



## **IMPLEMENTATION OF EVALUATION MODELS ON APPARATUS LEADERSHIP AND EDUCATION TRAINING**

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### **Abstract**

*Implementation of action research models to improve the quality of education and training held by the lecturers as teachers / researchers. So the class action research is a study carried out systematically reflective of the various actions taken by trainers while simultaneously acting as a researcher, since the formulation of a plan of learning through classroom assessment in an effort to improve learning conditions performed and make lecturers professional increased. Meanwhile, in education and training has the benefit of learning to repair or improve the quality of learning outcomes on an ongoing basis so that improved its quality of learning outcomes, as well as developing outcomes and skills trainers, thereby increasing the relevance of teaching materials, and improved efficiency in addition to foster a culture of learning management drill in lecturers community. Classroom action research carried out gradually, through the early research stage, the stage of field work and report preparation stage. Reporting practices or the preparation of action research report follow systematic research reports are generally divided into three parts, namely the beginning, part of the contents, and the concluding section.*

*Keywords: Assessment, Professional, lecturers, classroom action research*

### **INTRODUCTION**

With the development of science and technology in solving problems encountered or to get answers from an issue, usually conducted research using the scientific method. Forms of scientific approach commonly it is research, which is the result of developing the most complete and meets the requirements of the validity of the ways science of man in discovering or getting

an answer to a problem, because it needs to be described in more detail types of research such as what can help solve problems which exists.

Generally environmental studies conducted outside educational institutions, among others aimed to seek solutions to the problems faced by educators, including lecturers. In the context of this study lecturers only act as an informant, field research and got no direct role in solving the problems that exist in the field.

This time is important in resolving the problems of actual learning by people directly involved in the class that trainers. This study is known as action research or class room action research. In Indonesia, this research approaches and procedures offer a more promising direct impact in the form of (1) improving and enhancing the professionalism of trainers in managing the learning process in the classroom; and (2) the implementation of various programs in education and training institutions to examine various indicators of success of the process and learning outcomes in participants and the success of the learning process as well as implementation.

In the field of education, especially in the learning activities, developing classroom action research as an applied research and very useful for trainers to improve the quality of learning and learning outcomes in the classroom. By implementing a stage-this stage the trainers can find solutions to issues that arise in the classroom and not in the class of others, by applying a wide range of theories and techniques relevant learning in a creative and innovative. As a class action research applied research, as well as lecturers carry out its primary task of teaching in the classroom, do not necessarily have to leave the participants in the class. So the class action research is a study that raised the actual problems faced by the lecturers in the classroom. By implementing this research, lecturers has a dual role, namely as practitioners and researchers.

## **DISCUSSION**

### **Appropriate action research concept**

Siswojo Hardjodipuro in Sunendar, (2007: 2), says that what is meant by the term action research is a form of self-reflection that is done by the participants (teachers, students or principals) in situations of social (including education) to improve rationality and truth, namely: (a) social practices or education conducted itself, (b) an understanding of these practices, and (c) situations (and institutions) where the practices implemented.

Further, described by Harjodipuro that action research is an approach to improving education through changes, by encouraging lecturers to teach him to think of his own practice, so critical to the practice and to want to change it. Then Suharsimi, Suhardjono, and Supardi in Mulyasa, (2009: 10) explain the meaning of action research based on the constituent namely:

Research-refers to activities observe an object, by using the method and rules specific methodology to obtain data or information that is useful in improving the quality of a thing that interest and importance to researchers. Measures refers to a deliberate motion activities with a specific purpose.

Meanwhile, according to Act (2008: 5) action research is research that combines research with substantive action procedure, an action taken in the discipline of inquiry or a business person to understand what is going on while engaged in a process of improvement and change.

Based on those opinions do class room action research is clear that in order to educators in this regard are trainers willing to reflect, reflect, reflect or evaluate himself so his ability as a teacher / trainers are expected to be professional enough to the next, it is expected from the increase in self-efficacy can affect the increased quality of the students, both in terms of reasoning, skills, knowledge of social relationships and other aspects that are beneficial for learners to be more professional in the execution of their respective duties.

