

Evaluation of Learning Program in 7th State Senior High School of Ambon

I. H. Wenno
Universitas Pattimura,
Ambon, Indonesia
wennoiz@yahoo.co.id

La Ima Kampono
Universitas Pattimura,
Ambon, Indonesia

R. Kempa
Universitas Pattimura,
Ambon, Indonesia

Abstract— The purpose of this study was to evaluate the components of context, input, process and product learning program at 7th State of Senior High School of Ambon. This type of research is the evaluation study using descriptive qualitative approach. The research aims to describe the situation in a comprehensive manner in the context of the real. Subjects of the research were principals, vice-principals, program coordinators, the head of affairs curriculum, administrators, teachers, students, school committees, and school supervisors. Data collection techniques used is from interview, observation, and documentation, while the technique of data analysis techniques used is qualitative with three stages i.e data reduction, data display, and data verification. The results of the research on context components, namely: 1) the vision of Senior High School 7 Ambon in compliance with national education goals and objectives as well as the institutions have involved the stakeholders in the formulation; 2) there is a diversity of cultural and educational background of teachers with a background of a different mindset, given the nature of cooperation as a form of positive culture; 3) there is support from the leadership of the teachers in implementing the learning. On the input component of curriculum used is the school curriculum of 7th State of Senior High School of Ambon. Compiled based guidelines for the Curriculum Education Unit of the National Education Standards Agency and referred to the National Education Minister Regulation number 22, 23 and 24 of 2006 and Number 6 of 2007 on changes ministerial decree number 24 of 2006. in the process, components show that there are five teachers in both good categories, 9 teachers with enough categories and 2 teachers with less category. According to step activities, of the 13 steps, there are 7 steps to either category, one step enough, and the 5 steps unfavorable category. Truth observation data further implementation of the process of learning research at cross-checking with the observation of the student version. Data generated as many as 15 indicators both categories, two indicators enough categories, and one indicator of poor category that objectivity assessment of assignments, quizzes and exams, while at the stage of the products obtained most of the elements that make up the performance has been carried out by school teachers in the 7th State of Senior High School of Ambon, though not executed well overall, but most of these elements have been implemented. Master has been designing learning well. Elements that less is lattice evaluation instruments. One element is lacking, gives another impact that the validity and reliability of the

evaluation instrument. The absence of analysis of the evaluation results, which means the program is not contained in the remedial learning tools, and the average scores achieved by the graduates have already reached the specified criteria.

Keywords— *Evaluation, and learning program.*

I. INTRODUCTION

The era of globalization is an era of scientific and technological progress that has led to competition from various parties. It demands the Indonesian people to establish themselves in the stabilization of quality, and superior human resources, capable of competitiveness, science and technology, and have a high work ethic.

Teachers as educators have a very important role in the progress of the Indonesian nation. Teachers also become one of the determinants of the success of the educational process.

Teachers play a role in determining the quality of graduates. This means that to produce qualified graduates required teachers with quality and maximum performance, while teachers with quality and maximum achievement can be obtained when supported by good leadership.

In the implementation of the task of educating, teachers have different attributes and behaviors, there is a spirit and full of responsibility, there are also teachers who are not responsible for the task of teaching. In addition, there are teachers who often ditch, come not in time and do not obey orders. The condition of such teachers is the problem in every formal educational institution. Teachers who have low performance will cause the low quality of the school. Schools will be difficult to achieve the results as expected.

High teacher achievement is a manifestation of teacher quality. This is quite important in order to achieve school goals. With high work performance, the teacher can really function as an appropriate educator in accordance with the organization goals that will be achieved.

The teacher's work performance is the result of the principal's leadership. As the leader of an educational institution that always moves directly, and motivates the teacher

to earnestly in carrying out its duties in order to achieve the goals that have been set.

II. METHODS

The type of research is the evaluation research using qualitative descriptive approach. This research was conducted at State Senior High School 7 Ambon. Subjects were principals, vice principals, program coordinators, heads of curriculum affairs, administrators, teachers, students, school committees, and school superintendents. Data collection was done by interview, observation, and documentation.

