INFERENTIAL EVALUATION ON INSTRUCTOR AND RESOURCE PERSON COMPETENCIES OF EDUCATION AND TRAINING FOR SCHOOL SUPERVISOR IN INDONESIA

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ABSTRACT ---*Improvement of education quality is a joint responsibility that involves various groups including a training instructor. A training instructor must have subject expert and transfer txpert competencies. The expert transfer competency was still considered low so that the quality of human resources was also low. The purpose of this study was to evaluate the instructor and resource person of education and training on supervision (academic supervision and managerial supervision). This study used descriptive analysis method by combining field research and library research. The results of the study showed that instructors and implementations needed to be improved to achieve the desired work targets.*

Keywords--*education quality, performance evaluation, performance improvement*

I.   INTRODUCTION

An ideal training instructor has Subject Expert and Transfer Expert competencies. Subject Expert competence of instructors assigned to train in Indonesia is not in doubt, but it is different with the Transfer Expert competency. Based on the evaluation by participant training and observation by training director, most training instructors still need an increase in Transfer Expert competency. Based on the evaluation, starting in 2010, the Center of Education and Training organizes Education and Training for School Supervisors that are specifically for personnel who will be assigned to become training instructors coordinated by the Center of Education and Training. The basic competency to be achieved by this training is that the participant training is able to apply effective teaching techniques to adults. There are 4 desired indicators of success, namely so that the participant training is able to: (1) Develop a Learning Plan. (2) Select appropriate media and methods of learning. (3) Make informative, interesting and effective shows. (4) Present effective teaching material. To assess whether the Education and Training for School Supervisors held was carried out according to plan and achieved results in accordance with the stated objectives, a study on achievement of educational competence was conducted in Indonesia in 2011, where Indonesia was ranked 45 out of 48 countries [1].

The PIA (Program for International Assessment) evaluated the ability of education personnel in 2014 which was ranked 64 out of 65 countries and in 2015, Indonesia was ranked 64 out of 70 countries. The Indonesia National

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Assassment Program (INAP) evaluated the ability of education personnel in terms of literacy and numeracy which showed that in 2016 the competency score reached 46.83% that was in low category [2]. Based on the above data, the obligation to educate the life of the nation is the mandate of the Preamble of the 1945 constitution which is manifested in improving the quality of national education.

Improvement of education quality is a joint responsibility that involves various groups, from structural aspects starting from the central level (Ministry) to the education unit [3]. Law Number 20 of 2003 on National Education System Article 39 Paragraph 1 states that education personnel have the duty to administer, manage, develop, supervise, and provide technical services to support the education process in educational units. In addition, education personnel are also an integral part of school activities to provide services in order to achieve educational goals at school. Education is a crucial field in the progress of the nation and state. Based on the Human Development Index, in 2018, Indonesia had an increase of 0.82 percent to 71.39 that was in moderate category. However, the score was lower than countries in one region such as Singapore, Malaysia and Brunei Darussalam which had very high human development. Low HDI is a serious matter and must immediately get urgent attention, especially in the millennial era which is full of competition. In addition to the low Human Development Index, the Program for International Student Assessment (PISA) of Indonesia in 2015 was the lowest tenth or ranked 62 out of 72 countries with a score of 393.5 for Mathematics, science and reading so that this is a common concern. The low PISA and HDI run parallel with the average score of the National Exam namely Mathematics of 46.56; Natural Science of 48.79; English of 50.23 and Indonesian Language of 65.59.

One of the HDI assessments is the educational aspect. This shows that the education sector contributed to the low HDI score. Likewise, the low PISA score cannot be separated from the ability of students in learning, especially mathematics, science and reading. Scores of PISA and National Exam are very closely related to teacher capacity in learning. The low score of the results of Teacher Competency Testing can be seen from Table 1.

