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The Effectiveness of E-Training Assessment for Islamic School Teachers at the Religious Education and Training Center of Semarang

Ratna Prilianti
Universitas Negeri Semarang, Indonesia
ratna.prilianti@students.unnes.ac.id

Djoko Sutarto
Universitas Negeri Semarang, Indonesia

Heri Yanto
Universitas Negeri Semarang, Indonesia

***Abstract*---The development of technology and information in the global era also occurs in training at the Ministry of Religious Affairs. The training which has so far been conducted is *e-training* (online training), one of which is *e-training* on learning assessment. The effectiveness of *e-training* as a new innovation in education and training patterns, especially at the Religious Education and Training Center of Semarang, has never been measured before. This study aims to evaluate the implementation of *e-training* on learning assessment for Islamic School Teachers at the Religious Education and Training Center of Semarang and how the learning process in *e-learning* (online) can improve the evaluation conducted through CIPP (Contex, Input, Process, and Product) model. The data were collected using questionnaires, interviews and document reviews. The results of the study show that the implementation of e-learning is considered effective with an average of four aspects at 89.46%, namely 1) Context Analysis is 92.69% (very good), 2) Input Analysis is 88.32% (good), 3) Process Analysis is 90.15 % (very good) and 4) Product Analysis is 86.67% (good). The findings of this study assert that *e-learning* is a future need to an effective and efficient type of training; however, some improvements are needed especially in terms of input aspects (budget, infrastructure, curriculum and syllabus, membership, administrator and *Widyaiswara* instructor competences).**

Keywords: e-Training, CIPP model evaluation, Learning Assessment

I. INTRODUCTION

As information and communication technology (ICT) develops so fast in the global era, the implementation of learning activities today needs to be supported by technology-based learning media (Dwi Nuriyanti & Rahayu Utami, 2013). ICT system provides a broad, fast, effective, and efficient coverage of packaging and dissemination of information to various parts of the world. The opportunities offered by the use of ICT in education are numerous, which can then lead to better and more interesting learning experiences. This effect is not only limited to classrooms, but also transforming educational models, for example, from conventional learning models into *e-learning/blended learning* models, offering new options in delivering materials, as well as new opportunities in teacher training and other supporting services (Fitriyadi, 2015).

The results of previous studies conducted by the SEAMOLEC institution in 2010 on teachers' ability in mastering ICT showed that it was in the middle to lower categories. The majority of participants only accessed computers less than 3 hours a day or never, 58% accessed the internet less than 3 hours a day or never. In addition, 67% already had email addresses, but most of which were made by someone else (Ahmadi et al., 2017).

There are 16 work units in the ministry of religious affairs whose main function is implementing education and training programs. The work unit consists of 2 education and training centers, namely technical and religious affairs staff and administrative staff training centers in Jakarta and 14 Religious Education and Training Centers (BDK) spread throughout Indonesia (PMA Number 59 of 2015). One of them is BDK Semarang, which is currently developing *e-training* (online training) model as a training diversification program in addition to regular training in workplaces (offline-training). The implementation of *e-training* is one of the programs for the accelerated education and training process for civil servants (ASN) in the Ministry of Religious Affairs of Central Java and D.I. Yogyakarta province. Before *e-training* program, the cycles of training within the ministry of religious affairs of Central Java and D.I. Yogyakarta province have been carried out from around 10 to 15 years. The *e-training* program was carried out by BDK Semarang as one of the innovations resulting in an award from *Permenpan RB* to have become a work unit which was awarded as the Corruption Free Area in 2019. This innovation was developed as a solution to the weaknesses the regular training and on the spot training (offline training) have, mainly related to high operational costs and minimum number of outputs. Through online (*e-training),* it is expected that it can minimize budget and multiply outputs.

e-training model can be developed to increase Indonesian educators' professionalism in facing competitive globalization in the future