Based on the description above can be concluded that the definition of class action research is a study carried out systematically reflective of the various actions taken by trainers who is also a researcher, since the formulation of a plan until an assessment of the real action in the classroom in the form of teaching and learning activity to improve learning conditions performed. Meanwhile, the implementation of such action research to improve the quality of education or organized by lecturers as teachers/ researchers themselves.

#### a) *The benefits of action research*

Some of the benefits of the implementation of action research for teachers according to Zein (2008: 5), among others.

- 1) Classroom action research is very conducive to making teachers become sensitized responsive to the dynamics of learning in his class, he becomes reflective and critical of what he and the students did.
- 2) Classroom action research can improve the performance of teachers to become professionals. Teachers no longer as a practitioner who are satisfied with what is done for many years without any improvement and innovation, but also as a researcher in the field.
- 3) By carrying out the stages in action research, teachers were able to improve the learning process through an in-depth study of what happened in class. The action taken by teachers based solely on actual and factual issues that developed in its class.

- 4) Implementation of action research does not interfere with the principal task of a teacher because he did not have to leave class. Classroom action research is a research activity that is integrated with the implementation of the learning process.
- 5) By carrying out action research faculty to be creative because it is always required to make efforts in innovation as the implementation and adaptation of the various theories and techniques of learning and teaching materials he uses.

Thus the class action research in education and training has benefits for the repair and or improve the quality of teaching practices on an ongoing basis so as to improve the quality of instructional outcomes, develop the skills of teachers, increase relevance, Improve the management efficiency of instructional and foster research culture in the teacher community.

#### b) *Characteristics of a Class Action Research*

According Kunandar action research (2008: 55) has several characteristics as follows, namely:

- 1) On-the-job problem Oriented (The issues examined are real or tangible problems that emerged from the work of researchers or that is within the authority or responsibility of the researcher). Thus, action research based on the problems that really faced teacher in the teaching and learning process in the classroom.
- 2) Problem solving oriented (Oriented on problem solving). Classroom action research conducted by teachers as part of efforts to solve the problems faced by teachers in teaching and learning in their class through an action (treatment) as an effort to improve the processes of learning in class.
- 3) Improvement oriented (Oriented towards quality improvement). Classroom action research conducted in order to fix or improve the quality of the learning process carried out by teachers or lecturers in the classroom. With the increase in the quality of the process will be able to improve the quality of education in macro. Classroom action research aimed at improving or enhancing the quality of learning with the assumption that the better the quality of the learning process, the better the learning outcomes are achieved participants.
- 4) Ciclic (Cycle). The concept of action (action) in a class action research implemented through a sequence consisting of several stages of recycling (cyclical). Cycles in the classroom action research consists of four stages, namely: action planning, action, observation or observation, and analysis or reflection.
- 5) Action Oriented, In a class action research is always based on their action (treatment) certain to improve teaching and learning in the classroom. Thus, the action in the action research as a tool or a way to fix the problem in the learning process faced by teachers in the

classroom. The salient differences between action research with other studies no improvement measures designed to overcome the problems encountered, not to develop or test a theory and is not intended to seek solutions generally accepted in any circumstances. So, there should be no generalized results Classroom action research,

6) Assessment of the impact of the action. Impact of actions to be taken should be assessed whether in accordance with the purpose, whether positively impact other unforeseen or even negative adverse impact learners.

7) Specifics Contextual, Research activity class action triggered by problems practical faced by teachers in teaching and learning in the classroom. Problems in the classroom action research are the problems that are specific contextual and situational training participants according to the characteristics of the class. Therefore, in these studies differ with research in general, for example in survey research, experimentation, description and some other types of research. In this study, analysis, population, and the sample is limited to the class that wants to be known in order to improve the quality of education and training held by the lecturers as teachers / researchers. As well as research in general. Research methodology is flexible class action is not overly promote standardization of instruments. However, as a scientific study, collecting data in this research is still being done by emphasizing objectivity. The final goal of these studies is not discovering new knowledge that can be generalized, but pragmatic and practical that improve or enhance the quality of the learning process in the classroom.

