their knowledge and experience to the best practices for schools, institutions, and curriculum trends. Thus, the teacher profession is actually a continuum profession that always develops in the entire practice of ones who take teaching as their career^[2].

Henceforth, the needs for on-going education teacher, actually have been coped by MGMP (*Musyawah Guru Mata Pelajaran*). It is a professional development forum program for subject teachers at district levels and the general aim of this forum is to develop teachers' professionalism in Indonesia^[3]. MGMP is a form of realization of the Government Regulation No 14/2005 in relation to the law on Teachers and Lecturers with the aim to improve and develop teachers' career, capacity, ability, professional authority, and welfare for the achievement of optimum educational goals^[3-5]. With regards to the understanding of this regulation, the teachers will have the opportunity to develop their professionalism through in-service teacher training, conducting classroom action research, meetings in Teachers Work Group, henceforth, KKG, and Professional Development Teacher Forum, henceforth, MGMP. Therefore, KKG and MGMP program have significant roles in developing teachers' professionalism^[3].

Even though MGMP is established mainly to improve teacher knowledge, abilities, and skills, the implementation is still far from satisfaction. Several studies reported that basically education seminar and workshops can increase the teachers' motivation to involve in professional development activities although the activities fail to increase their competences as professional teachers^[6]. Consequently, referring to Guskey and Kwang^[7], the lack of education workshops and teachers' group meetings were because the absence of experts or committees to critically assess and evaluate the effectiveness of the program. The program which does not conduct

follow-up activities will waste both time and money. Also, poorly organized programs and in unproven ideas and strategies create ineffective practices in the classrooms. Thus, the evaluation of the program needs to be conducted to minimize the ineffective teacher training objectives and methodologies while conducting workshops or teacher group meetings.

Therefore, the purpose of this study is to evaluate the four main aspects of MGMP program, namely program input, process, output and outcome taken from the MGMP stakeholders, instructors, teachers as participants, and the students' point of views.

LITERATURE REVIEW

IPO (Input-Process-Output) model has been used foremost to assess training of the leading companies IBM in 1990. It was developed to investigate the training to the future corporate needs and relate it to the human resources management programs^[8]. In addition, the IPO approach is able to use as the decision makers for the evaluators to select from several options of the IPO model for the aim of optimizing the overall quality of a training program. The IPO model can detect the types of changes the evaluators should make to improve course design, content and delivery^{[8][9]}. Thus, the most typical trainees' performance after being evaluated by this model is revealed in example whether they have achieved the needed knowledge and skills.

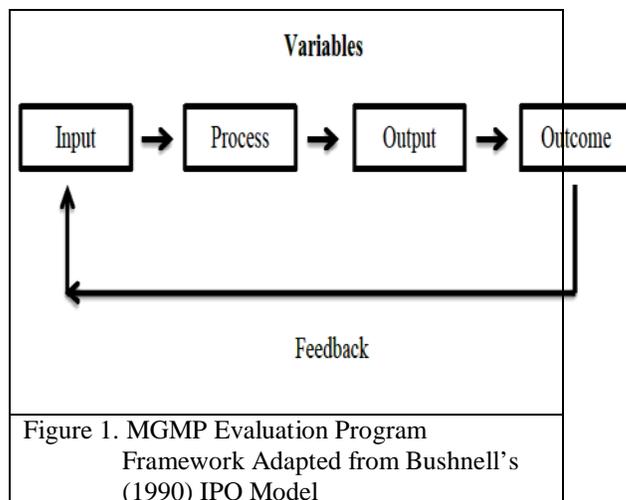
The IPO model is the best known model to evaluate training program. It includes the preparation of the program, as the input, the plan of the program (process) and the feedback of the program

(output)^[10]. “Input” in IPO evaluation model refers to the most important contribution to the overall effectiveness of a program such as trainee qualifications, instructor experience, the availability of already tested instructional materials, the types of equipment and training facilities and the training budget. On the other hand, input can be meant to be the kind of resources which provide a service^[10]. However, “Process” is the program activity that can increase the value of the program, for example the plan, design, development and how the trainer delivers the material. The short-term output to the long-term outcome is “Output” in the IPO model. According to Chen and Wang^[11], the reaction level in Four-Level Evaluation Model by Kirkpatrick (1998) can be called as the “output” result as in IPO model. “Output” results refer to customer satisfaction, the improvement of employee performance, corporate profits, rate of profit, competitiveness, and survival capacity. Bushnell predicted that in the short term output, stakeholders or the employees can gain trainee reactions, knowledge, skills and the improvement job performance from the educational training program. The last, “outcome” refers to the description of the intended and unintended impact or consequences of the program. According to Bushnell^[8], the desired outcome does not flow directly from the outputs, but outcome does impose the availability of training resources.

