

PARTNERSHIP EVALUATION MODEL BASED ON THE RESULTS (MEKAH) OF EDUCATIONAL PRACTICE

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ABSTRACT

Educational Practice (PK) is a course in which students practice teaching in SMK. Previously, students had been prepared in LPTKs through Micro Learning (PM-Micro) courses Teaching). Assessment of PM learning achievement in LPTKs has been carried out with standard instruments, Likewise, when students carry out educational practices in vocational schools, the supervising teacher has assessing the learning achievement of PK courses by using the appropriate instrument adequate. However, based on a pre-survey of supervising teachers at schools, it is still found that there are discrepancies both in writing about the scoring grid and the interpretation of the items his assessment. Also from the aspect of the scope of the learning achievement assessed, it is still not fully matched between CPMK PM in LPTK and CPMK PK in SMK. Based on the above background, it is necessary to conduct this research with the following objectives: (1) schematic PK partnership evaluation model that leads to the same learning outcomes; (2) compose the instrument assessment of PM learning achievement in LPTKs (internal evaluation) agreed upon by LPTKs and SMKs; (3) formulate an instrument for assessing the learning outcomes of PK in SMK (external evaluation) agreed by the LPTK and SMK; (4) prepare guidebook for PM assessment in LPTKs; and (5) compiling an assessment guidebook PK in SMK which leads to the expected learning outcomes together. This research is a type of research and development (R&D) by revising 10 stages from Borg and Gall (2007) divided into 4 stages, namely (1) 1) Research and information collecting; (2) Develop preliminary form of product; (3) Conducting Focus group discussion (FGD); and (4) Revising of preliminary product. Information collection is carried out through literature studies, related documents, and in-depth interviews with lecturers who support PM courses in LPTKs and PK supervisors in Vocational Schools. Information collected coded, grouped based on themes/issues, analyzed, and then used as a reference in compiling a draft model. Furthermore, this model draft was validated through FGD with the composition of members from experts and related PK evaluation actors so that the initial model is produced. In this study, the 6th stage was not carried out (Main field testing) until the 10th stage (Dissemination and implementation) from Borg and Gall because limited time and will be the agenda of this research in the coming year for improvement The model includes the development of the system or its application software. The expected result of this research is mainly the existence of a PK evaluation model that effective, easy to understand, and practical in its implementation.

Kata Kunci: evaluation, micro learning, educational practice