8) Participatory (collaborative). The research was conducted collaboratively and in partnership with others, such as, fellow trainers. Thus, in these studies there should be participation of other parties who act as observers. It is necessary to support the objectivity of the research. Collaboration in the implementation, such as between a teacher with colleagues, teachers with heads of educational institutions, lecturers and teachers, lecturers and trainers with training and education manager.

9) Researcher and practitioner reflection. In this reflection a lot of things to do, starting from evaluating actions up to decide whether the subject is completed or necessary other measures in the next cycle. Reflection is contemplating what we do, both in the classroom and outside the classroom.

10) Be in conjunction with the steps. some cycles where one cycle consists of stages of planning (planning), action (action), observations (observation), reflection (reflection), and then repeated in several cycles.

### c) *Academic feasibility study class action*

The parameters used to assess the quality of a format-academic research, especially quantitative research, among others, is the validity (validity) design and reliability (reliability) data collection techniques. Validity and reliability are, among others with standard designs, such as experimental research design would eliminate the natural situation of learning same time can reduce the validity of the study.

Given this situation, Research class action or procedures tend to use qualitative paradigm. Procedures for implementing the qualitative research was very attentive to context or background of the problem, the problem is not formulated strictly and can develop in the way, not too tied to the theory, design, flexible and can be adjusted to the field conditions, as well as to the techniques of data collection and analysis. However it does not mean action research does not have the quality control criteria.

Mechanical observations or interviews subjected to test credibility. Related to the issue of the quality of research as discussed above Lecomte and Goetz, in Suhadi, (2000: 12), hopes integrity researcher as its flagship. This means that researchers should keep the rules of science are concerned with the attitudes of objective, fair, thorough and not excessive to be met. Saurino, Crowford, Surino in Suhadi (2000: 15), suggested that:

- 1) Continuous discussion among fellow researchers so that the direction and purpose of the study is well understood by all members.
- 2) The success of action research should be measured by the size contribution at learning practice improvement.
- 3) Interpretation of the results is not monopolized by one person but used the Agreements obtained from the discussion

### **Concept and Implementation Procedures Implementation Research**

Four major steps are interrelated in the implementation of action research is often referred to as one cycle, according to Susilo (2007: 19) consists of.

#### 1) *Planning*

Planning activities include: (1) identification of the problem, (2) an analysis of the causes of the problem, and (3) the development of forms of action (action) as a solution. For the purposes of identification of the problem in class action research there are several things to note are:

The problem should really happened and felt by trainers at the time of performing the task (on the job problem oriented). For example, after data

- a. Showed that the learning process: (1) the level of mastery of the participants of the learning material is very low, about 85% indicated training participants have not reached the

limit of completeness, that the value of learning in the classroom 60. Problems such as this can be classed as a real problem (real) as supported by the data that is truly accountable and owned by lecturers.

b. Problematic, meaning that the problem needs to be solved with regard to responsibility and it is powers and duties of s. Because not all of the learning problems that occur in real (real) can be categorized as problematic issues. For example, although the majority of education and training participants do not know how to read English text, this issue is less problematic for lecturers.

c. Has clear benefits, it means solving problems that do will provide clear benefits for participants and trainers because there is a possibility that the problem not solved immediately will interfere with subsequent competency mastery in the learning process that has a continuous nature.

d. Can be solved by trainers as the executor of classroom action research. After lecturers find the problem, need to immediately take steps.

Identifying the causes of the problem. The next activity is to conduct an analysis of the causes of the problems that will be used as the basis of reasoning to find alternative actions which can be developed as a form of a solution or solutions to problems.

## 2) *Action (acting)*

In determining the form of selected actions need to consider the following questions: (a) what measures have already had a solid foundation of thought, both theoretical studies and concepts? (b) Is the selected alternative action is believed (assumed) can address the problems that arise? (c) How do I implement a strategy of action in the form of steps per cycle in the learning process in the classroom? and (d) How can I test so that it can be proven action has occurred improvement and process improvement in learning activities in the classroom studied?

Temporary answer to these questions is called the hypothesis of action, which is an alternative to action that is deemed most appropriate or believed by researchers to be able to solve the problems being faced. Once set forms of actions selected in accordance with the plan of action, then the next step is to implement actions in the learning process in accordance with the learning scenario that has been made by the lecturers.