Several studies which used IPO model have indicated that this model has beneficial contribution to determining the outcome for the program running. Huang, Lin, Wang, and Wang^[12] who used this model to evaluate educational training

found that this evaluation model is able to investigate not only the direct influence between training input and training output, but also the function of training process acted as a mediator. It was concluded that the training input influences the training process which in turn influences the training output. In addition, Chang^[10] has investigated hotel program training in Taiwan by using this evaluation model. He was able to show that the educational degree differences and educational major differences have a significant impact on the satisfaction of the training courses and the knowledge and skills gained. College graduated employees were unsatisfied with the training since they have obtained the materials and courses at college. However, the housekeeping department employees who were graduated from senior high schools felt satisfied with the training arrangement. Based on the results, these employees never obtained the course that was given in training program. Thus, there were two points that could be concluded for the output of the training program. It predicted that there might be better attitude toward housekeeping department than other departments after the training program. Second, the training program was only effective to housekeeping department so that there should be any revision to the training arrangement if the training program management would conduct the next training for all departments for the next cohort.

Thus, referring to the valuable contribution toward the effectiveness of the program that has been run explained above, this study employed “Input-Process-Output” (IPO) proposed by Bushnell^[8].



METHODOLOGY

In this research, four variables were used to answer the research questions. These variables are program input evaluation aspect, program process evaluation aspect, program output evaluation aspect, and program outcome evaluation aspect. In program input evaluation aspect, several sub-variables are evaluated, such as participants' qualifications, instructor abilities, instructional materials and evaluation method employed by this MGMP. Program process evaluation aspects made use of three sub-variables, for example the ability of curricula and materials development, evaluation of teaching performance both internal and external factors, and personal capabilities of the instructors. Program output evaluation aspect evaluates the trainees or participants' reaction and knowledge and skills gained by the participants. The last, program outcome evaluation aspect made use of customer satisfaction sub-variable and improved job performance sub-variable.

All program evaluation aspects used questionnaire as the research instruments,

except the program outcome of improved job performance sub-variable. Here, the researcher employed observation checklist instrument. Six MGMP stakeholders fulfilled program input aspect questionnaire, five instructors fulfilled program process aspect questionnaire, and thirty three teachers who were the participants of MGMP program fulfilled the program output aspect questionnaire. To evaluate program outcome aspect, here, the researcher employed professional teacher competencies questionnaire^[13] to all participants and then, three representative teachers were selected to evaluate the program outcome. Program outcome aspect evaluated the teacher performance in the classroom and their students' satisfaction toward the teacher performance during teaching in the classroom.

RESULTS AND DISCUSSION

The results from the program input questionnaire explained that from six members of the MGMP stakeholders, almost all of them were between 40 until 50 years old. Only one member was 30-40 years old. In addition, almost all stakeholders were male, only one who was female. There were four subjects that possessed bachelor degree, while two subjects were master degree. The full time experience in teaching also varied among six subjects; three subjects had 10-15 years teaching experience, one subject had 15-20 years, the other was more than 20 years, and the rest was 5-10 years' experience.

Referring to IPO Model aims to the input evaluation aspect, it is evaluated to investigate the elements of the potential contribution to the overall effectiveness

of the program^[8]. This element refers to the sub-variables explained above in this research. Based on the results of the stakeholders' point of views in regard with the participants' qualification in this program, they expected much on the participants' personal knowledge rather than on the professional, pedagogic, and social knowledge. 83,3% stakeholders expected that the participants have good English communication and have already self-concept, such as disciplined, emotionally stable, mature and confidence. Regarding to the instructor abilities sub-variable, all stakeholders emphasized on the ability of high communication skills in English and the ability of operating media, for example, computer, PowerPoint, and audio-based teaching (100%). Instructional materials preferred by the MGMP stakeholders were concerning on English functional texts (83,3%). As well as, in relation to the program evaluation method employed in this program forum, the stakeholders regularly conducted evaluation in every term/semester. They appraised an evaluation of materials needs based on education personnels, for example supervisors (16,7%), LPMP (16,7%), province education department staff (16,7%), district education department staff (33,3%), headmaster (33,3%), and instructors/teachers (33,3%). Yet, they did not use evaluation data to assess material needs (66,7%).

