

PROGRAM ASSESSMENT CREDIT POINTS OF TEACHER PROFESSIONAL DEVELOPMENT IN KUTAI TIMUR

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ABSTRACT

The aim of this research was to program the assessment credit points of teacher professional development in Kutai Timur.

This study was used discrepancy evaluation model. In this program research, program research design includes elements are: that evaluation focus, collecting data, analyzing data, and conclusions of evaluation.

The result shows that: (1) teachers can not collect 12 points in the credit element of professional development, (2) teachers do not understand the systematics of writing scientific papers to be proposed in the assessment of credit rate scientific papers professional development of teachers, and (3) teachers dishonest in preparing scientific papers in the assessment of credit rate scientific papers professional development

Based on the results. It was recommended that the government of Kutai Timur was improve the quality of teachers, namely: (a) encourage teachers willing to improve themselves, increase knowledge and skills that can be assessed by the number of credits, (b) fostering teachers in their professional development not only of writings paper only.

Keywords : program evaluation, credit points, teacher professional development

PRELIMINARY

In the Teacher and Lecturer Law No. 14 of 2005 states that the position of teacher as an educator is a professional position. For this reason, professional teachers are required to continually develop their knowledge in accordance with the times, and technology, as well as community needs including the need for quality human resources.

In order to improve the quality of teachers, as well as the accountability of education in accordance with the demands of changes in local, national, and global life, it is necessary to carry out planned, directed and sustainable empowerment and quality improvement, because teachers are one of the factors that influence school activities, both directly or indirect. Tilaar argues that the main key in improving the quality of education is the quality of the teachers. Tilaar (2000: 14-15) by improving the quality of teachers through continuous professional development is expected that teachers will be able to improve competencies according to their respective fields and tasks.

The role of the teacher in the success of education, especially in developing character education, is very reasonable if the conditions are observed so that the teacher's motivation in carrying out these responsibilities will be higher. One of the factors that can increase the motivation of teachers in work is attention to teacher career development. According to Yasuyuki (2015: 9) said that attempting to improve quality by setting the basic qualifications of teacher education and the degree to which teachers are placed as advanced specialized professionals. It can be understood that to improve the quality of education in Japan with a minimum basic education teachers are qualified masters and take special courses in accordance with their fields.

Based on the observation and documentation study, the following problems were obtained by the quality of teachers in East Kutai Regency: (1) Lack of curriculum, pedagogic guidebooks, writing / writing of scientific writing, (2) Assessment of teacher teacher teacher credit scores only assessed just physical evidence, so that many manipulate the data in the proposal for teacher promotion, so it is no secret that teachers are lazy or diligent, teaching 24 or 8 hours / week is the same as promotion, (3) Teachers who are IV/a do not have credit numbers on professional development which is a requirement to be able to apply for promotion to IV/b, (7) Many teachers occupy class / rank IV/a up to 6 years, 10 years and even up to 16 years, (7) number of civil servant teachers 2465, class II teachers as much as 493 people or 20%, class IIIa teachers as many as 730 people or 29.6%, class IIIb teachers as many as 387 people or 15.7%, class IIIc teachers as many as 260 people or 10.55%, teachers golo with IIId as many as 155 people or 6.3%, class IVa teachers as many as 434 people or 17.6% and IVb class teachers as many as 6 people or 0.24%.

Based on the conditions described, it is necessary to evaluate the teacher professional credit development rate assessment program in East Kutai Regency. The program evaluation referred to in this study is to use an evaluation model developed by Malcolm Provus using a model approach that directs the Discrepancy Evaluation Model (DEM). According to Shamsa (2018: 190) Evaluation is the process of determining the extent to which objectives are attained. Evaluation is a process of collecting data in depth and objectively. Stufflebeam (2006: 19) says that evaluation is the process of delinating, obtaining and providing descriptive and judgmental information about the worth of objects, design, implementation and impact to order decision making, serving needs for accountability, and promoting understanding of the involved phenomena. Federica (2006: 19) said that the evaluation of the value and value of administration, outcome and outcome of intervention intervention, Evaluation is completely defined by Stufflebeam (2007: 16) as a process: elineating, obtaining, reporting, and determining descriptive information and assessment (descriptive and negative information) or decisions about objects, in the form of services, price, honesty, and something meaningful in order to fulfill decision making, support accountability, spread effective experiences and improve understanding related to visible symptoms. Person (2011: 549) said that evaluations carried out when a policy / program is being implemented are an analysis of how far a program is implemented and what conditions can improve the success of implementation. Based on some of the opinions above, it can be explained that evaluation is a process of evaluating based on criteria evaluated with the aim of gathering information as a basis for decision making.