Table 1: Average Score of Teacher Competency Testing in 2015, 2016, and 2017

On every education level

Education level	Number of Participants			Number of Modules in 2017	Average Score of Teacher Competency Testing			%
	2015	2016	2017		2015	2016	2017	
Kindergarten	89	72	89	181	43.74	65.82	68.23	24.49
Elementary	185	219	185	372	40.14	63.80	62.22	22.08
Junior High	65	85	65	131	44.16	65.33	67.76	23.61
Senior High	25	28	25	50	45.38	66.66	69.55	24.17
Vocational	12	19	12	20	44.31	70.30	68.53	24.22
SLB	7	3	7	14	46.45	66.78	71.72	25.26

Source: Directorate General of Teachers and Education Personnel

Table 1 showed an increase in average scores of Teacher Competency Testing from 2015 to 2017. Teachers as the spearhead of learning are the subject of development by principal. In addition, Teachers, Principals, and other Education personnel are under the academic and managerial supervision of the School Supervisor. This means that the School Supervisor holds the highest career position that should be responsible for the advancement of education in Indonesia. It is not surprising when the educational data shows alarming numbers for supervisors despite participating in education and training programs to improve the ability of employees to carry out tasks, while education is more oriented to increasing the ability to carry out new tasks. Formal education in an organization is a process of developing abilities in the desired direction. While training is part of the education process that aims to improve the abilities and special skills of a person or group of people [3]. A training is oriented to the tasks that must be carried out (job orientation), while education is more on developing in general [3].

Based on the pre-survey, despite attending education and training, the performance of the School Supervisor was highlighted because it failed to improve the quality of the institution and even decreased in the past 2 years. This is inversely proportional to the general objectives and special objectives of the education and training program of school supervisors in Indonesia according to the Minister of Education Regulation Number 12 of 2007 which has the main task in terms of Academic supervision, Managerial supervision, Educational evaluation, Sustainable Research and development. Because it has such a big role and function, various School Supervisor development efforts have been carried out by the Subdirectorate of Career Development and Performance Assessment, Directorate of Development, Directorate General of Teachers and Education Personnel, Ministry of Education and Culture. To achieve the National Medium Term Development Plan - Strategic Plan of Directorate General of Teachers and Education Personnel 2015-2019, the Ministry of Education and Culture has set the Average Target of Knowledge and Skills Competency of Education Personnel in the Strategic Plan of Directorate General of Teachers and Education Personnel 2015-2019 as in Table 1.2.

Table 2: Strategic Plan of Directorate General of Teachers and Education Personnel 2015-2019
Average Target of Knowledge and Skills Competency of Education Personnel

ACTIVITY AND PERFORMANCE INDICATORS	*BASELINE* 2014	PERFORMANCE TARGET				
		2015	2016	2017	2018	2019
IKK 6.1. Average Competency Scores of Knowledge and Skills of Education personnel in Primary and Secondary Education	4.7	5.6	6.6	7.1	7.6	8.0

IKK 6.2. Number of Education personnel who have improved Performance Index and Attitude Quality		50.87	53.60 1	107.2 01	160.8 01	234.4 01
IKK 6.3. Number of supervisors of directorate general of primary and secondary education who have graduated masters		400	400	400	400	400

Source : Strategic Plan of Ministry of Education and Culture 2015-2019

The strategic plan target will be difficult to achieve if the School Supervisor who is supposed to work hard to improve academic and managerial competencies in the school still shows a score that is below the standard score of 80. It can be seen from Figure 1 and Figure 2.
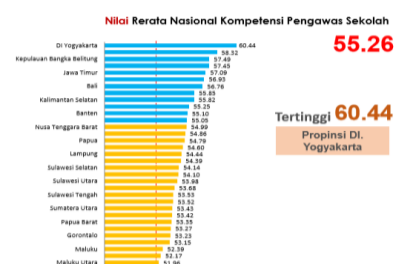
Figure 1 : National Average Competency Score of School Supervisor
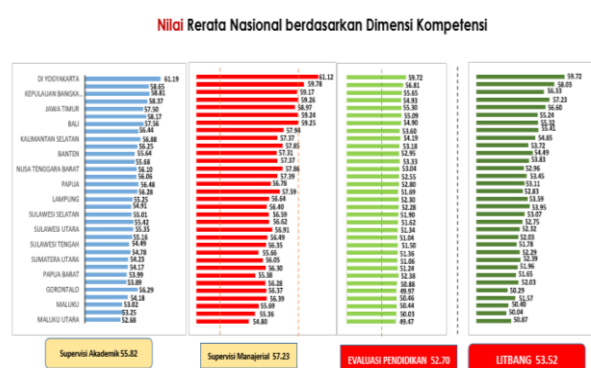
Figure 2 : National Average Score of School Supervisor based on the Competency Dimensions