(Sutarto, Sungkowo, et al., 2019). The information and communication technology-based learning has apparently transformed conventional or traditional learning systems into *e-learning* media pattern. Through this media learning pattern, learners can repeat learning materials based on their own interests, so that makes learning full of motivation, enthusiasm, attention, fun, not boring and so on. However, the effectiveness of *e-training* as a new innovation in educational patterns, especially in BDK Semarang, has never been measured before. CIPP evaluation model is considered the most comprehensive evaluation model, since this model emphasizes evaluation as a comprehensive process in the managerial system. CIPP evaluation model was developed by Stufflebeam (Sudibyo et al., 2013) who asserted that "*The CIPP Evaluation Model is a comprehensive framework for guiding evaluations of programs, projects, personnel, products, institutions, and systems*". This model is carried out in four management processes, namely context, input, process and product. Based on the background above, we were interested in figuring out the effectiveness of *e-training* in improving the basic skills of Islamic school teachers in developing assessment instruments entitled "*The Effectiveness of e-Training on Learning Assessment for Islamic School Teachers at the Religious Education and Training Center of Semarang* ".

The problem in this article is formulated as: How effective is the implementation of *e-training* on Learning Assessment for Islamic School Teachers at BDK Semarang in terms of Context, Input, Process and Product (CIPP) aspects?

The research objective is to figure out the effectiveness of the implementation of *e-training* on Learning Assessment for Islamic School Teachers at BDK Semarang in terms of Context, Input, Process and Product (CIPP) aspects.

The results of this study are expected to be beneficial in providing an effective and efficient evaluation of the implementation of *e-training* based on e-learning, both for organizing staffs and *Widyaiswara* tutors and also as a basis for education and training institution in determining policies to improve the quality of innovative education and training implementation in the future.

II. METHODS

This study occupied a qualitative descriptive method by applying evaluation stages, using CIPP method. The followings describe; subjects, object, time, and location of the study as well as data collection techniques. The stages mentioned comprehensively comprise of; context, input, process and product. The four stages were directed at measuring the effectiveness of *e-training* on Learning Assessment in a comprehensive way.

The subjects in this study were Islamic school teachers in the Ministry of Religious Affairs of Central Java and D.I. Yogyakarta Province who received the *e-training* service on learning assessment by BDK Semarang. The object of this study was the training evaluation tool using CIPP method. The data collection techniques included: the training evaluation from the elements of context, input, process and product collected through questionnaires, documentation study and interviews for data triangulation. Meanwhile, the method used was the CIPP method, which is a comprehensive format at each evaluation stage, namely context, input, process and product.

The evaluation data analysis of the *e-training* on Learning Assessment for Islamic School Teachers was by the CIPP model (Contex, Input, Process and Product). The questionnaires given contain statements dealing with the effectiveness of the *e-training* implementation using Likert scale.

III. RESULTS AND DISCUSSION

The research findings are organized into four major parts as follows; context, input, process, and product.

3.1. The Context of *e-Training* Implementation

The implementation of *e-training* within the Ministry of Religious Affairs of the Republic of Indonesia is under the Research Development and Education Training Agency. This program is a part of the efforts and policies of the Head of the Research Development and Education Training Agency in shortening the education and training cycles. This policy is known as the New Paradigm of Education and Training Issues, where one of which contents is conducting Online Training in addition to regular one. The 2015-2019 Ministry of Religious Affairs Strategic Plans state that one of its missions is to actualize Indonesian people's life quality with high, advanced and prosperous status. The Regulation of the Minister of Religious Affairs (PMA) No 4 of 2012 concerning the implementation of Civil Servant Education and Training in the Ministry of Religious Affairs explains that every teacher needs to attend trainings in accordance with their duties and functions for career development, personal development and promotion of teacher functional levels, since all of which must go through trainings.

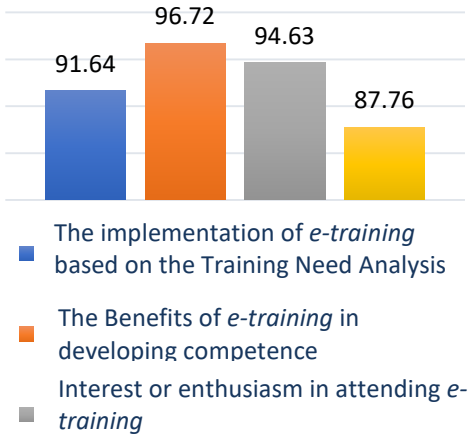
Based on this policy, since 2009, several education and training centers have organized *e-trainings*. Among of whom were the Education and Training Center of (BDK) Padang, BDK Bandung, BDK Denpasar, and BDK Surabaya. Meanwhile, in 2010, the Education and Training Centers conducting it were BDK Ambon, BDK Manado, BDK Medan, BDK Makassar, BDK Banjarmasin, BDK Palembang, BDK Jakarta and BDK Semarang. After only 2 years, *e-trainings* in several Education and Training Centers began to recede and finally suspended. At the beginning of 2015, *e-training*

program was re-emerged and turned out to be a Priority Program in 2019.