1) Interview. Interviews were conducted with school principals, vice principals, program coordinators, and teachers at the 7th Ambon State Senior High School. Interview aims to obtain information about the purpose of effective school programming, In addition to knowing the obstacles and the positive and negative things that occur in the implementation of the program, 2) Observation. Data collection through observation is done to observe the learning process conducted by students and teachers in acceleration classes, as well as accelerated student activity in the school environment, 3) Documentation. Conducted by collecting written documents in the implementation of school programs, in the form of curriculum used in the State Senior High School 7 Ambon.

Stages of data analysis include: 1) Data reduction. Interview, observation, and documentation data were analyzed through editing, grouping, and data reduction. The next stage, the researchers do the drafting and explanation, because making abstract concept is also a way of data reduction. The researcher reduces or summarizes the results data from the field in order to provide a sharper picture of the results of interviews, observations, and documentation studies and will make it easier for researchers to retrieve the necessary data, 2) Display Data. Display data is useful for viewing data as a whole. Both in the form of matrix and network. The subsequent narrative data is compiled in a simple and concise way, making it easy to make conclusions or further analyzes. By displaying the data, it will make it easier to understand what is happening, plan the next work based on what has been understood, 3) Verification / Conclusion. The data that has been reduced and displayed is then verified. Verification conducted during the study, to ensure the significance or significance of the research results. Test data validity is done through triangulation, that is by using source triangulation. The source triangulation was conducted by collecting interviews with school principals, vice principals, teachers, administrators, students, school committees, and school supervisors.

III. RESULT AND DISCUSSION

Discussion of research results conducted by discussing research findings based on the views of researchers and ideal conditions according to relevant theories and regulations related to the performance of teachers of Senior High School 7 Ambon in learning.

A. Context Component

The steps of organizing the school in carrying out the mission of the 7th Ambon Senior High School are still in line

with his vision. Vision is not merely a formula for the purpose of an institution, moreover, it represents a shared desire of the entire society of an organization. The vision that has existed in the State Senior High School 7 Ambon is a picture of the mutual desire of each of the perpetrator community in the institution or the stakeholders. Of course, the vision will be realized if the missions that have been formulated is a systematic step that leads to the realization of the existing vision. Vision and mission created and understood well and correctly in an organization will certainly create a work culture that will eventually shape the culture of personnel within the institution.

B. Input

1) The availability of facilities

Learning facilities and infrastructure is one important factor in the success of achieving learning objectives. Means are not just anything that is physical in form of building or furniture, but no less important means in the form of software or program.

2) Availability of Education Curriculum Documents

The curriculum used is Curriculum of High School 7 Negeri Ambon, based on the technical guidance of curriculum compilation of Education Unit Level and Curriculum 2013 from National Education Standards Agency. In accordance with Government Regulation No. 19 of 2005 Article 52 paragraph 1 point a, all necessary curriculum documents are available at the State Senior High School 7 Ambon. However, not all documents are in accordance with the parameters expected by the National Education Standards Agency. There is still a deviation between the expected drafting rules and the results of documents made by teachers. For example, in mapping the Standards of Basic Competencies, the indicators that make up the Standards of Basic Competencies are not yet operational in nature, most of which have not been structured according to the concept of composing competencies, ie, hierarchical, procedural and/or combined arrangements. It should be in accordance with the Regulation of Minister of National Education Number. 41 of 2007 on standard process part II sub-section A, preparation of learning steps should reflect the phase of elaboration, exploration, and confirmation.

This can be done if the indicators are properly arranged. The formulation of indicators that make up the Standard of Basic Competencies is still overlapping, so it becomes not systematic. Because it is not systematic, the preparation of indicators in the Lesson Plan Plan no longer follows the theory of learning, that learning should be from easy to difficult, from concrete to abstract, general to specific. Due to the overlap of these indicators, while the learning objectives are developed from the indicators, the goals are not systematically arranged as well. The impact of delivery of learning material becomes unpredictable. The relationship between knowledge waking with each other becomes not solid, learning becomes meaningless. The meaninglessness of learning leads to retention as part of the information stored by memory in the brain becomes less and is not stored in long-term memory. The building of knowledge becomes fragile and collapses.