## 3) *Observation (observing)*

Observation activities in the classroom action research was conducted to determine and obtain a full picture is on the development of the learning process, and the influence of the selected action or action of the condition of the class in the form of data. Or it could be said to be a



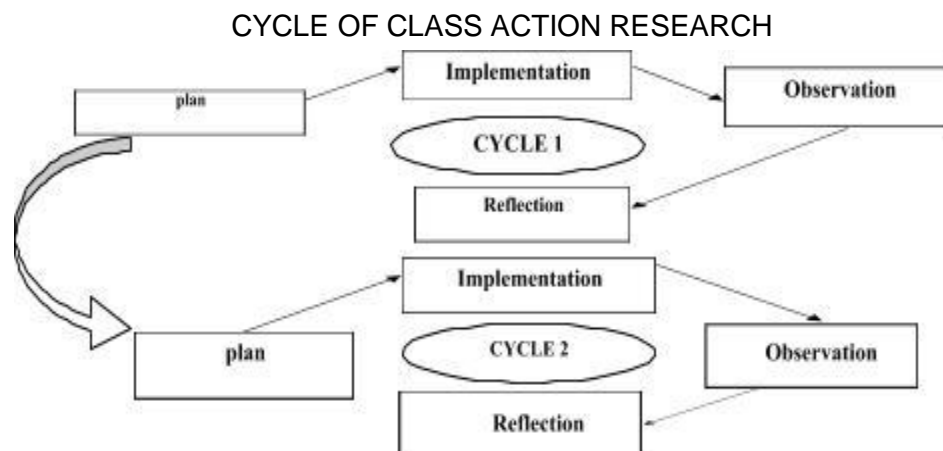
record of activities the impact of the action information either with or without tools. Data were collected through observation (observation) include quantitative and qualitative data in accordance with the indicators that have been set. Data collection must be multiple data collection, do not just use one instrument only.

Data collection activities to do them in a way: Observation (non-test), Interview (non-test), Questionnaire (non-test), Journals (non-test), documentation (non-test) in the form of a picture or photo and learning process. Test scores (tests), assessment of the results of tasks performed other similar trainers. Some things to consider in obtaining data related to this observation are: (1) the type of data collected is necessary in order to implement corrective actions, (2) indicators are set to be portrayed on the behavior of participants and lecturers are measurable, (3) appropriateness of data collection procedures, and (4) the use of data analysis and reflection.

4) *Reflection*

Reflection is made to conduct evaluation efforts lecturers and research team of observers in the class action. Reflection is done by discussing the various issues that arise in the classroom research obtained from the analysis of data as a form of influence actions that have been designed. On reflection activity is also studied aspects of why, how, and to what extent the actions taken were able to fix the problem significantly. Based on the problems that arise on the reflection of the treatment results of actions in the first cycle, it will be determined by the investigator whether an action is implemented as a solution has reached the goal or not. Through this reflection, the researchers will determine the decision to conduct further cycles or stops because the problem has been solved.

Overall, the four stages in this class action research form a cycle (cycle) research can be described as follows.



Source: Action Research Model 1.4 John Elliot



### a) *Stages of Implementation Research*

According to Bisri in the Act (2008: 91), there are four main questions in conducting research that require a clear answer.

1. What will be studied? The question with regard to the substance of the elements, which targets the research concretely become the focus of research or research problems.
2. How to approach the research objectives? The question with regard to the information elements are used, which are known to the research approach.
3. How the research will be carried out? This question regarding the elements of the methodology that is way in the implementation of the study.

It covers how to choose and determine the source of the data, how to determine the unit of analysis of the data, the data collected and how the data analysis to be performed. The whole way of working that accompanies the answer to the second question.

4. For what the study was conducted? The question regarding the purpose and usefulness of the research was to be done. Fourth question and the answer was basically gave directions about the formulation is a research model.

In practice, these questions may be phased, i.e. through the early research stage, the stage of field work and report preparation stage.