Table 3: UKPS 2015 and Post Test 2016

NO	DESCRIPTION	UKPS	PRE-TEST	POST TEST 2016
1	National Average	55.24	55.45	60.86

2	Academic supervision	56.06	53.32	-
3	Managerial supervision	57.53	49.23	61.10
4	Research and development	54.24	72.81	59.97
5	Educational evaluation	53.12	52.67	68.94
6	Number of Participants	24.293	781	755
	% Participation			3.10%

Source : Subdirectorate of Assessment (2016).

Table 3 shows the urgent priorities for competency improvement for School Supervisors throughout Indonesia. To answer this, the Subdirectorate of Career Development and Performance Assessment, Directorate of Education Personnel Development in 2017-2019 should carry out reinforcement of School Supervisors in a structured, programmed and systemic manner so that School Supervisors can carry out tasks professionally in accordance with the main tasks and functions to improve the quality of education in Indonesia. Even though the training was conducted and followed up with the reinforcement of principal program.

The process of Education and Training for School Supervisors has been carried out, so that the main tasks of School Supervisor are conveyed and lead to carrying out academic and managerial supervision tasks in the education unit which includes preparation of supervision programs, implementation of mentoring, monitoring of implementation, assessment, guidance and professional training for teachers , evaluation of the supervision program implementation, and the implementation of supervision tasks in special areas.

Evaluation was conducted on instructor and resource person of education and training on supervision (academic supervision and managerial supervision) [4]. This study evaluated the supervision process of the principal in relation to performance in selected secondary schools in Indonesia. This study used cross sectional method and questionnaire to collect data [5]. The Ministry of Education and Culture through the Directorate of Education Personnel development prepares a reinforcement pattern by preparing module and curriculum to be applied as a result of the evaluation of teacher and resource person competence. Evaluation was conducted on the quality of instructors and resource persons as well as obstacles experienced by participants as well as suggestions for further training improvements.

This study is concrete support for Law Number 20 of 2003 on National Education System Article 57, which states that evaluations need to be carried out in the context of national quality control. In addition, this study can even be a form of support for the Minister of Administrative Reform and Bureaucratic Reform Regulation Number 14 of 2016 on Changes to the Minister of Administrative Reform and Bureaucratic Reform Regulation Number 21 of 2010 on School Functional Supervisors and Its Credit Score and Circular Letter of Directorate General of Teachers and Education Personnel No 19998/B.B1.3/GT/2018 on Governance of Principal and School Supervisors.

II.   METHOD

1.   Type and Nature of Research
a.   Type of Research

This study used mix-type research, which is a combination of field research and library research.

b.   Nature of Research

This study used descriptive analysis method

2.   Source

This study used primary data and secondary data.

3.   Informant

In qualitative research, the sample is often referred to as an informant that is the person who is the source of information. The subjects who became informants in this study were academics in the Education Supervisory Office. The determination of informants used a purposive sampling technique.

4.   Data Collection Technique

This study used two methods in collecting data, namely field research and library research. In the field research method, interviews were conducted with informants on the subject matter of the study.

Library research is a method to collect data by tracking and searching library materials. In this study, the library research was conducted by reading, analyzing, and studying various library materials related to the problem being studied.

III.   RESULTS

Instructor Evaluation
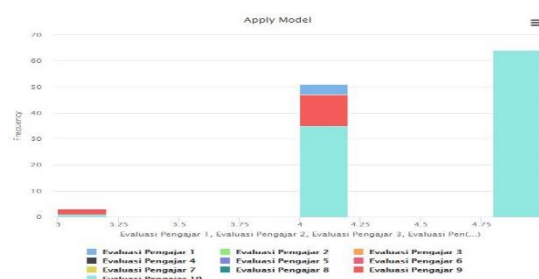
Figure 3 : Histogram of Instructor Evaluation