3) Availability of Study Space

Basically, the condition of the study room as one part of the completeness of facilities and infrastructure sheltered by the Minister of National Education Regulation number 19 of 2007 on standard management, part B, subsection 7 on the field of facilities, points e. Classroom management is done through scheduling in its use. The schedule starts from Monday to Saturday. The study room is sufficient if the number of study groups received and exited is the same. However, with the implementation of National Standard School (SSN), there is an opportunity to increase the learning group thus because the capacity is fixed but the number of classes increases then the need for additional classrooms, another alternative is to use moving class.

In accordance with the Regulation of the Minister of National Education number 24 of 2007, part D on the completeness of facilities and infrastructure, classroom conditions are described in fairly comfortable conditions, this is due to the air circulation is quite smooth. The floor previously made of tiles has now been changed into ceramic, so the classroom looks cleaner and tidier. Cleanliness of the floor, making students become quite hesitate to throw garbage carelessly. In front of each classroom, also provided a garbage box to accommodate temporary garbage, so as not to be thrown carelessly. Air circulation comes from the window going well, so the room temperature is not too hot.

4) Availability of Learning Tools

The existing learning tool meets Minimum Service Standards (SPM). Nevertheless, the existence of SSN, it is necessary to add tools and/or learning media so that the ratio of tools with students is closer to the right ratio. If the ratio has been met, then the achievement of learning will be better.

5) Availability of Learning Resources

Based on the Regulation of the Minister of National Education 24 the year 2007, part D on the completeness of facilities and infrastructure point 1, then although not yet complete, it can be said that the existing learning resources can be said quite adequate. This is due to almost 80% of the needs of the completeness of these facilities and infrastructure owned by the State Senior High School 7 Ambon. In addition to having a library that has existed since the school was built. The school also has a learning laboratory or multi-media room as a learning resource for subject matter that requires the help of information technology in delivering to students.

6) Teacher Motivation

Professional teachers have four competencies. One such competence is personality competence. Based on Government Regulation 74 of 2008. Chapter II Article 3. The teacher personality competence point (i) objectively evaluates its own performance; And (m) develop themselves independently and sustainably. Further detailed indicators related to personality competencies are set forth in Permendiknas no. 16 the year 2007 personality competency points 13 and 14. Personality competence of teachers requires teachers to have a high work ethic and independent. Work ethic and independence are highly influenced how high the motivation of work. The teachers of 7 Ambon Senior High School mostly have high work motivation, and only a few have low work motivation.

Motivation means different for each individual depending on the place, time, and individual circumstances, either individually or in groups. Individuals who want to work will be driven by the desire or the will of the heart with a rational action to achieve goals. Desire and encouragement that arise from within man will be realized through a real effort that can meet the needs desired. Achievement as one of the high performance is the motive that moves people to achieve that goal.

The need for achievement is one of the social motives. When a person has this need, he will improve his performance, thereby displaying his or her achievement. In other words, people who have high-performance needs then their performance will be high compared with people who only have low achievement needs. People who have high achievement needs will be happy to accept difficult tasks, including in implementing tasks and learning activities.

The need for achievement often decreases with the fulfillment of physical needs, when this phase occurs, to maintain performance or even increase it, there must be a shift in need from achievement needs to self-actualization needs. Motivation is an activity that causes, distributes and nourishes human behavior. Needs actualization themselves become motivation to maintain behavior in accordance with the predicate of performance that has been achieved. For class IIIa teachers, achievement motivation and physical needs are likely to be a major factor in improving performance, while for class IV and above, the need for self-actualization and/or to contribute energy and mind to the development of the young generation is an incentive to maintain its performance.

There are some teachers, who despite having high work motivation, but low performance. This happens because even though the teacher has a high work motivation, it is not supported by an educational background relevant to his or her burden and duties. Thus, the professional skills of these teachers have not met expectations on the performance criteria used. However, having high motivation is already a very useful capital for building better professional competence in the future.