The opinion above can be concluded that explicitly program evaluation is a process to achieve goals, while implicitly program evaluation is comparing something that has been achieved with something that should be achieved with standards or criteria for the success of implementation and the thing being assessed is the result or the process itself in the framework of decision making, the thoughts above provide an illustration that evaluation is a control tool for a program to measure how the achievement of program objectives includes the implications.

According to Suharjono (2006: 5) the teacher's scientific papers to be given credit numbers must meet specific requirements, namely the original, necessary, scientific, and consistent elements can be explained as follows: (a) Original, if the activity is carried out by the teacher concerned, report the results of the research must be made alone. (b) It is necessary, if in the form of a research report, then the research report must be able to ensure that the activities carried out have benefits. (c) Scientific, research must be carried out in accordance with scientific truth. (d) Consistent, if the author is a teacher, then the research must be in accordance with the teacher's abilities, in his class and for his eyes.

The process of implementing a program that is doing is an action of a plan that has been prepared based on the criteria for credit score assessment which is guided by a predetermined guidebook, then implemented after the plan has been deemed ready. In simple terms, the implementation of a program can be interpreted as implementing the program. While Armstrong argues that: Performance management is a process that is owned and managed by organizations, teams and individuals by understanding and managing performance within and agreed frameworks, standards and competence requirements. Meanwhile, Glenn (1979: 189) effectiveness and efficiency are probably the most popular ways of managing circles. It can be interpreted that in developing an evaluation policy with good management it will get effective and efficient evaluation results.

The opinion above can be concluded that the implementation of an activity carried out in managing the teacher credit score assessment will be adjusted to the established guidelines or indicators to achieve the objectives.

METHODOLOGY

The evaluation research model used in this study was to use the Discrepancy Model developed by Provus. According to Provus (1969: 10-14), the Decreased Evaluation Model (DEM), there are five such relevance comparisons: the stage I a discription of the programm was designed for performance information, stage II, the standard of comparison was the program design arrived stage I, stage III the standard, which describes the relationship between the program process and the product, stage IV the standard is that part of the program design refers to terminal objectives, the stage V represents a cost benefit options available to the evaluator is only the four stage have been negotatite.

In the evaluation study the credit profession development credit score evaluation program was carried out with the following stages: (1) the design preparation stage which consisted of formulating the program objectives, preparing the secretariat team, assessment team, technical team, manual for carrying out the assessment and other completeness , as well as formulating standards in the form of a formula that refers to something that can be measured, (2) the stage of completing the program, which is to see whether the available equipment is in accordance with what is needed or not, reviewing the ongoing program, and examining the gap between planned and which has been achieved, (3) the process stage, namely the stage for conducting an evaluation, which objectives have been achieved, this stage is also referred to as the stage of collecting data from program implementation, (4) objective measurement stage, namely the stage of analyzing data and determining get it.

The instrument that will be used in this study is consisting of: (a) documents, and (b) interview guidelines. Documents are used to uncover facts about the provisions for evaluating the credit score for teacher professional

development in East Kutai Regency, while the interview guidelines are used to explore in depth the data relating to the provisions for the assessment of teacher professional development credit rates in East Kutai Regency