This policy is in line with the Regulation of the Head of the State Administration Agency (LAN) Number 13 of 2011 concerning General Guidelines for the Implementation of Technical Education and Training and the Decree of the Head of the Research and Development Agency Number 60 of 2012 concerning Technical Education and Training Standards. These further emphasize on the importance of providing education and trainings in order to guarantee and develop the quality of national education.

Through Training Need Analysis (AKD) and research questionnaires, the benefits of *e-training* in developing competence, interest and duration of *e-training* implementation, with the highest score (96.72) is the benefits of *e-training* in developing teacher competence, which is considered 'very good' category.

Chart 1. The Context Analysis of *e-training* implementation



The results of this study suggest the same results as one conducted by Sutarto, Edi Mulyo, et al., (2019) where the impact of implementing web-based *e-Training* model is to be able improve the professional competence of PAUD-Dikmas (kindergarten) teachers. Also, it is in line with the study conducted by Antiek Yurnaningsih, Fachrurrozie (2012), that there is a positive effect of training experience on the professional competence of high school economics / accounting teachers in Kudus Regency, both partially and simultaneously. The results of the study by Pamugar et al., (2014) claiming that *e-learning* is relevant in increasing competence of the government of DKI Jakarta Province, especially in terms of budget efficiency, strategies of limited facilities / infrastructures and wider access.

3.2. The Input of e-Training Implementation

Some of the important input aspects in the implementation of *e-training* are human resources (tutor/instructor and administrator), participation, facilities and infrastructures, curriculum and syllabus, and budget. Human resources involved in organizing *e-training* are instructors / *Widyaiswara* tutors and organizing administrators. The *e-training* tutors come from the *Widyaiswara* Education and Training Center. The tutor's duties are mainly composing materials (*e-training* modules), uploading them to *e-training* website, guiding *e-training* participants in learning activities (online discussion, giving assignments, checking assignments, answering questions and providing solutions to participants), evaluating, assessing results of *e-training* learning. Through Online, tutors make an interaction with participants via internet. They make supporting materials, either in the forms of texts or power-point presentations and have them uploaded in *e-training* website, make assignments and check the participants' answers, post questions for the participants to discuss.

The Administrator is the *e-training* operator who is technically responsible for managing Information Technology, especially related to the internet (*e-training* website). The administrator duties during *e-training* implementation are: managing participant registration to log-in and access *e-training* learning through website, supporting and assisting tutors in serving *e-training* participants from the very beginning to the completion of the *e-training* learning process. In short, administrator is the center and actor operating the internet website as the *e-training* main instrument.

The participant recruitment is carried out by the education and training center by sending notification letter and summon of participants to the relevant agencies (Regional Office and the Ministry of Religious Affairs Office in Regency/Municipality) to recruit participants. Through the summon or notification letter of the participants, the Education and Training Center emphasizes the criteria or requirements to become *e-training* participants, of which criteria are having IT skills, and understanding on-line work process (through internet). Prospective participants who are interested in participating in *e-training* then submit/send their personal data to the Education and Training Center to be selected and then the administrator will create an account (username and password to log-in). Registration is all done online (list of *e-training* participant names is attached).