Senior High School Teachers 7 Ambon who has the need for achievement and high actualization, has the characteristics as stated by McClelland in [1] argues there are six traits of individuals who have high achievement motives, namely: 1) have High level of personal responsibility, 2) dare to take and shoulder the risk, 3) have realistic goals, 4) have a comprehensive work plan and strive to realize the goal, 5) take concrete feedback in all activities undertaken, 6) Looking for opportunities to realize the programmed plans.

7) Human Resources

In the context of education, educators are human resources that must always be improved quality. The existence of qualified human resources will improve the quality of learning. In the law, the teacher has been set about the qualifications that must be possessed by the teacher. Teachers, at least someone who must have academic qualifications, competencies, educator certificates, physical and mental health, and meet other qualifications required by the education unit on duty, and have the ability to realize the goals of national education.

Teachers' academic qualifications mean that teachers have reached the required level of education. The teacher law provides that teachers in primary and secondary education must be educated undergraduate or Diploma IV. The competent teacher means that the teacher must have the skills tailored to the educational institution. Educational background and teaching experience will affect teacher's competence in teaching. Beginner teachers with teacher education backgrounds will find it easier to adapt to the school environment. Teachers who are not backgrounded from teacher education will find problems.

The personality of the teacher greatly influences the success of the learning objectives. Ref. [2] states that "One of the roles and competencies of the teacher is as the implementer of learning". As an implementer, teachers must master the knowledge they have, besides teachers should always develop and improve its performance because it is very important to determine the learning outcomes achieved by students. "Personality is one of the competencies of teachers underlying the three other competencies. , Allows for reactions between students and teachers when the learning process occurs. The reactions that occur indicate that the learning that occurs gives meaning to the students. Thus the significance of the personality of teachers is important.

C. Process

1) Lesson Plan

After the analysis of the lesson plans contained in the RPP obtained a picture that the determination and formulation of learning objectives by teachers are categorized well. The learning objectives do not lead to multiple interpretations and contain the behavior of the expected learning outcomes. However, ideally, the formulation of learning objectives must meet the concept of Audience, Behavior, Condition, and Degree (ABCD). The formulation of learning objectives conducted by teachers mostly only meet the elements of Audience (students) and Behavior (behavior), not yet visible elements (conditions or conditions) and Degree (degree) of achieving the expected competencies.

Thus, if the goal is done correctly, then the learning objectives will also be correct. Another disadvantage of writing a learning objective is that the objectives are irrelevant and consistent with the formulated indicators. Only a small percentage of teachers make this mistake. Irrelevant, because the objectives do not match the indicator, are inconsistent because the order of the writing of the indicator is not the same as the order in which the learning objectives are located.

Selection of learning materials in form of teaching materials is good. The material taught in accordance with learning objectives. In addition, the subject matter has also been well organized, sequential, and in accordance with time allocation. Selection of learning resources or media also shows relevant media and learning resources.

In relation to media and learning resources, [3] stated that to determine the selection of media and learning resources, teachers must be able to meet certain criteria, in order to be optimally utilized. Criteria for selecting media and learning resources include: 1) the learning objectives or competencies to

be achieved; 2) availability of media or learning resources at the learning sites; 3) the ability of teachers to use media and learning resources; 4) characteristics of learners; and 5) learning situations. The learning situation carried out conventionally will be different when compared with the long distance learning situation.

In relation to the completeness of evaluation instrument, many teachers have not described it in detail. Writing evaluation questions is less relevant to learning objectives. Many teachers only write evaluation questions but do not provide the key answers and scoring guidelines. Evaluating activities should be a part of the end of core activities in implementing learning, but almost all teachers do not write down the steps of evaluation activities at the end of the core learning activities. Thus, as if the evaluation activities are not carried out in the process of learning activities.

Learning planning has been sufficient because it has fulfilled the elements of the RPP. This is in agreement with [4] who stated that the lesson plan as outlined in the RPP can be said to be sufficient if it contains elements: 1) consistent with the curriculum used; 2) the activity stage is adequate if it contains preliminary, presentation, and closing elements; 3) the presentation is consistent with the competence to be achieved; 4) contains explanations, examples, non examples, exercises, and summaries; 5) there is active student participation; 6) media and learning tools consistent with and in accordance with the competencies to be achieved; And 7) evaluation guidelines measure existing and well-established competencies.

