

The Behavior of Post-Education and Training Scientific Papers for Madrasah Teacher in the Center Education and Training of Semarang Religious Division

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Abstract:- The effectiveness of education and training has been much of a concern, but still has not focused much on evaluation from the perspective, especially on Scientific Writing training. This paper is intended to evaluate the effectiveness of KTI training especially from the level of behavior of graduates at the Religious Training Center of Semarang. Data were collected using questionnaires and analyzed by means of descriptive and different test statistic to compare the effectiveness of KTI Regular Training and Training in Working Areas KTI. The results of this study show that that the effectiveness of the training is the high sufficient (mean in range 1-4) and the significant difference (the significant level at 0.028). The results of this study contributed to the application of the concept of post evaluation of Scientific Writing Training and efforts to improve the effectiveness of the training, especially Scientific Writing Training, by providing guidance and adding a scientific journal to facilitate madrasah teachers in carrying out scientific publications, and adding Regular Training programs balance with the program of DDWK.

Keywords:- Training, scientific writing, post training evaluation.

I. INTRODUCTION

Based on the Regulation of the Minister of State Apparatus Empowerment and Bureaucracy Reform Number 16 the Year 2009 about Functional Position of Teachers and Figures of Credit functional positions. Activities of teachers, among others, scientific publication is one aspect of Sustainable Development of Professional as an effort to develop teacher competence to improve professionalism Religious Training Center Semarang in the fiscal year 2017 held substant if technical training Scientific Writing in 2 batches for 5 days located at BDK Semarang with the amount of each class of 35 participants from the work area of the Ministry Office Religious Districts / Cities of Central Java Province and Yogyakarta Special Region and 1 Training force in Working Areas Office of Religious Affairs of Regency / Municipality in Central Java and Yogyakarta Province as contribution of professional development activities in improving their competence.

Until now, it has not been measured by the fact that the productivity of the Religious Training Center of Semarang

has conducted the Evaluation of Training Post. Seen from Kirkpatrick Theory (2007) at level 1 Reaction Evaluation which aims to know the level of satisfaction of the trainee to the organizer during the implementation of the training by filling the check list that is executed online. Similarly, at level 2, Evaluation Learning measured from aspects of attitudes of participants during the training and knowledge aspects implemented before the learning process conducted pre-test and post test. Medium level 4 Result Evaluation (Evaluation of Results) conducted by direct observation and interviews with the leadership of the organization, colleagues, and graduates, documents in the form of notes or reports that can be used to determine the impact of training. While at level 3, the Religious Training Center of Semarang has not conducted this evaluation which is different from the evaluation of the attitude. Assessment of attitudes at level 2 focuses on changes in attitudes that occur during training activities so as to be more internal, while behavioral assessment focuses on behavior change after participants return to the workplace. The behavior herein is work behavior that is directly related to the training material, and not the behavior in the context of personal relationships with colleagues. In other words how participants can transfer knowledge, attitudes, and skills acquired during the training to be implemented at work.

According to Kirkpatrick (2007) to measure the outcomes and behaviors of program participants, forms, and techniques according to the typical specified at least above three months after completion of the program. There are several key steps to evaluate the training participants/program, ie (1) conduct a survey and use a questionnaire, it can be Likert scale and open-ended question form, can be questioned on the employee for the behavior of his work (2) make observations and use a checklist that contains the actual observation of the participant's behavior as a research material on the forms / types of activities of the training result at the time of return of duty, (3) the work study, that is to examine the achievements of the work of the trainees without making actual observations of what they have done, 4) individual interviews and focus groups: contains structured questions that can be administered either to individuals or groups to the level of behavior, what activities have been applied in the task/job. Measuring the behavior of participants before and after a program (activity) is the best way to determine how much behavioral change from the results of the

program executes, but an effective evaluation alternative is only done after program implementation (Kirkpatrick D, 2008: 23).

According to Bloom, that evaluation is defined as an assessment activity about the value, the purpose of certain ideas, jobs, problem solving, various methods, activity materials, and so on. This assessment relates to the use of criteria as a particular standard for the development of more accurate, effective, economical or satisfactory matters. The assessment can be either qualitative or quantitative research results and also with certain criteria given to the participants (Bloom, 1956: 185). KTI required for scientific papers that can be used for the purposes of applying for credit score or promotion for teachers must meet the requirements of APIK. A means original, P means necessary, I mean scientific, and K means consistent (Suharto R, Latitude, 2009: 142).