However, the lowest indicators explained below by each sub-variable of participants' qualification, instructors' abilities, and instructional materials topic. Based on the results of the stakeholders' point of views investigated from the rank of the indicators in each sub-variable; professional knowledge which is the

knowledge of understanding learning theories (students' characteristics, needs, learning styles, and strategies) placed the lowest rank in participants' qualification. As well as the information of the instructors to have the results of trainees' needs analysis from MGMP stakeholders placed the lowest rank of instructors' abilities. It can be indicated that the results of trainees' needs are considered less considerable to the stakeholders. In addition, Classroom Action Research workshop was less substantial for them. It placed the lowest for the instructional materials topic sub-variable.

Next, program process evaluation aspect was filled in by five instructors who taught in the MGMP program when this data was taken in that term/semester. All of the instructors were more than thirty years old who three of them were female and the rest were male. Almost all instructors were school delegation, yet one instructor was from educational department staff.

Program process evaluation will contribute to the program activity that can increase the value of the program, for example the plan, design, development, and how the instructors deliver the material^[8]. To achieve this purpose, three sub-variables were included, namely the ability of curricula and materials development, evaluation of teaching performance both internal and external factors, and personal capabilities of the instructors. From the rank of the mean scores in each indicator, organizing the materials before the activities begun was the highest rank derived from the ability of curricula and materials development. It is indicated that all instructors of MGMP program in that term were well-prepared. It was also supported by the ability to

improve teaching skills and promote MGMP activities and manage activities resources were performed by the instructors' abilities in evaluating teaching performance both internal and external factors. For personal capabilities, all instructors have the ability to find and solve teaching problems and having the characteristics of a continuous-learning person.

The lowest scores of program process evaluation aspect were perceived by several sub-variables. Writing lesson plan for MGMP material was considered the lowest scores of the ability to develop curricula and materials. Evaluation participants' teaching performance after MGMP program is the lowest indicator in evaluation teaching and performance. The last, having research abilities was less considered by all MGMP instructors. From the characteristics of mean scores above, it indicates that fundamentally, the MGMP instructors have positive attitudes and responsible to the personal performances, for example preparing the materials before the activity started, the consideration of evaluation self-performance and improving their teaching skills, although conducting evaluation to the participants is less considered by them. Also, research abilities are considered in low perception according to the instructors.

The following aspect is program output evaluation. This questionnaire was fulfilled by thirty three teachers who became participants of MGMP program in the last meeting. Their age were distributed in the same proportion of percentages among 30 to 40 years old (33,3%), 40 to 50 years old (36,4%), and 50 to 60 years old (30,3%). More than half participants were female (66,7%) and

the remained participants were male (33,3%). A half number participants had 14 to 28 years of teaching experience (54,5%), while the other was 7 to 14 years (18,2%) and only 9,1% participants had more than 28 years teaching experience.

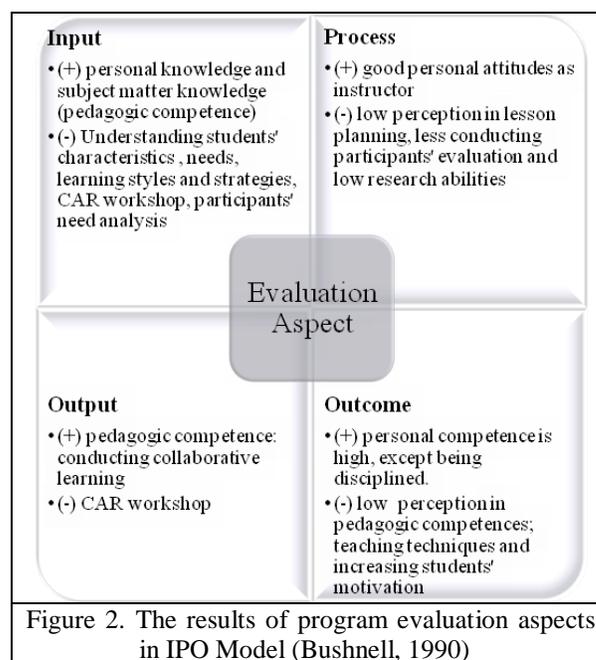
In program output evaluation aspect, there were two sub-variables measured in this aspect; the participants' satisfaction and the knowledge and skills gained by the participants after attending MGMP program. According to the results of the questionnaires, almost all participants were satisfied in terms of learning how to conduct collaborative learning in the classroom. This indicator holds as pedagogic competency and places the highest rank in participants' satisfaction sub-variable. However, the lowest satisfaction was performed from the professional competency, that is learning about how to do Classroom Action Research. Referring to the knowledge and skills gained sub-variable, the highest mean scores mentioned that the teachers mostly gained a lot of benefits from the program. Yet, the lowest mean score stated whether they can use new skills to improve teaching performance after attending MGMP program. From the explanation mentioned above, MGMP program that had been held in this district was more sharpened into pedagogic competence with collaborative learning topic specifically. The participants also considered that the program beneficial for them even though they were not sure whether they could use what they had learned during the program to improve the teaching performance.