### b) *Early Stage Research*

This stage is the stage when we are preparing everything to get to the core of the research. There are several activities to do research, which (1) conduct a preliminary study; (2) developing the study design; (3) determine the place of study; (4) permit research.

#### 1. Conducting Preliminary Study

Purpose of preliminary studies is to obtain a general picture or photograph the phenomenon in the field. Especially for classroom action research, this preliminary study will not be too difficult for lecturers because we are very familiar with and understand the situation and conditions in the classroom as a "field" where we study. Nonetheless, there are some things that must be observed, among other things, the object of study what the target of our research: do ourselves and the teaching methods used, the training participants, curriculum enrichment, or other things. Choose among the objects that are likely interesting to study.

#### 2. Drafting Research

The design of a research or commonly called the proposal a research proposal at least contains several elements, namely: Chapter I: Introduction, which includes: (1) Background Research; (2) Identify and Define the Problem; (3) Purpose and Objectives; (4) Usability Research; and (5) hypothesis or research question; Chapter II Theoretical Basis; and

Chapter III Research methods include (1) The object of research; (2) Research Methods; (3) Technical Data Collecting and Processing Data; (4) Mechanical Analyze Data; (5) Discussing Engineering Research; (6) Place of Research; (7) Research Schedule; (8) Research Budget; (9) References.

### 3. Determining the Level Research

As has been stated previously that the object is a micro action research so that researchers are not difficult to determine where his research. The place is a classroom action research lecturers teach the class itself. Although we need to make the population (if research using quantitative methods), the implementing agency education and training activities in which we, as a population Teach, or if the population would be reduced, then the classes we practiced that as the population. The sample are certain classes that we choose.

### 4. Minding Licensing

In contrast to research in general, care of licensing the classroom action research is relatively easy, that is sufficient through education and training Head of the Institute we teach. This licensing procedure is very important, especially if we are going to propose financial assistance to certain parties in the conduct of the classroom action research.

### c). *Field Work Phase*

After phase is completed and the research proposal has been approved by the leadership, then the next step is to do field work. There are several things to consider, including:

1. Prepare research instruments. As has been prepared in the research plan, the research instrument to a questionnaire (if quantitative) or interview or survey (if we do qualitative research).
2. The introduction of relationship researchers in the field. In a class action research, it is not too difficult. Because, the emotional connection between the trainers with the participants of the training has been interwoven, they already know each other close. However, that should be avoided is not apparently a striking changes so that participants know that we are doing the research. This needs to be controlled to maintain the objectivity of the data that we have acquired. Moreover, if we conduct interviews and use a tape recorder, for example, the relationship between the researcher and the research object (training participants) will be disrupted so that the concern that the subjective data. Therefore, action research is done naturally just as carrying out daily teaching duties without preparing a special time.
3. Time classroom action research study was not strictly necessary. It is one of the special characteristics of classroom action research. The study is expected to interfere with the

duties lecturers in teaching. He can do research while doing the learning process. Nevertheless, we must consider the limits set out in the study that the research proposal.

4. For lecturers who are conducting action research in the field can play a role while collecting data. This is one of the special characteristics of our model so that it is possible to do research lecturers participatory (participatory research).

5. Collect and record data. Note the pitch (field notes) should be made researchers are currently conducting interviews, observation or witness certain activities. Field notes made in the form of key words which are then fitted and refined by the time researchers have conducted research. In this case to note is the discipline make notes as soon as possible and not to delay the work. The more delayed, the more difficult to remember, most likely the data can be lost or wasted. If the instrument we use is a questionnaire or questionnaires, then immediately processed in a way in accordance with the study design.

#### d) *Preparation of Research Reports*

practice reporting or preparation of reports According Mulyasa action research (2009: 115) need to follow systematic research reports in general that the outline can be divided into three parts, namely the beginning, part of the contents and conclusion.

##### 1. The Beginning

The early part of the class action research report contains the page title, page validation, abstract, introduction, table of contents, list of figures, a list of attachments, and a list of tables.

A. Title page - Concise (maximum 22 words), specific and quite clearly illustrates the problem to be studied, measures to overcome them, expected results and research.