From the previous research / study, among others: according to the article titled: Post-Training Evaluation, Researching the Use of Training for Human Resource Improvement (Abraham Critanto) that, to know how far diktat play a role in increasing the value of Human Resources Competency, conducted activities in the form of post training evaluation ([https // bppk.kemenkeu.go.id / news-manado / 21746-evaluation-post-menektik-emekfaatan](https://bppk.kemenkeu.go.id/news-manado/21746-evaluation-post-menektik-emekfaatan)). According to Suudjarwo (2008) in Diponegoro University Post Graduate Journal titled: Performance Evaluation of Educational Leadership and Leadership Training Level IV at Balai Diklat Religious Semarang that the change of mindset and work pattern of apparatus resources do not always run parallel to attitude and work behavior. To optimize the increased competence of graduates of education, it seems that direct coaching by the boss in a sustainable manner becomes very important; and according to Wardi Astuti (2017) in Widyaprana Journal entitled: Post-Training Evaluation of Thematic for the Extension of Civil Servant and Self-Supporting In Boyolali District, concluded that the application of thematic training materials is useful for extension workers, extension officers and beneficial to support the work.

This paper is intended to evaluate the effectiveness of KTI Training especially from the level of behavior of graduates at the Religious Training Center of Semarang. Two questions to be answered are: What is the level of effectiveness of training in terms of the behavior of graduates of Post Scientific Writing Workshop that has been organized by the Religious Training Center of Semarang? and Is there any difference in the effectiveness of the training.

II. RESEARCH METHODS

This study uses a quantitative approach. and survey method and using data retrieval technique using random sampling with questionnaire instrument. Keuseer distributed as many as 162 respondents graduates KTI training. Who returned to research each of the Regular Training 35 respondents Regular Training 34 respondents DDWK. The questionnaire consisted of 10 questions with a choice of answers with ten questions with 4 answers (Often, Always,

Never, Never) Test Results Validity is known to all Valid and Reliable (alpha 0.853).

The mean and test analysis of Mann Whitney with the formula:

$$U_1 = n_1 n_2 + \frac{n_1 (n_1 + 1)}{2} - R_1$$

And

$$U_2 = n_1 n_2 + \frac{n_2 (n_2 + 1)}{2} - R_2$$

Where:

- n₁ = Number of samples1
- n₂ = Number of samples2
- U₁ = Number of ratings1
- U₂ = Number of ratings2
- R₁ = The number of rankings on the sample n₁
- R₂ = The number of rankings on the sample n₂

III. RESULTS AND DISCUSSION

Effectiveness of research implementation Regular Training Activity or Substantive Technical Training Teachers Writing KTI For Madrasah Teachers held BDK Semarang in Budget Year 2017 as much as 2 (two) Force, that is for Madrasah Aliyah Teachers (MA) with 35 participants and teachers Madrasah Tsanawiyah (MTs) a total of 35 participants who are representatives of the Office of the Ministry of Religious Affairs (Kankemenag) Central Java Region and the Special Region of Yogyakarta the author is meticulous. As for DDWK or Substantive Technical Training of Teachers Enhancement of Writing Competence of Scientific Writing for Madrasah Teachers from 11 (eleven) force or 385 participants, the author is 4 (four) of the force held in Kankemenag Tegal Regency as many as 35 participants, Kankemenag Grobogan District two generations of 70 participants and from Kankemenag Yogyakarta City as many as 35 participants, the total number of 140 participants. In total there are 210 participants consisting of 2 Regulatory Training graduates / 70 participants (26 male and 44 female). While graduates from DDWK 4 force/140 participants (male 64 people and 76 women). As the respondents of the study taken 162 respondents by sending the questionnaire instrument by post as much as 162, while the samples that entered the regular training of 34 respondents and DDWK 31 respondents, a total of 65 respondents.

The results of this study show that the effectiveness of the training category is quite high (2.7 in the range 1-4). The difference in the effectiveness of behavioral training in Regular Training is higher than DDWK.

Although in general the effectiveness of training in the category is quite high, there are still indicators that show bad

(low) in indicator number 2 (sort priority scale of the most difficult problem solved the easiest problem level), indicator 5 (set up KTI felt from difficult to easy and appropriate to the problem), indicator 9 (doing scientific publication in newspapers / magazines / journals / library of madrasah) and indicator 10 (calculating credit score and submission of DUPAK / List of Assessment of Credit Rate). This is because the development of the graduate's profession KTI training has not been optimal so inhibit in fulfilling the credit score. While for the high category is in indicator 1 (identifying the problems faced in accordance with the targets, indicator 3 (determining the type of problem felt to be solved and mastered for writing to KTI type), indicator 4 (determining the KTI type most appropriate to solve the problem), indicator 6 (look for reference books or libraries that fit the problem to be solved), indicator 7 (create a basic framework of writing), and indicator 8 (correct and revise errors/deficiencies that may be encountered and improve to become scientific manuscripts).