RESULT

Design

Based on the focus of the problem of evaluating the program for evaluating the credit numbers of teacher professional development, it is the design stage of the credit score assessment program in East Kutai Regency. The criteria evaluated are as follows: (a) Legal aspects of the implementation of the credit professional teacher development credit assessment program. The legal basis for the teacher professional credit score assessment program refers to the Minister of Administrative Reform Regulation No. 84 of 1993 concerning Teacher's Functional Position and Credit Score, Minister of Administrative Reform and Bureaucracy Utilization Regulation No. 16 of 2009 concerning Teacher's Functional Position and Credit Score, and Plans Strategic Education for East Kutai Regency in 2012 to 2016 point 9 concerning the assessment of credit numbers for teacher professional development. (B) Aspects of the objective of the program to assess credit numbers for teacher professional development. The purpose of the credit score development program for teacher professional development is to produce professional teachers. Professional teachers are teachers who have pedagogical, professional and social competencies. Therefore the purpose of the credit professional teacher development credit rating program can be divided into indicators: (1) Having clear goals in developing teacher professionalism, (2) Carrying out socialization, (3) Having technical guidance on teacher's functional positions and credit numbers and assessment manuals teacher professional development.

Based on the data showing that the aspects and indicators have been determined, basically the implementation of the credit score assessment program in East Kutai Regency already has a clear direction. The point is that all aspects and indicators in the design stage can basically be said to meet the required standards.

Installation

At this stage are the standard stages which include coordinating the implementation of the credit score development program for teacher professional development, among others; (a) Manpower aspects. The requirements of the assessment team in accordance with Minister of State Administrative Reform and Bureaucratic Reform Regulation No. 16 of 2009 article 23 paragraph 2 stated that the requirements of the assessment team members are a) occupying the lowest position equal to the position and rank of the teacher, b) having expertise and able to assess teacher performance, c) can actively conduct assessments. (b) The existence of a Secretariat Team. The tasks of the secretariat team are as follows: (1) accepting, administering, suggesting teacher credit numbers, (2) preparing team hearings, (3) serving the needs of the assessment team in carrying out their duties, (4) documenting the assessment team's work and evidence of results the work has been assessed, (5) assisting the assessment team in pouring out the teacher credit numbers that have been agreed upon by the assessment team to be determined by authorized officials using the credit numbering form, (6) managing the Credit Score Determination Information System (SIMPAK) and reporting teacher performance to the Chairman of the Assessment Team (c) The existence of an Assessment Team. There are two types of assessment teams, namely the central level assessment team, and the Provincial /Regency/Municipality level assessment team. The central appraisal team assesses work performance for a) first appointment of the instructor teacher to the primary teacher, b) the promotion of the instructor teacher to the first teacher, and so on to the main teacher. The Provincial / Regency / Municipality assessment team assesses work performance for a) the first appointment of the pratama teacher up to the instructor teacher and the promotion of the pratama teacher to the pratama teacher first and so on to the tutor teacher; b) the PNS is assigned to the local government for the first appointment to the teacher of formation and the promotion of the pratama teacher to the pre-primary teacher at the first level and the teacher. (c) The existence of a Technical Team based on documentation and observations in the East Kutai District Education Office that the technical team of the teacher professional development credit score assessment program has been formed and has carried out its duties as a technical team according to the task in a good category. (b) Competency aspects. A) Assessment team competency indicators. Based on documents that have been collected from the teacher professional credit development rate assessment program in East Kutai, it is known that in general the assessment teams are S1 qualified, although not all of them are from undergraduate education. On this basis it can be said that the qualifications of the assessment team have met the minimum requirements. The qualifications of the East Kutai Regency assessment team based on Minister of Administrative Reform and Bureaucracy No. 16 of 2009 state that the assessment team is obliged to take part in the education and training of the candidate assessment team and is declared to have passed the assessment team certificate from the Minister of National Education. (b) Teacher competency indicators. Teacher competency related to the credit professional teacher development rate assessment program in East Kutai Regency, is to increase its professionalism through various trainings in accordance with its fields while helping teachers to motivate themselves and other teachers to be able to compile scientific papers wrong requirements for more promotion high in East Kutai Regency.

And socialization of the credit score assessment of professional development / scientific papers continuously to all zones in East Kutai Regency so that the teachers will be able to compile scientific papers in accordance with the assessment guidelines.