Next, the program outcome evaluation aspect made use two instruments which were observation checklist from three

selected teachers and questionnaires to the students taught by these selected teachers. The teachers' selection process was identified from the results of the professional teacher competencies questionnaires^[13] and their full-attendance during MGMP held in that term^[9]. Based on the results of the professional teacher competencies questionnaire, all teachers were categorized as professional teacher, and the researcher selected from the highest, mid, and lowest scores of their questionnaires as the representative teachers for evaluation program outcome evaluation aspect.

Indicating from the results of all observation checklist from three representative teachers, all teachers have good competencies in lesson planning, documenting the students' assessment and high personal competences in being self-confident, appropriate dressing and appearance, and fair to all students without discriminating their economic, social and cultural values. It means that all representative teachers have good personal competencies of professional teacher. However, the other indicators of personal competency is remained the lowest, that is being disciplined to start and end the class meeting. The other indicator in pedagogic competence is also remained low, which is recognizing the students' characteristics and learning styles. In line with their students' perception toward their teachers, being disciplined is the most negative attitudes toward their teacher. The others are followed by the low perception of the teacher's technique to motivate them in learning English and the teaching technique used to help them in learning English. It can be concluded that, in point of fact, the representative teachers have

good competencies in personal competences, except for being disciplined. But, low competencies were still performed in pedagogic competences area, such as the techniques and strategies used in the classroom to help the students in learning English and increasing motivation in learning English to the students. It also indicated that there is a small amount of MGMP program impact to the teachers that can contribute to the improvement of teaching techniques in the classroom. Therefore, to draw the results of four program evaluation aspects are best described below.



In regards with the findings above, it can be determined that the input from the stakeholders and the output from the participants to some degree are not expected from the program input aspect. In fact, the input program expected that mastering subject matter competence, such as mastering English functional texts, is the most significant for the teachers, though the output aspect

perceived collaborative learning is the most satisfied aspect taught during MGMP program. It seems that what has been planned by the stakeholders was not successfully achieved in that MGMP program term. It is also performed from the program outcome which most students felt that the teachers' techniques in teaching did not help them to learn English. Thus, the pedagogic competencies achieved by the teachers during the program did not have significantly impact to the teachers' pedagogic skills.

Program input evaluation aspect fundamentally should evaluate the elements of the potential contribution to the overall effectiveness of the program^[8]. The results of identification from the participants' qualification and the intended knowledge and skills gained for the teachers, will help the stakeholders to conduct program process. Program process may include the method and strategies used in delivering the materials during the program. It includes the selection of instructors' criteria first and then the process of how the instructors will deliver the material in the program. Therefore, even though the results of the program process evaluation aspect in personal abilities and teaching and performance evaluation sub-variables have good attitudes from the instructors' point of views, the results of the program outcome do not reveal satisfaction since the program input and program process are not related each other. In other words, the knowledge and skills intended from the program input are not well-conveyed in program process.

As well as the perception toward Classroom Action Research workshop, all program evaluation aspects perform low

toward this indicator. This is very unfortunate since Classroom Action Research will help the teachers to improve the quality of their teaching^[14]. To be precise, the teacher can conduct self-evaluation toward their teaching techniques and strategies that have been employed in their classroom. Classroom Action Research also can boost the teachers' teaching performance since they can value the process of their teaching in respect to the students' achievement.