In the histogram of instructor evaluation, the score was between 3 to 5. The highest score of strongly agreed was in the 10th indicator of instructor evaluation. The 'less agree' response had less than 10 participants in the 9th indicator of instructor evaluation. This shows a fairly rapid increase from 9th to 10th indicators of instructor evaluation. Based on the normality test, the data was considered normal.
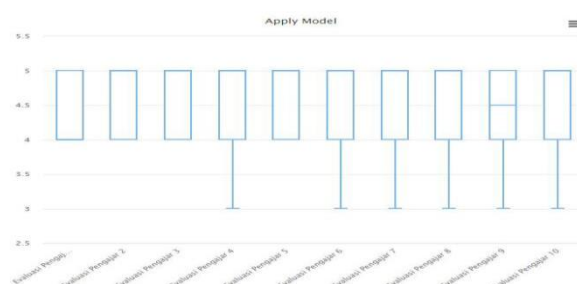

Figure 4 : Boxplot Diagram

Based on the boxplot diagram in the figure above, it can be seen that the instructor evaluation had scores with a scale of 4 to 5 on the 1st, 2nd, 3rd and 5th indicators. While 4th, 6th, 7th, 8th, 9th, 10th indicators had scores from 3 to 5. This shows that instructor evaluations had 'less agree' responses more clearly from the participant. It should be noted carefully and immediately corrected the indicators that had a disagreement from participant on instructor evaluation.
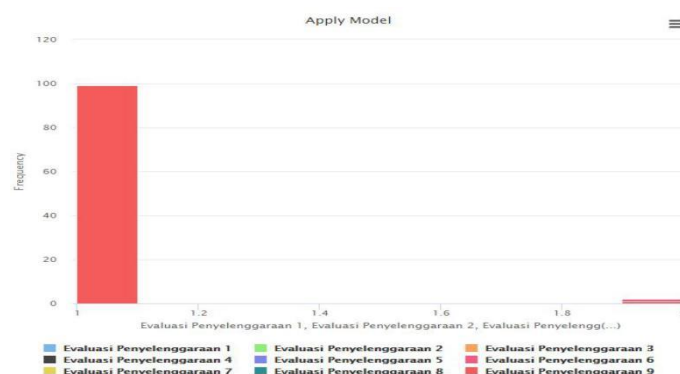
Implementation evaluation

Figure 5 : Histogram of Implementation evaluation

In the implementation of evaluation histogram, the results showed a score of 1 or strongly disagree and 2 or disagree. The highest responses of strongly disagree was in the 9th indicator of implementation evaluation which reached nearly 100 participants. The 'less agree' response had less than 5 participants. It showed that implementation evaluation obtained a lot of criticism. Therefore implementation evaluation needs to be taken seriously to achieve the desired work targets.
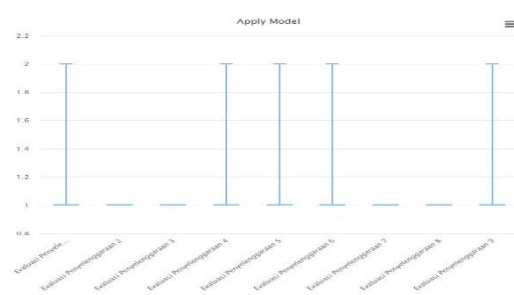
Figure 6 : Boxplot Diagram of Implementation Evaluation

In the boxplot diagram above, it can be seen that the implementation evaluation had a score with a scale of 1 and 2. The indicators that obtained strongly disagree responses from the participant were 2nd, 3rd, 7th and 8th indicators. While the 1st, 4th, 5th, 6th, and 9th indicators of the implementation evaluation had a disagree response. This shows that the implementation evaluation needs to be improved because the results show a relatively negative responses of the implementation evaluation.

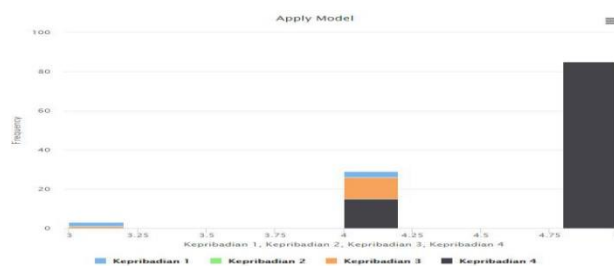## IV.   INSTRUMENT TABULATION OF RESOURCE PERSON