After coding and analyzing data simultaneously from all respondents and the data obtained, through various methods of data collection. The results on the aspects of teacher competence in the development of the teaching profession as a whole can be shown as follows:

Based on data analysis, it can be concluded that the indicators of teacher competency in teacher professional development are in sufficient categories. Based on the evaluation study above, it can be concluded that at the installation stage in the credit rate appraisal program the teacher professional development has basically been going well.

Process

At the stage of the process there are several aspects, namely: (a) Aspects of implementing credit score assessments. In the assessment of teacher professional development credit rates in East Kutai Regency, it is usually begun by notifying the proposal for teacher promotion held in East Kutai Regency to be designed to help teachers in East Kutai Regency to rise to higher ranks according to their professionalism, in accordance with the Decree Minister of Education and Culture and Head of BKN No. 25 of 1993 article 2 paragraph 2, namely the proposal to establish credit numbers for promotion is delivered after the teacher concerned can be considered for promotion, with the following provisions: a) for the promotion of the April period, credit rates are set in November of the previous year or March of the year concerned, b) For promotion of the period of October, the credit number is set in July of the year concerned, with indicators as follows: 1) Indicator of notification of proposal for assessment. In this indicator, it can be said that the notification of the proposed assessment of the credit score for teacher professional development in East Kutai District has been well implemented, 2) Indicators of receipt of files. Before the assessment process for teacher professional development credit numbers in East Kutai District, the secretariat team will receive a proposal file from the teachers, then the file is verified according to the file type attached, 3) File Verification Aspect. Verifying the teacher promotion file for the teacher is one of the main objectives, so that all verification of the proposed files is complete. In verifying the DUPAK file this is done very carefully and carefully because the proposal file for the complete teacher credit score is one of the keys to the success of the secretariat team in carrying out the credit score assessment administrative activities, so that the files submitted by the file assessment team are stated complete. In verifying this file, the secretariat team attaches a check list of submission of documents which can be attached and which documents do not need to be attached.

Based on the above analysis it can be concluded that the indicators in the aspect of verifying files are in the good category. Even though the results meet the prescribed standards and can be categorized as good. However, consideration and recommendations are needed so that the verification of this DUPAK file can be maintained. 4) Aspects of the process of assessing the credit numbers of teacher professional development, a) Indicators of the distribution of assessment tasks for the assessment team. Before the assessment team carried out its duties, the assessment team was given a letter of invitation to conduct a process of assessing the credit score for teacher professional development. In general, the invitation letter was given through an invitation letter signed by the Head of the Education Office as the head of the District assessment team. b) Indicators of the value of professional development elements. The implementation of the credit professional teacher development credit rating program can be described as follows: In Appendix VIII Decree of the Minister of Education and Culture No. 025 / O / 1995 dated March 8, 1995, shows the existence of several important things that must be considered in DUPAK, in addition to administrative requirements. Letter of Appeal Indicator, after a general assessment of the assessment results by the assessment team is usually submitted to the secretariat team to be made SK PAK for those who have obtained teacher professional development scores or a letter from the secretariat team makes an application letter for teachers whose proposals for evaluating credit scores for teacher professional development are not fulfilled.

After coding and analyzing data simultaneously from various respondents and the data obtained, through various methods of data collection it can be said that overall the aspects of the implementation of the assessment process are said to be well run according to the specified standards, while the process aspects can also be said to be good and in accordance with the standard is determined but for indicators of providing appellations for teachers who have not received the value of professional development that is not enough to be recommended so that they are increased to be given a letter of application.

Based on the evaluation study above, it can be concluded that at the process stage in the credit score assessment program the teacher professional development has basically been going well.

Results

There are several aspects in the results stage, while the stages are as follows: (a) Aspects of Achievement of the Objectives with the following indicators: a) Indicators of the secretariat team have carried out file verification. As

expressed at the design stage, the program for evaluating the credit score for teacher professional development in East Kutai Regency has a purpose. The main goal is to improve the career of the teacher to a higher level. In determining the results of the implementation of the teacher professional development assessment in East Kutai Regency, it was an activity that had to be carried out in accordance with the regulation of RB No. 16 of 2009.