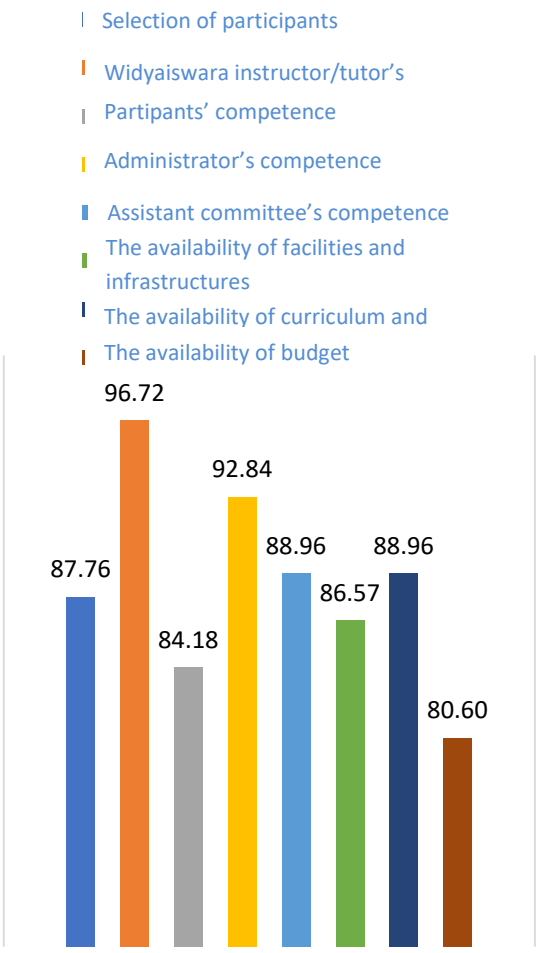
The main technology used in *e-training* by the Education and Training Center are through web-site: *http://www.djj.bdksemarang.net*, email, chats, forums, Whatsapp group, and telegram. Through these platforms, tutors, administrators and *e-training* participants carry out on-line learning activities, that is, uploading and downloading modules, doing assignments made by tutors, chatting, discussion, and exams. The supporting infrastructure is the availability of special video conference room,

cameras, PCs, speakers, headsets, modems, tables and chairs, and so on.

Both *e-training* and regular training share similar syllabus curriculum which mainly consists of: a) basic group material (2 hours of lesson), b) core group materials (50 hours of lesson) and c) supporting group materials (8 hours of lesson) which are equalized to 60 hours of lesson in regular training. Basic group material is a training course concerning policy within the Ministry of Religious Affairs. Core group materials include training courses regarding the substance of learning assessment materials. Meanwhile, supporting group materials contain Building Learning Commitment (BLC) materials, overview and evaluation. The curriculum in the learning is outlined in the form of teaching materials (PPT files, modules and worksheets) which are uploaded on the website.

The *e-training* financing system is made equal to the regular training budget without expenses for administrators, stationeries and training accommodations. The budget is only available for the training administration and printing certificates. The results of the study on input components show that overall, it doesn't run optimally with a score of 88.32, included in 'good' category. The result of the input evaluation with the lowest value is the budget availability aspect with a score of 80.60. In fact, the aspect of budget availability is very necessary in the implementation of a training program. As the research results (Sultoni, 2020) state that leaders' support regarding budget availability in the implementation of education and training is needed for the effectiveness of education and training.

Chart 2. the *e-training* Input Analysis



3.3. The e-training Implementation Process

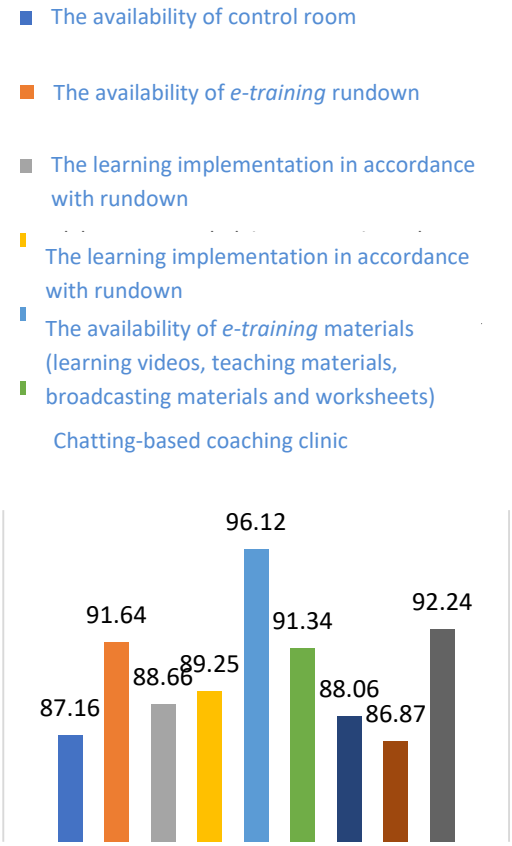
The evaluation on the process components in this study is the assessment on several aspects, including: media, teaching materials and learning process. The *e-training* learning media was completely carried out online through website: *http://www.djj.bdksemarang.net*. To access the learning platform, each participant used a special username and password given by the administrator at registration. After logging in, participants could access personal information to fill in, materials/modules, assignments from tutors, forums, asking questions, and chatting. In addition to website learning, the *e-training* learning was also carried out through: emailing, telegram chatting, Facebook and Whattsap forums. Instructions were conducted online through the website as well as downloadable modules, and online assignment timelines determination. Administrators and *Widyaiswara* tutors carried out the process of monitoring and solving participant problems.