In terms of the ability of teachers to design learning, to be able to design the learning well, then the sub-capabilities required by the Ministry of National Education (2008) include: 1) mastering various developments and issues in the education system, 2) mastering the strategy of creativity development, 3) The basic principles of learning and teaching 4) knowing the students in depth, 5) mastering various learning approaches according to the characteristics of the students, 6) mastering the principles of competency-based curriculum development, 7) developing the subjects in the curriculum of the study program, 8) developing the material Teaching and learning in various media and formats for specific subjects, 9) designing strategies for utilizing various teaching materials in learning, 10) designing subject learning strategies, 11) designing ICT-based subject learning strategies.

Learning planning systematically arranged has several advantages as follows: 1) contributing to the teacher to realize the achievement of optimal learning objectives; 2) the learning menu to be presented has been prepared to meet the needs of learners who have a diversity of characters, which can be used to minimize various barriers in learning management; 3) student learning experiences can be monitored for feedback in the management of subsequent learning; 4) serve as a guideline for the teacher or another teacher if the core teacher is unable to attend, so that learning can be carried out according to plan. Thus it needs to be emphasized that the making of learning planning is not merely fulfilling the administrative completeness of education, but is the key to success.

2) *The Implementation of Learning*

There are 13 indicators in the implementation of learning. There are 7 indicators have good category, that is: 1) opening lesson; 2) conduct apperception and motivation activities; 3) deliver the material clearly and according to the learning objectives; 4) linking matter to the reality of life; 5) master the class; 6) to ask questions; 7) assign follow-up tasks. There is 1 indicator is enough, that is showing attitude open to student response and 5 indicators less that is: 1) convey the purpose of learning; 2) using methods/ strategies/techniques/in accordance with the planning of learning; 3) using the media effectively and efficiently; 4) make a final assessment in accordance with the learning objectives; And 5) summarize the subject matter.

Implementation of learning includes; 1) opening, 2) core activities and 3) closing activities. The opening of learning is done by directing the students' attention to the learning situation in the classroom and the material to be taught. Opening activities can be started by asking a question about a phenomenon, related to certain topics related to the material or discussing the previous lesson or discussing further learning that is tailored to the competencies that will be studied. At the time of opening lessons, providing motivation is also an important thing. Some teachers forget to convey the purpose of learning.

In the core activities of learning, teachers are required to perform various activities in learning using various approaches/ strategies/methods/techniques to manage to learn. Learning activities are related to the delivery of materials, and the use of media to achieve learning objectives. All teachers have good skills in delivering the subject matter, relating to real conditions, mastering the class, providing opportunities to ask questions and provide follow-up.

Classroom management categories are good, this is due to media or learning resources used can stimulate students thoughts, feelings, concerns, and willingness of students to encourage the deliberate learning process. This is in accordance with [5] who stated that in fact teaching aids more useful to help students learn rather than help teachers teach. That's why studying the problem of teaching aids cannot be arbitrary. The use of teaching aids is centered on students because it helps students learn. By using appropriate instructional media, teachers can deliver materials more easily and appeal so that they are enjoyable to students and meaningful to their knowledge.

But the use of learning media or learning resources effectively and efficiently is also considered not good, because only 14 teachers who use the media and learning resources effectively. The effectiveness of media usage is evident from the core activity plan which in each learning step, the use of media and learning resources can work together. The weakness is the ratio of the number of media and learning resources are less representative even though it has a variety of types and sources of learning.

Approach/ strategy/method / instructional technique is a presentation technique used by the teachers and adapted in line with the use of media and learning resources. The use of approach/strategy/method / instructional technique in the implementation of learning is categorized as less good.

Because the use is quite varied, ranging from lecture methods, demonstrations, question and answer, discussion, self-study, and others. However, detailed steps describing the suitability of the method used and the accuracy of the type of method with the material and objective characteristics have not been well synergized.