Personality

Figure 7 : Histogram of Personality

In the histogram of personality, the results of the questionnaire which showed strongly agree response was in the 4th indicator of personality that reached nearly 90 participants. For less agree responses and agree responses were mostly in the 1st indicator of personality. This shows a good increase from the 1st to 4th indicators of personality.
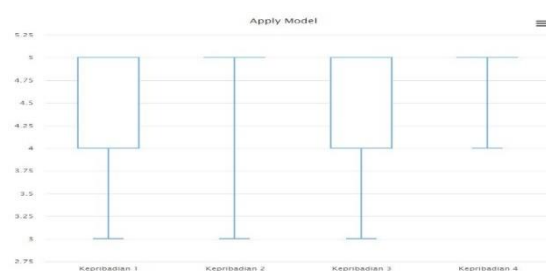

Figure 8 : Boxplot Diagram of Personality

In the boxplot diagram above, it can be seen that the assessment of personality had a score of 3 to 5. The results of the questionnaire that received a score of 3 to 5 were 1st, 2nd, and 3rd indicators of personality. While the results of the questionnaire that obatined a score of 4 to 5 from the participant was the 4th indicator of personality.
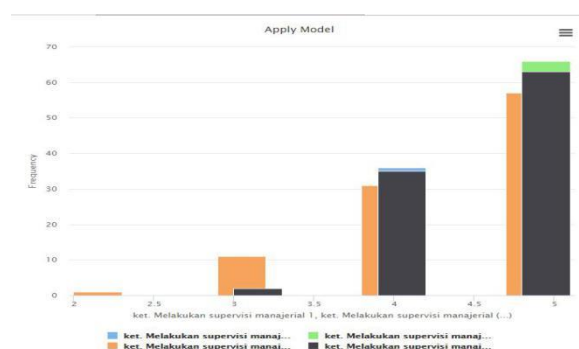
Managerial supervision ability

Figure 9 : Histogram of Managerial Supervision Ability

In the histogram of managerial supervision abilitiy, the score was between 2 and 5. The highest responses of strongly agree was in the 2nd indicator of managerial supervision. The 'less agree' response which had less than 5 participants was in the 3rd indicator of Managerial Supervision Ability. Based on the normality test, the data was considered normal.
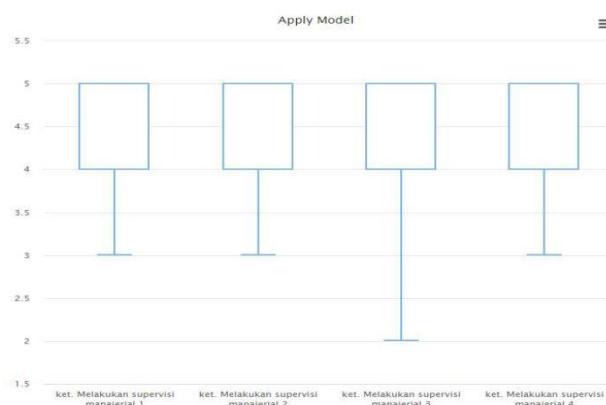

Figure 10 : Boxplot Diagram of Managerial Supervision

Based on the boxplot in the figure above, it can be seen that the assessment on managerial supervision ability had a score between 2 to 5 in the 3rd indicator. In addition to the 3rd indicator, the 1st, 2nd, and 4th indicators of managerial supervision ability had a score between 3 to 5.