B. Endorsement page - Signed by the chief investigator (researcher), head of the training institution, and mentor or companion (if any), as a statement that the class action research report in question meets the requirements.

C. Abstract- Abstract is the compaction of the results of research that includes background, research purpose, method, research results, and the Conclusions are typed single-spaced, and formulated in a single paragraph with a maximum word count of 200 words or as much as 1 page.

D. Foreword- Explaining the origin of why this class action research issues raised as a topic of research, environmental factors that give meaning to the importance of research, action research position in solving learning problems, as well as bright as hope to those who read the research report.

E. Table of contents

F. List of Figures

G. Appendix List

H. List of Tables

2. Section Contents

The body section contains five important chapters, namely the introduction, literature review, research methodology, research and discussion, as well as conclusions and suggestions.

a. Preliminary

1. Background- Contain reasons for the need to do a class action research, as well as reveal symptoms gaps (problems) that are in the field. In this background it should also pointed out that the issues examined was real and under the authority of trainers and supported by the theories and the results of previous studies.
2. Identification and Restricting the problem- Show gaps or deviations from the rules, norms, or standards of the learning process that we need to find solutions through research. The next of these problems there is a restriction problems, which are a concern in the study.
3. Research purposes- The research objective to be achieved (general and specific) clearly formulated in accordance issues raised thereby demonstrating the effectiveness (or in-effectiveness) of a particular treatment so that it becomes an input or valuable information to improve the rules and practices of learning.
4. Benefits of research- Contains benefits or contributions action result classes, for students, lecturers, Heads of educational and training institutions, supervisors and for the improvement of learning in general.
5. Research question- Contains questions that are appropriate and consistent with the goals of research sought answers in the study.
6. Hypothesis measures- Contains a temporary answer to the problem at hand, as an alternative action that is deemed most appropriate to solve the problem which has been selected for the study through research.
7. Writing system- Explaining systematic action research report, particularly with regard to the contents of Chapter I. Introduction to Chapter V. Conclusions and Recommendations.

b. Literature review

Discuss the theoretical and empirical studies reported in journals, magazines, websites, textbooks or reports of previous studies, in line with the hypothesis formulation and action. Also pointed out the theory and results of other studies that support the selection of measures to overcome the problem of the research resulting in a change, improvement or enhancement.

c. Research methodology

Outlining steps to be carried out research in detail, from planning, action, observation, reflection cyclical evaluation. Explain also the subject of research, time and duration of action, as well as a research clearly.

d. Results and Discussion

Processing of field data according to the study demanded by the action so that it opens the opportunity to attract the understanding and proper interpretation and significant. The results of the research presented in the form of cycles performed in the study, and each cycle is reported in full, including the planning, implementation, observation, and reflection.

e. Conclusions and suggestions

Formulate a brief answer to the problem and the hypothesis under study, as well as the actions taken to solve the problem according to the cycle developed. Suggestion or expectation for follow-up can be raised and lifted based on research results and findings in the field for the action carried out.

3. Section Cover

The concluding part of PTK report contains a list of references, and attachments.

a) Bibliography- List only textbooks, journals, magazines, or articles that are actually used as a reference, and alphabetically.

b) Attachment- Author bio attach supporting data and research results.

## CONCLUSION

Thus it can be concluded, leadership in learning is an action taken by a coach or lecturers, with the aim of developing a productive and satisfying work environment by leaders or officials of state apparatuses who attend education and training, so that in the end they can develop leadership in managing environmental work which allows participants to improve and be productive in learning outcomes.

It should be noted that leadership learning for lecturers greatly influences the quality which is the result of education and training for a leader. Because, the professionalism of the leader itself is work that requires special intelligence to carry it out and requires a commitment of themselves in the application of their professional abilities which is one of the most important factors in carrying out daily activities, as operational leaders in the workplace, and that can be obtained through training because with professional ability, a person's leadership will be able to

do something better as expected by the institution where he works. Professional behavior is autonomy or independence in carrying out his profession as an operational leader.

The results of this study can also be used by speakers or speakers in various activities, for example for presenters in technical guidance activities, training of trainers, lecturers in various activities, so that they can be used as benchmarks for determining the right method according to the audience as participants.

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