Student activeness in learning is considered good. With learning that not only focuses on the teacher, students can actively participate in the implementation of learning. In accordance with the humanistic approach that students perceive as a whole person. Ref. [6] describe that the humanistic approach gives freedom for the learning actors to determine their choices and beliefs as this lesson emphasizes the development of students' abilities in achieving the learning objectives. Student activity gives an illustration that the teacher gives students the freedom to as much as possible to recognize their own potential and develop it.

Teaching lesson activities undertaken by teachers are still not good. Observations show that only 11 teachers closed the lesson by summarizing the material given, while the other 7 were not. However, 18 teachers provide follow-up or homework assignments. Ref. [4] states that good closing learning activities are teachers drawing conclusions from the whole learning activities, providing feedback on the evaluation and providing follow-up activities that support the understanding of the material that has been given. But some teachers also re-check the level of student understanding by providing some questions related to the competencies that have been studied in this closing phase.

Assessment of teachers in implementing learning is not only based on researcher's observation but also supported by students' opinion. According to the students only 15 teachers who have good performance, 2 performance categories enough and 1 is still lacking. The unfavorable part is the ability to respond to student questions and the speed of return of files and responses related to the tasks assigned.

3) *Learning Evaluation*

Evaluation is a systematic process in the framework of gathering information, analysis, and interpretation of information to provide a decision on the achievement of the work. The purpose of the evaluation is to provide feedback to the teacher as a basis for improving the program plan and learning process, determining the learning outcomes of learners for the purpose of reporting to the guardian, determining the class increase, and determining the graduation, putting the learners in appropriate learning situations in accordance with the level Ability possessed learners, and know the background of psychology, physical, and environment learners as a basis for improvement and guidance.

Evaluation of learning is to know whether or not a learning objective is achieved. Because what will be known is the achievement of goals, the questions formulated in the evaluation should ask for the achievement of the goal. Thus to make a good evaluation instrument, must first map the material and indicator of the problem in accordance with the purpose of learning. The mapping is the instrument's grid.

The evaluation of the lessons learned at State Senior High School 7 Ambon has not been carefully planned yet. Based on observation of learning device document, there is no evaluation instrument grid, either in RPP, daily test or repetition of Basic Competency, midterm and semester test. Since it is not a grid, it is difficult to know whether an instrument meets a valid and constructive valid element.

D. Component Product

1) Completed Document and Implementation of Learning

Based on the previous description, most of the elements that make up the performance have been done by teachers of Senior High School 7 of Ambon, although not all have been implemented. The teacher has designed the learning well. The unfulfilled elements are the instrument evaluation grille. One element of this lack, bringing other impacts such as the extent to which the validity and reliability of the evaluation instrument. The absence of analysis of evaluation results, which means the remedial program is not contained in the learning device.

The number of teachers with group IVa and the long service period, it becomes difficult to move the improvement of performance if only oriented to physical needs alone, for that need to actualize themselves become the main need to keep improving the performance. This is in accordance with the opinion of [1] that according to the hierarchy of Maslow's needs, self-actualization is the highest hierarchy so that the individual will use his abilities, skills, and potential within himself to achieve what he wants.

2) Product Graduates

The results of the documentation on the achievement of grade XII students for the National Exam score is high. However, this high value does not reflect the real achievement. This can be seen from the low value of the final test of the semester. This means that high national exam scores are not supported by high semester exam scores as well. Conditions indicate that the learning process is not fully capable of delivering students to master well the learning objectives that form the Competency Standards and basic competencies, thus affecting the achievement of the Competency Standards Completion (SKL) is determined.

It also shows that teacher performance is good. Teaching-learning process, classroom management, and many other aspects that shape the performance of teachers have done well. Thus teachers need to improve performance even harder to achieve good or even excellent category.

IV. CONCLUSION

Based on the finding research and discussion, it can be concluded that:

A. Context

In the context context it is found that: 1) The Vision of Senior High School 7 of Ambon has been in line with the objectives of national education and the institution itself and has involved the policymakers in the preparation; 2) there is a cultural diversity and educational background of teachers

giving different ideas, thus providing a variety of thought contributed, and still the nature of gotong-royong as a form of positive culture; 3) there is leadership support to teachers in implementing learning.