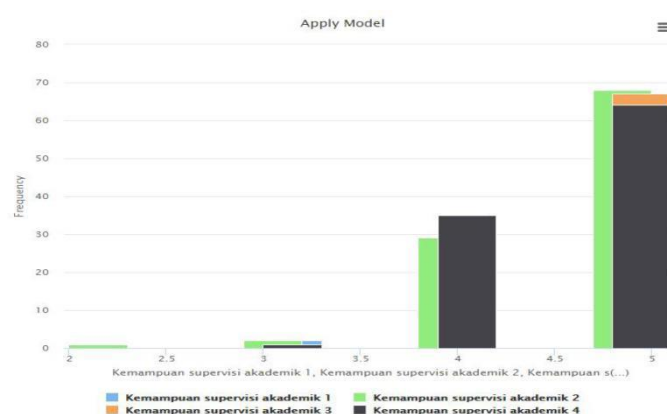***Academic supervision ability***

Figure 11 : Histogram of academic supervision ability

In the histogram of academic supervision ability, the score was between 2 and 5. The highest responses of strongly agree was in the 2nd indicator of academic supervision with 70 participants. While for the disagree response was in the 2nd indicator of academic supervision which had less than 5 participants. This shows that scores that have striking results were found on the 3rd indicator which had the best score as well as the worst compared to other indicators of academic supervison ability. Based on the normality test, the data was considered normal.
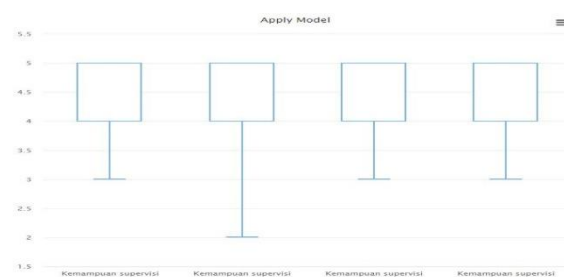
Figure 12 : Boxplot Diagram of Academic Supervision Ability

Based on the box plot plot in the figure above, it can be seen that besides the 2nd indicator of academic supervision ability, other indicators of academic supervision ability had a score of 3 to 5. All indicators of academic supervision ability were in fairly good category.
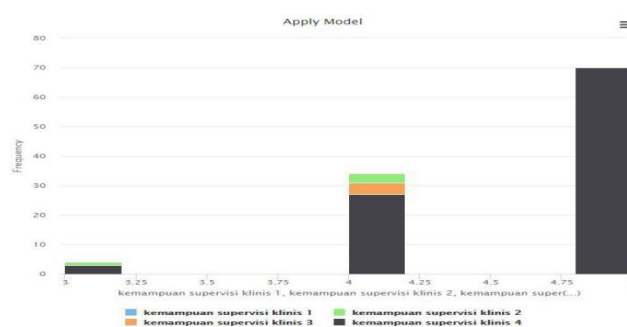
Clinical supervision ability

Figure 13 : Histogram of Clinical supervision ability

In the histogram of clinical supervision ability, the score was between 3 and 5. The highest response of strongly agree was in the 4th indicator of clinical supervision ability with 70 participants. The highest responses of disagree response was in the 2nd indicator of clinical supervision ability. Based on the normality test, the data was considered normal.
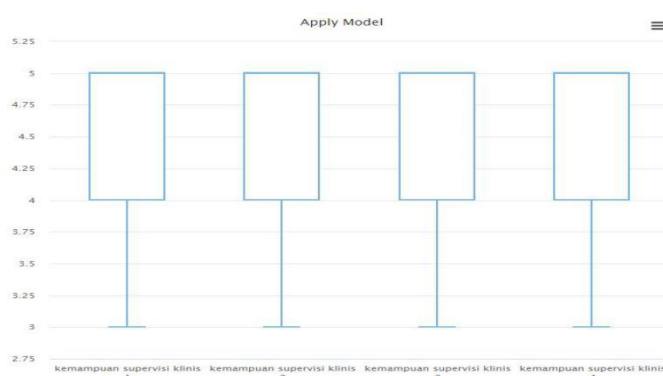

Figure 14 : Boxplot Diagram of Clinical supervision ability

Based on the box plot in the figure above, it can be seen that the assessment on clinical supervision ability had a score with a scale of 3 to 5. All indicators of clinical supervision ability had a stable score and no significant difference.
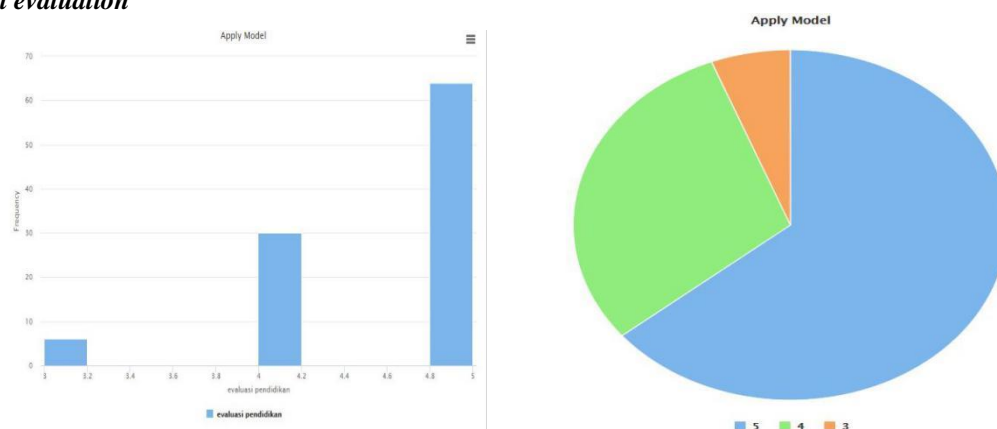
Educational evaluation