Based on observations in the field and the results of observations that the secretariat team has carried out verifying the files proposed by the teachers to be assessed by the assessment team. When confirmation is made with documentation evidence in the form of a checklist on the results of verification, what supports the above statement is indeed the case. So it is reasonable if the indicators of the secretariat team have completed file verification can be categorized very well. b) Indicators of the assessment team have carried out teacher professional development assessments. Basically the assessment team has carried out the process of assessing teacher professional development credit numbers carried out every year 2 assessments, namely the period of April and October, Based on data in the Kutai Timur District in 2014 proposed for promotion in the period of October 2014 as many as 2 teachers, namely SA from SDN 04 Sangatta Utara as many as 2 works proposed.

Based on the above data it can be concluded that the assessment team was assisted by the technical team to carry out the credit score development of the teacher professional development very well. Aspects of the assessment results of credit point of teacher professional development, with indicators: a) Indicators of obtaining the value of the proposed credit score are promoted to a higher level.

Based on the study of documents in the general and personnel sub-departments of the East Kutai District Education and Culture Office, data were obtained about the results of the evaluation of credit numbers for IV / a to IV / b class professional development in 2014 to 2015 at the Education and Culture Office of East Kutai Regency.

Based on data analysis, it can be said that teacher professional development assessment activities that the assessment activities have been carried out are compared to the established programs, namely only a small number of teachers carry out professional development activities in accordance with the provisions because there are still many obstacles that teachers still do not understand scientific writing teacher professional development, so that teachers cannot collect values from the elements of professional development.

DISCUSSION

The discussion of the findings of the assessment program on teacher professional credit development in East Kutai Regency can be described as follows:

Design

The efforts of the East Kutai Regency government in improving teacher professionalism indeed deserve to be appreciated. Therefore, the program for evaluating the credit score for teacher professional development in East Kutai Regency at the level of legislation seems very complete. This can be seen from almost all indicators at the design stage categorized as good.

However, there is still a lot that needs to be improved by the East Kutai District Education and Culture Office regarding the facts in the field, there are several problems that must be resolved starting from the program objectives that cannot meet the needs of teachers until the aspects of the strategic plan and program implementation are assessed only "pasa-pasan" to be categorized well. That is, even though there is already something related to this, the plan is attempted to run optimally. This is in accordance with the opinion of Dwi Satyarini (2014: 5) that teachers and peers plan activities individually or in groups to realize the credit numbers of teacher professional development as a requirement for career fulfillment of ranks and positions.

According to Provus' opinion in DEM theory at the definition stage which links between steps and category content as a way of facilitating the comparison of program achievements with standards, while at the same time identifying standards for future comparison use. Based on the analysis obtained, this design phase can be said to have achieved 85% more standards set and this is enough to categorize the implementation of this program to run well.

Based on the study and analysis of the data above, a comprehensive evaluation can be drawn at this stage. The design stage which has 3 aspects and several indicators covering planning and implementation basis is seen to be very good in running the credit professional teacher credit development program evaluation program. Therefore, it can be said that the design has been running but must and must be greatly improved through various efforts to optimize the program.

Installation

The installation stage in the credit professional teacher development credit assessment program in East Kutai Regency is a crucial step in addition to the stages of the process. It can be seen from the indicators evaluated so complex.

The number of teachers at the time of proposing the assessment of teacher credit numbers for each proposal was not so much, this can be proven in the period of October 2014, only 2 people, while the period of April 2015 increased by about 10 teachers. Likewise, the geographical factors of the school towards East Kutai District are also very far on average, from the interior it can take 2 days 1 night on the way, this is what makes teachers reluctant to write teacher scientific papers, not yet electricity infrastructure and roads to the city East Kutai District is also very tiring, while the installation of the assessment program forms a secretariat team, assessment team, technical team, credit score assessment program for teacher professional development. In line with the opinion of Soekidjo Notoatmodjo (2010: 121) management functions in human resource management, namely: planning, organizing, directing, controlling.

Even though the administrative terms and completeness of the manager or the secretariat team have met the standards required by statutory regulations. But on the other hand, it can be found that the competency of the assessment team is still far from appropriate. So that it can be seen weaknesses in terms of credit score assessments in elements of professional development or scientific writing. The ability to assess documents is believed to be able to assess but to assess scientific papers the teacher will experience difficulties, so that it is attempted to involve lecturers / lecturers in the assessment of scientific papers. This, in line with Nevo's opinion (2008: 144) teacher evaluation is an activity in a person's professionalism cycle when he decides to enter the teaching profession.