B. Input

The curriculum used is the Curriculum of 7th State of Senior High School which is compiled based on the guideline of the Education Unit Level Curriculum from the National Education Standards Board and refers to the Regulation of the Minister of National Education number. 22, 23 and 24 of 2006 and Permendiknas no. 6 of 2007 on the amendment of Ministerial Regulation No. 24 of 2006;

The study room is sufficient if the number of study groups received and out is the same. Nevertheless, with the implementation of SSN, there is an increased chance for the group to learn as a result of the permanent capacity but the number of study groups increases, additional classrooms are needed;

Learning facilities are available, at least two kinds of technology tools used as learning tools such as LCD and OHP, although the ratio is not adequate;

Availability of learning resources is sufficient. There already has a library that has existed since this school was built. This school also has a learning laboratory or multimedia room as a learning resource for materials related to information technology

The school library has many collections of books and references, but there are some reference titles that can not be met according to the required amount. Extensive library space also not meet the standards. The ratio between a number of students and number of copies is also not appropriate.

The results of analysis of 18 teachers as much as 67% have high motivation, while 33% have low motivation. In detail, there are 10 sub-elements that lead to moderate motivation.

Human resources owned by the school consists of 40 civil servant teachers, consisting of 38 subject teachers and 2 guidance and counseling teachers. There are 6 honorary teachers and 10 employees consisting of 6 civil servants and 4 honoraries.

C. Process

1) Lesson Plan

Based on 18 units of analysis data, there are two teachers who already have good learning tools, 14 teachers with enough learning tools, and two teachers with poor learning tools. There are still indicators that have not been well designed that are about the details of learning scenarios. In fact, teachers only write globally the strategies or methods used and the time allocation. Many teachers have not written in detail of the stages of the method used.

2) Lesson Implementation

Data from the observation of the learning process showed that there were 5 teachers in the good category, 9 sufficient category teachers and 2 teachers of the bad category. Then according to step activities, from 13 steps, there are 7 steps

with the good category, 1 step enough, and 5 step less good category. Truth data results of observations of the implementation process of the next researcher in cross-check with student version observation. The resulting data are as many as 15 indicators are good, 2 indicators are enough ie Ability to respond to questions from students and the return speed of task files, quizzes, and exams. One less category indicator is the objectivity of the assessment of tasks, quizzes, and examinations.

3) Learning Evaluation

Evaluation of learning carried out there are four stages namely, daily tests after a basic competence, midterm exam, semester final test, and Fourth is the evaluation by the government in the form of National Exam.

D. Product

Most of the elements that make up the performance have been done by the teacher, though not entirely. The teacher has designed the learning well. The lesser elements are the instrument evaluation grille. One less element of this, bringing other impacts such as the extent of the validity and reliability of the evaluation instrument. The absence of analysis of evaluation results, which means the remedial program is not contained in the learning device. The average value achieved by graduates has already reached the established criteria.

V. SUGGESTION

A. Context

Building a work culture that is more disciplined and in line with process standards. More intensify and expand cooperation with vertical and horizontal institutions that can support the improvement of the quality of learning process in school.

B. Input

- a. Improving learning facilities include a) classrooms (number and facilities);
- b. Greenhouse laboratory, in-door sports room and complete the practical learning tool in accordance with applicable eligibility standards.
- c. Improving the quality of human resources, especially teachers through 1) providing maximum opportunities to

teachers to obtain postgraduate education programs or intensification of in-house training with national-scale sources; 2) conduct and provide the widest opportunity to all teachers to attend training related to the subjects he/she is responsible for.

C. Process

Especially for teachers to make more detailed planning and synergy so that the implementation of the evaluation more timely and targeted as a form of completeness learning tools such as syllabus and RPP. To implement the learning is expected more teachers use approach/strategy/methods/techniques more varied and can use it in the right way.

D. Product

Teachers further improve the performance in implementing learning through the improvement and mastery of professional competence, especially in learning planning, implementation of learning and evaluation of learning, even up to the analysis of the results of its evaluation. Thus the achievement of graduates does not only reach the KKM but exceeds it.

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