Referring to the other indicator that has lowest perception from the program input, it should be noted about the important role of the participants' needs analysis. Teacher professional development activities involves adult learning and personal process that concern to the teacher's needs and wants to learn specific knowledge and skills^[15]. It means that, the selection of the topics in one program needs participants' judgments for the aim of gaining specific knowledge and skills by the teachers. MGMP program should be able to provide new skills and knowledge about the teachers' problem in the classroom and the teachers' problems can be identified referring from the results of needs analysis before the program begun.

CONCLUSION

As a conclusion, this study contributes to the new findings of English teacher professional development forum evaluation. Based on the result from the data analysis, it can be concluded that the program input intended from the stakeholders' point of views are not well-conveyed in program process even though the results of the program process evaluation aspect in personal abilities and teaching and performance evaluation sub-

variables have good attitudes from the instructors' point of views. In addition, the program output revealed that the participants' satisfaction are in the collaborative learning of pedagogic competence topic but it contradicts with the students' perception toward the pedagogic competences of their teachers. Crucial noted indicators showed in program outcome evaluation aspect that their teacher only have positive attitudes in several personal competencies and the documentation competency toward students' assessments but they still have low performance on pedagogic competencies. Therefore, this study suggests to the stakeholders of MGMP program to conduct need analysis first to the participants before the program started. Knowing the teachers' needs will help the stakeholders to address the upcoming topic materials and provide suitable instructors' criteria to solve the teachers' problem. In addition, the focus on conducting Classroom Action Research workshop is considered important since it can help the teachers to employ self-improvement of their teaching quality.

ACKNOWLEDGMENT

The author would like to thank to Dr. Gunadi Harry Sulisty, M. A. for valuable suggestions to the earlier draft of this paper.

REFERENCES

- [1] Richards, J.C. & Thomas S.C.F. 2005. *Professional Development for Language Teachers, Strategies for Teacher Learning*. New York: Cambridge.
- [2] Goodwyn, A. 1997. *Developing English Teachers, the Role of Mentorship in a Reflective Profession*. Buckingham: Open University.
- [3] Ministry of National Education. 2008. *Standar Pengembangan Kelompok Kerja Guru (KKG) dan Musyawarah Guru Mata Pelajaran (MGMP)*. Jakarta: Departemen Pendidikan Nasional
- [4] Supriatna, A. 2012. *Indonesia's Issues and Challenges on Teacher Professional Development*. http://www.aadcice.hiroshima-u.ac.jp/e/.../soso4_2-04.pdf (accessed on March 24th, 2013)
- [5] Wati, H. 2011. The Effectiveness of Indonesian English Teachers Training Program in Improving Confidence and Motivation. *International Journal of Instruction*, 4, 1, 79-104.
- [6] USAID. 2010. *Teacher Networks (MGMP) in Junior Secondary Education in Indonesia*. Jakarta: International Development Center of Japan.
- [7] Guskey, T. R., & Kwang S. Y. 2009. What Works in Professional Development? *Phi Delta Kappan*, 90, 7, 495-500.
- [8] Bushnell, D.S. 1990. Input, Process, Output: a Model for Evaluating Training. *Training and Development Journal*, 44, 3, 41-43.
- [9] Liong, L.P., 2005. *Proposed Monitoring System For Trainings of the Philippine National Housing Authority*. Unpublished Thesis: University of Twente.
- [10] Chang, H. 2010. *Input-Process-Output of Hotel Training in Taiwan*.

- Unpublished Thesis: I-Shou University.
- [11] Cheng, M. S. & Wang, Y. T. 2006. Input-Process-Effectiveness: A model evaluating training. *Journal of Human Resources Management*, 6, 1, 75-99.
- [12] Huang, C. T., Lin, W. T., Wang, S. T., & Wang, W. S. 2009. Planning of educational training course by data mining: Using China Motor Corporation as an Example. *Expert Systems with Application*, 36, 7199-7209.
- [13] Amin, M. 2013. *What Makes Teachers of EFL Professional or Unprofessional*. Unpublished Dissertation: Universitas Negeri Malang.
- [14] Brown, H. D. 2007. *Teaching by Principles, an Interactive Approach to Language Pedagogy*, 3rd Ed. New York: Longman.
- [15] Allen, S. J. 2007. Adult Learning Theory and Leadership Development. *Kravis Leadership Institute, Claremont McKenna College*, 7, 26-37.