In accordance with the opinion of Provus in the DEM at the installation stage, the search for gaps between the determination of program completeness is whether the available equipment is in accordance with what is needed or not and how what happens in the field. Therefore, based on the results of the analysis obtained, this installation stage can be said to be 85% more than the standard set and this is enough to categorize the implementation of this program well.

Process

The implementation of teacher credit score assessments is divided into two, namely the assessment carried out in the Regency / City / province, namely evaluating group IIIa until Gol IVb, while the credit score assessment for professional development / scientific papers IVc until IVe is carried out at the central level namely at the Ministry of Education and Culture.

The assessment was carried out in accordance with the plan, namely from the secretariat team, the receipt of files from the teachers who would propose the evaluation of teacher professional development credit numbers to be verified by each secretariat team based on their respective zones, so there would be no errors in receiving the files. Meanwhile in the process of evaluating the credit score for teacher professional development, it goes according to plan, but there are still files for increasing the rank of teachers received by the assessment team stated that the file is incomplete (BTL), this has hampered the assessment team's work in carrying out the assessment process. In accordance with the opinion of Armstrong (2006: 6) Performance management is a process that is owned and managed by organizations, teams, and individuals by understanding and managing planned goals, standards and competencies. requirements. Can be concluded that management is a process that is owned and carried out by management to achieve management goals in organizing, teams and individuals to understand and manage to achieve goals.

In accordance with Provus' opinion in the DEM theory at the stage of the process of conducting the evaluation process, which objectives have been achieved. This stage is also the stage of collecting data from the implementation of the program. Based on the analysis, it can be explained that the secretariat team in carrying out their duties is good enough but to facilitate a better assessment process, the secretariat team is very much required to attend education and training on the procedure for evaluating the credit score for professional teacher development. The assessment team in carrying out their duties was good but to facilitate the professional professional development assessment process, the assessment team was sought to be taken from lecturers or lecturers who had attended training education as candidates for the assessment team.

Based on the analysis results that can be said to have reached 85% more standard. This means that all objectives to be achieved have been seen in a concrete manner. Based on this, it is sufficient to categorize the implementation of this program to run well.

Results

The result of the evaluation program for teacher professional credit development in East Kutai Regency is undeniable that the implementation of a 100% assessment on the implementation of the credit score assessment for teacher professional development is the main objective. Even though the main objective has been achieved, it is better for the secretariat team, the assessment team and the technical team to pay more attention to the results.

It is realized or not the increase in the proposal for assessment of the credit score for teacher professional development in East Kutai Regency will provide motivation to other teachers to propose an assessment of the credit score for teacher professional development. This is in accordance with the opinion of Wayne (2011: 549), an evaluation carried out when a policy / program is being implemented is an analysis of how far a program is implemented and what conditions can increase the success of implementation.

In the implementation of this evaluation the results of the credit score assessment have been carried out properly in accordance with the specified time, while the results of the implementation of this assessment have been carried out in accordance with the applicable rules. But on the other hand the teachers are also waiting for the results of the implementation of the credit score assessment for the development of the teaching profession and the results are not very encouraging. This means that the results of the assessment submitted by the teacher did not qualify as a scientific paper for the development of the teacher's profession on the grounds that general rejection was the proposed scientific paper that was not in accordance with the assessment guidelines so that the teacher had to improve or create new scientific papers. Here Suwarni (2011: 101) says that most class IVa teachers do not rise to class IVb because teachers cannot collect credit numbers for teacher professional development. The results of the implementation that has been running, the activities are not in line with expectations, namely the teacher who proposes the assessment of teacher professional development credit numbers is expected to be promoted to a higher level, from the results of the assessment in the October 2014 period it can be concluded that there are 2 people but the results show that the proposed scientific papers cannot be considered to rise to a higher level. Meanwhile in the period of April 2015, 10 people proposed evaluating professional development elements, but the results of 10 people did not rise to higher levels with reasons that systematics did not comply with the guidelines. This is in accordance with the opinion of Suharjono (2009: 5) saying that class IVa teachers who have submitted proposals for promotion are still small, due to teacher inadequacies and teacher unwillingness.