The most important media in *e-training* implementation at the Education and Training Center is the internet through the *e-training* website. Android is also used as a communication medium to

support online learning and training tutorials. Short message facility via cell phone can also be used to overcome communication problems that occur when using the internet due to access difficulties or limited internet signals when participants are outside the city. Teaching materials are all forms of materials used to assist teachers in carrying out learning activities in order to achieve predetermined competence standards. Every *Widyaiswara* instructor or tutor is required to make a summary of the materials to deliver in the form of teaching material paper, power-point presentation (PPT), worksheets, and assessment sheets.

The learning process was carried out through *Webex.com* video conference according to the schedule set by the administrator. During 2 hours of lessons, training participants could carry out consultations, discussions and direct question and answer with the tutor from their respective workplaces or homes. In general, the analysis results of the *e-training* implementation process aspect of the learning assessment for Islamic School Teachers show a score of 90.15, which is included in 'very good' category. Process evaluation in the education and training implementation is needed to measure the effectiveness of an education and training program. Assessment of the learning process in training is a transfer of learning, as in Nurjanah's study (2018).

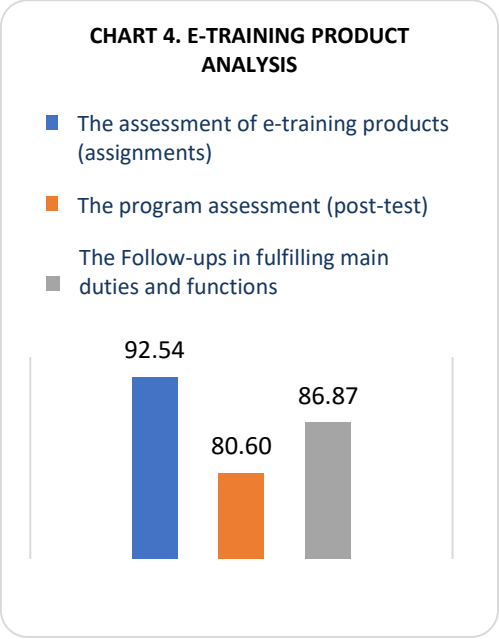
Chart 3. the *e-training* Process Analysis



3.4. The Product of e-training implementation

Evaluation of product components includes outputs and outcomes of the training activities. In general, the findings of the product aspect show a score of 86.67, included in 'Good' category. The number of the training alumni is 67 participants from the initial selection of 75 people, 2 failing administratively, and 6 others failing during the learning process due to two times absence, incomplete assignments submission and late submission. Only 52 participants completed the *e-training* to the end.

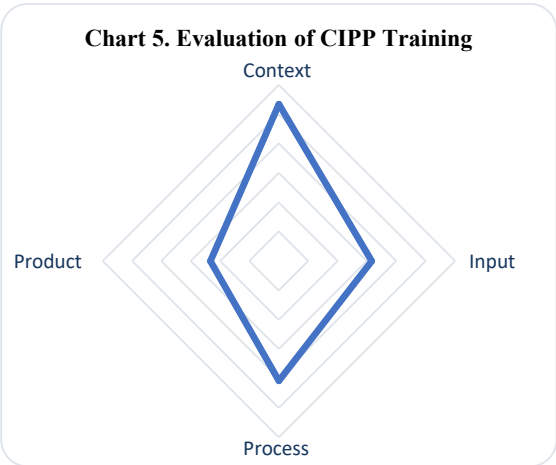
Institutions where the participants work in can take benefits from the *e-training* alumni by implementing the materials which have been gained during the training for the sake of composing teaching administration. Meanwhile, although the Religious Education and Training Center of Semarang always holds an annual monitoring and evaluation (monev) program for training =alumnus, the program can't be held yet in the current year. The monev activities for the 2020 Online Education and Training alumni will be carried out at the end of the 2020 Fiscal Year. The results of the analysis are described in detail as shown in the chart below:



The analysis results state that the implementation of *e-training* is very appropriate in order to shorten the education and training cycles and expand the education and training coverage nationally; however, in general, the implementation has not shown optimum results with the following details:

Table 1. Comparison of the CIPP Analysis Results in the Implementation of *e-training* on Learning Assessment for Islamic School Teachers

No.	Aspects	Percentage	Criteria
1	Context	92.69	very good
2	Input	88.32	good
3	Process	90.15	very good
4	Product	86.67	good
Average		89,46	



The context of *e-training* implementation is high and places the first rank, followed by the process and input with 'good' category. The lowest score lies in aspect of product with the following evaluations:

1)A selection system with sufficient registration time, a definite type of training and an early predetermined training schedule are the things that the training participant candidates wish for. Their enthusiasm is actually quite high, but they find themselves constrained by the choice of the training types and the schedules that do not suit them.
2)Some areas located far from the Education and Training Center do not have information and technology hardware which enables them to access the internet connection. Besides barriers on the availability of infrastructures, teachers in remote areas (far from urban areas) have minimum and lack of abilities and skills regarding information technology, especially the internet usage.
3)The budget component is also considered inadequate, both by both *Widyaiswara* and participants. The availability of budget is deemed to have not given adequate accommodation yet in terms of the need for ICT-based education and training, such as the cost of internet credit, modems and equipments; thus affecting the implementation of this type of training. In addition, the education and training budget planning has also not fulfilled the need for the number of training participants which are held in open selection, unlimited to the number of participants in each class, even to the number of *e-training* classes. Budgeting plays a very big role in maximizing the training activity program.
4)In curriculum aspect, the analysis result shows that the curriculum is considered 'good' with the existing training schedule and training materials completeness. However, the duration of the *e-training* implementation is considered too long, with the total implementation from registration to certificates distribution which takes up to approximately 6 months.
5)The provision of teaching materials is good. However, it should be supported by modules and tutorial videos which can easily be accessed.

IV. CONCLUSION

Based on the findings and analysis of the research results as mentioned above, this study on *e-training* implementation is considered effective with an average result of the four aspects of 89.46% with the following details: 1) Context Analysis is 92.69% (very good), 2) Input Analysis is 88.32% (good), 3) Process Analysis is 90.15 (very good) and 4) Product Analysis is 86.67% (good).

Based on the research results and the conclusion above, this study suggests that the next *e-*

training at the Religious Education and Training Center of Semarang on the input aspect needs to be improved in terms of hardware, modules, curriculum and syllabus, tutor recruitment and coaching, administrator recruitment and coaching, participant recruitment, and budget management for *e-training* activities. The process aspect needs to be improved, especially in the aspect of tutorial process. The tutorial process is intended to implement active and fun learning. The product aspect is in the form of documents of training result and alumni who are widely spread in various regions; it is necessary to conduct a follow-up on certain website pages to keep sharing and accessing information through the training website or special pages to display products.

The results show that education and training institutions really need CIPP-based *e-training* education and training evaluation model with a score of 89.46 which is categorized 'good'. This supports the study by Zhang et al., (2011) which explains that the use of CIPP evaluation is the most comprehensive evaluation to assess planning, implementation and product of learning services in educational field, in relation to the evaluation of CIPP-based information services, which confirms that the CIPP model is proven to be able to evaluate services comprehensively.

Henceforth, it is necessary to design an advanced level of *e-training* in order to improve and maintain the *e-training* alumni's competence and professionalism. As a consequence, the improvement of practices mentioned above must also be followed by improvements or revisions to clearer manuals and regulations regarding online training for religious affairs technical personnels, both those provided by the Research Development and Training Agency, the Technical Personnel Training Center, and the Religious Education and Training Center.

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