Differences in the effectiveness of education and training held at the Regular Training and DDWK, that with time and place during regular training are more effective (focus) than DDWK because they are not burdened with the tasks of the satker and the influence of the local environment (family and social activities) so that in following the learning process can be optimal.

IV. MANN WHITNEY U-TEST TEST RESULTS

This U test is used to test the significance of the comparative hypothesis of two independent samples. To find out which U-test price is smaller. The smaller U-values used for testing and comparing with U tables. While whether there is a difference in the effectiveness of training between Regular Training and DDWK Scientific Writing turned out to be no difference, can be seen from the test results Mann Whitney in the following table:

Table 1
Mann whitney U-test
Npar Tests
Mann-Whitney Test

Test Statistics ^a	
Post-Required Evaluation Of Kti Madrasah Teacher	
Mann-Whitney U	360,000
Wilcoxon W	856,000
Z	-2,197
Asymp. Sig. (2-tailed)	,028

Grouping Variable: Group

From Mann whitney test U-test is significant if sig value <0,05.

The hypothesis was declared acceptable because of 0.028 <0.05

From Mann Whitney, the test result can be concluded that: significant difference 0,028 <0,05.

There is a significant difference in the evaluation of post-training KTI of madrasah teachers between the regular

Training and DDWK groups. The results of the Mann Whitney U-test resulted in a significant difference in post-EI training for madrasah teachers between the regular Training and DDWK groups.

From the results of the research was in line with Kirkpatrick's theory and Supardi's literature (2012: 35-36). To measure the behavior of post KTI Training for madrasah teachers the researcher makes a skillful behavior instrument based on a scientific writing curriculum based on the Technical Education and Training Center for Technical and Religious Education in the Basic Scientific Writing Training Center.

According to a number of respondents interviewed by graduates of post-training of KTI factors to support graduates of Post-Training of KTI madrasah teachers in 2017 related to the writing of KTI, that is: from 34 respondents of graduates of KTI Diklat by 19 participants of KTI Regular graduates and 15 DDWK participants writer interviews' in 16 cities /regencies of Central Java and Yogyakarta provinces, as follows:

- Book Purchase / Reference: 30 graduates (17 graduates of Regular Training and 13 DDWK graduates)
- Writing products (teacher manuals, papers, articles, dictates, modules, PTK reports): 31 graduates (22 regular Training graduates and 9 DDWK graduates).

It shows that in general the two graduates of post-training KTI both Regular Training and DDWK tend to have done the skill in making scientific writing, while the rest have not done writing only to have an idea or not yet motivated. Constraints to solve KTI products and have not motivated them in making KTI, among others, because of busy with learning time and other factors such as lack of encouragement from family and work environment, their status is not civil servants and some are ahead of retirement. Facilities for the participants Regular Training result is better because they are diasramakan in campus BDK Semarang and tied with various rules of sincerity, so Regular Training participants are more focused or optimal in following various activities and can complete tasks outside the task of learning, so generally attached after completion of training. While DDWK participants are not diasramakan so it can cause less optimal (less focus) at the time following the DDWK because in general family environment factors and social activities society influential.

V. CONCLUSION

The results of this study from 65 respondents of KTI Training in Regular Training and DDWK showed that the effectiveness of the training is in the high enough category (2.7 in the range of 1-4), and significant difference (significant level 0.028). The effectiveness of training on the behavioral side of Regular Training is higher than DDWK. Although in general theories are quite high there are still indicators showing bad on Indicator 2 (sorting priority scale from the most difficult to solve the easiest problem level), indicator 5 (making the KTI type system felt from difficult

to easy and according to the problem), then indicator 9 (doing scientific publication in newspapers / magazines / journals / madrasah library) and indicator 10 (calculation of credit score and submission of DUPAK/List of Proposed Credit Score). From Mann Whitney Test result it can be concluded that: significant difference (significant level 0,028). This shows that there is a significant difference in post-training behavior of madrasah teacher teachers between the Regular Training group and DDWK group.

The results of this study should be able to contribute to the application of the concept of post evaluation of Scientific Writing Training and efforts to improve the effectiveness of education and training, especially KTI training, by BDK Semarang to create a program of planning KTI writing guidance for madrasah teachers conducted by Widyaiswara BDK Semarang in the work area of the Ministry Office Local religion in the province of Central Java and Yogyakarta. To increase the effectiveness of adding special scientific journals to facilitate scientific publications for madrasah teachers, and to increase the KTI Training Program for Regular Training is at least equal to the number of DDWK programs.

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