Figure 15 : Histogram dan Pie Chart of Educational evaluation

In the histogram diagram and the pie chart of educational evaluation, the score was between 3 and 5. The highest responses of strongly agree response was from 65 participants. The second highest responses was in agree response with 30 participants. While for the disagree response had the lowest participants of under 10 people. Based on the normality test, the data was considered normal.
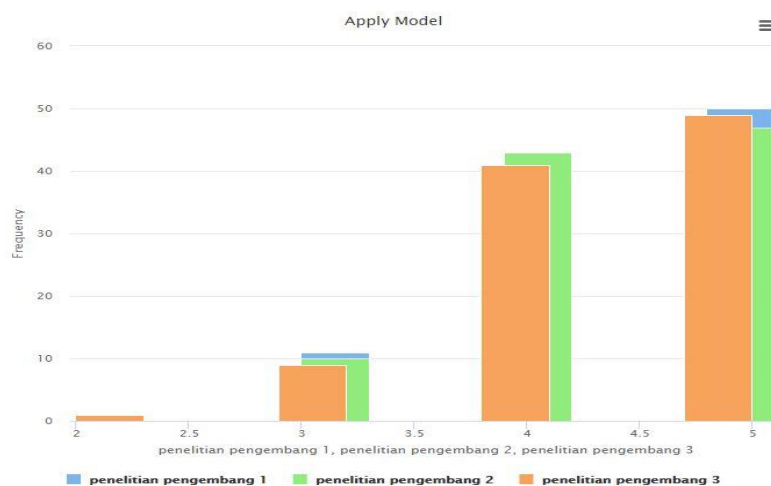
Research and Development

Figure 16 : Histogram dan Pie Chart of Research and Development

In the histogram of research and development, the score was between 2 to 5. The highest response of strongly agree was in the 1st indicator of research and development with 50 participants. The highest responses of agree was in the 2nd indicator of research and development. The quality of the modules or the 3rd indicators of research

and development had disagree responses of under 5 participants. Based on the normality test, the data was considered normal.
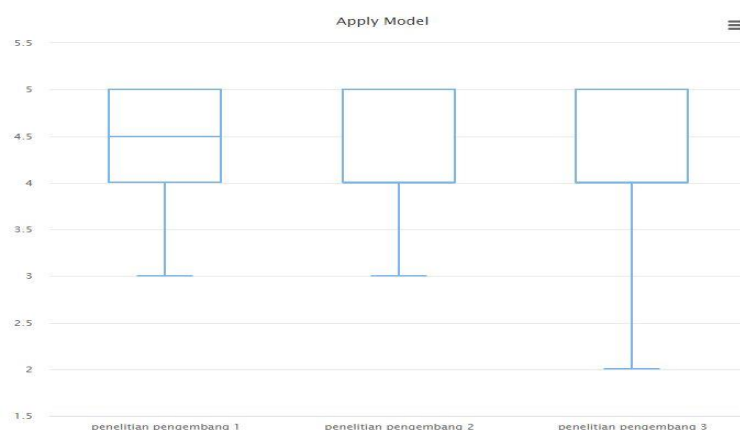

Figure 17 : Boxplot Diagram

Based on the boxplot diagram in the figure above, it can be seen that the assessment on research and development had a score with a scale of 2 to 5. The only indicator with disagree response was the 3rd indicator of research and development. As a whole, the score of research and development had a decrease.

V.   CONCLUSION

Based on the research results above, it can be concluded that the instructor needs to be improved further and implementation needs to be improved to achieve the desired work target. It needs to be performed to better organize education and training.

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