In accordance with the opinion of Provus in the DEM theory at the product stage, it is the stage of analyzing data and determining the level of output obtained. The question raised in this stage is, has the program reached its objectives? Based on the results of the analysis obtained, the stage of this product is said to be 80% of the standard. This means that all objectives to be achieved are realized properly.

CONCLUSION

Based on the results of the research and discussion, it was stated that the implementation of the credit rating program for professional development in East Kutai District was running well. However, there are some findings that should still need to be improved. One of them is to improve the competency of the assessment team to take part in the education and training of prospective assessment teams organized by the Ministry of Education and Culture, to carry out continuous socialization relating to the assessment of credit scores for teacher professional development, so that teachers understand the writing / preparation of scientific papers. Therefore the general conclusion in this evaluative research is requiring teachers to make scientific work since the teacher occupies rank IIIa and to continue the teacher professional credit development rate assessment program in East Kutai Regency with improvements in several indicators and aspects that have not met program criteria and standards.

In particular, the results of the evaluation program evaluation of teacher professional credit in East Kutai district are as follows: (1) Design, the credit professional teacher credit development program evaluation program can be summarized as follows: the credit profession development credit rating program is in accordance with the standards, according with the aim of increasing the professionalism and quality of teachers, the need for additional socialization activities so that teachers understand the preparation of scientific papers, (2) Installation, management requirements and requirements have met the standards required by legislation, namely the fulfillment of the secretariat team, assessment team, technical team according with the Regent's Decree, the competency of the assessment team still needs improvement, involving elements of the lecturers / widyaiswara who have participated in the education and training of the candidate assessment team and have a certificate of prospective assessment team from the Ministry of Education and Culture. (3) The process, the implementation of the assessment carried out by the secretariat team, the assessment team, the technical team is running well, which runs according to the plan set, but technically there are still constraints a) the secretariat team in verifying the data is still found to lack files so that the assessment team has difficulty assessing, b) the assessment team in the assessment process found obstacles in assessing especially in assessing scientific writings of teacher professional development. (4) Results, the results of the implementation of the teacher professional credit development rate assessment program in East Kutai Regency are running well, namely the implementation is in accordance with the plans and objectives that have been determined according to the applicable legislation, the teacher does not match his ability in compiling scientific papers which is one requirements that must be fulfilled in the process of advancing to a higher level, so that the assessment proposal cannot be valued from the element of professional development, the results of the teacher professional development credit score assessment program have an impact on: a) the teacher has not been able to collect the value of teacher professional development, b) the teacher cannot rise to a higher level, c) motivates the teacher to be more active in compiling scientific papers.

Recommendation

In improving the career path of the teacher, especially in the assessment of the credit score for professional teacher development, developing professional activities should be recommended for: (1) the Department of Education, Kutai Timur Education and Culture Office: (a) provide socialization of credit rating for professional development

continuously and continuously, (b) providing education and training to the secretariat team, the assessment team involving lecturers and lecturers, (c) carrying out education and training in the preparation of periodic and continuous scientific papers. (2) The Principal, should the Principal: (a) carry out independent socialization in their respective schools and improve teacher quality and cooperation with the East Kalimantan Education Quality Assurance Agency (LPMP), Mulawarman University (UNMUL) and other competent institutions to guiding teachers in writing scientific papers related to their field of work for activities to evaluate credit numbers for professional development / scientific papers, (b) encouraging active activities in MKKS for the heads of SMP / MTs / SMA / SMK. (3) Teachers, teachers should : (a) improve themselves, increase knowledge and skills related to scientific writing, (b) be active in KKG activities for elementary / MI teachers, MGMP for junior / MTs teachers and high school / vocational teachers. (4) Supervisors, supervisors should: (a) foster teachers in improving the writing skills of Scientific Writing. (b) increase the motivation of teachers to carry out continuous professional development.

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