Evaluation Of The Implementation Of ICT Guidance In Middle School In Padang City

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Abstract — This evaluation research was motivated by the application of the ICT guidance program at the junior high school level in Padang. The ICT guidance program is implemented with the aim of improving students' skills in using information and communication technology tools with structured guidance. The problem is there, still many junior high schools in Padang that have not been able to implement ICT guidance programs in accordance with Minister of Education and Culture No. 68 of 2014. Schools generally place ICT guidance outside of class hours so that teachers in schools find it difficult to implement ICT Guidelines. The implementation of ICT guidance at the junior secondary school level faces a very complex problem, namely the lack of facilities and infrastructure used in the ongoing guidance process. This causes students to be less eager to participate in ICT guidance activities carried out both classically and individually. This research is a type of evaluation research where the process of activities contained in the research is to obtain data, present accurate and objective information. Meanwhile, the evaluation research model used in this study is CIPP. The results of the study indicate that ICT guidance carried out with the support of all school stakeholders can increase the effectiveness of the application of ICT guidance and provide benefits to students by increasing students' ability to use information and communication technology. The ICT Guide has a positive impact that enhances the ability of teachers to plan, process, and evaluate the learning process.

Index Terms — Evaluation, ICT Guidance, Evaluation program.

1 Introduction

Education has become One way to acquire knowledge, skills and attitudes that are appropriate to 21st century skills. 21st century skills provide an opportunity for students to develop to find the right problem solving. 21st Century skills include (a) critical thinking and problem solving, (b) communication and collaboration, (c) creativity and innovation. The learning process implemented by schools must instill the value of 21st century skills. Planning is done to find the right way so that learning can run well. Students are given the right stimulus to be able to give a positive response and can think critically in answering the problems encountered. Attention and thought about the need for reform of the education system that is more related to the elements of technology. Information and Communication Technology (ICT) has become an important part of the curriculum in various educational institutions. Learning supported by information and communication technology is a new technology in the world of education. Education is a very important element in creating quality human resources and able to compete in the global era. Education becomes one of the elements that plays a very important role in improving the quality of a nation. The realization of qualified people is the responsibility of education, especially in preparing students who are superior, creative, independent and professional. The curriculum becomes a reference component by each education unit. The curriculum develops in line with the development of educational theory and practice, but it also varies according to the flow or reality of education adopted by policy makers. The curriculum has a very central position in the whole education process. The curriculum also directs all forms of educational activities towards the achievement of educational goals. So that the curriculum becomes a basic element in an education program service.

Based on the results of the analysis of the Program for International Student Assessment (PISA) it can be seen that the ability of students to understand the learning material obtained at school is only up to level 3, which is the stage of applying knowledge while in other countries the student's understanding is already at position 4, namely conducting analysis, level 5 namely evaluating and level 6, namely discovering new things based on the knowledge gained. In addition there are negative phenomena that develop so as to give effect to the lack of character possessed by students so that education is required to foster student character through character-based learning processes. The lack of student character is justified by people's perceptions that the learning that is carried out at school burdens students and the lack of character content in learning makes students acquire negative habits. Refer to the Minister of Education and Culture Regulation No. 68 of 2014 explained that the Role of ICT Teachers contained in the 2013 curriculum. The main task of ICT teachers is to provide basic knowledge about the use of information and communication technology for students and teachers in the school environment. ICT teachers are expected to be able to provide guidance to students to be able to obtain, process data, and process the data into information, store and disseminate valuable and accountable information. ICT teachers are also obliged to provide services and guidance to other subject teachers to find data, process, store, present, and disseminate information to conduct preparation, implementation, and evaluation of learning. The ICT guidance program is used as an effort to provide knowledge about the use of information and communication technology in accordance with 21st century demands that technological knowledge connects all aspects of life. The use of technology in various aspects of life, requires education to provide facilities for effective use of technology. Based on observations made at one of Padang 8 Middle Schools, information is obtained that the implementation of the ICT guidance program is still not optimal. This is due to the lack of learning resources used by teachers and the absence of clear references about the guidance material that will be provided. The implementation of the ICT guidance program at Padang 8 Middle School has not fully been in accordance with the Minister of Education and Culture regulation No. 45 of 2015 because the ICT Teachers have not been able to carry out guidance to students because the implementation of the guidance has not been established with a definite schedule. Based on the results of an interview with one of Padang 8
Middle School teachers, it was stated that while the ICT guidance program was implemented, the material presented was still unclear in scope so that the assessment was still quite confusing. The ineffectiveness of the implementation of ICT guidance programs is due to the absence of clear regulations on how to implement ICT guidance programs both classically and individually. There are several schools that have allocated 1 hour of teaching time per week as has been done at SMP Negeri 5 Padang. The implementation of the ICT guidance program has been carried out classically and individually but it is different from the implementation of the ICT guidance program in SMP N 1 Padang which can only carry out the ICT guidance program for only one meeting per two weeks. This is because the implementation of the ICT guidance program in SMP N 1 Padang is carried out alternately with the implementation of Counseling Guidance. Based on data obtained from the MGMP ICT Padang Padang the implementation of the ICT guidance program is carried out with the allocation of time that is still not the same at each school. There are still a number of schools that still cannot carry out classical guidance because some schools do not include ICT guidance programs in the curriculum structure. As for the implementation of individual tutoring, there is still little participation of students to carry out guidance, because with very dense learning activities students feel lazy to do guidance with ICT teachers. And students also lack understanding of the roles and functions regarding the implementation of ICT guidance programs. Schools have a duty to provide intensive assistance to students. Students are expected to be able to choose and use technology according to their abilities, talents, and interests. Schools also have a great responsibility for efforts to develop the progress of learning of their students.

2 REVIEW OF LITERATURE

2.1 Program

Program is one component in a policy. The program is a plan that involves a series of activities carried out within a certain period of time that contain policies. Arikunto and Jabar (2009: 4) define the program as a union or unit of activity which is the realization or implementation of a policy, takes place in a continuous process and occurs in an organization involving a group of people. Suharsimi Arikunto (2004: 2) the program can be understood in two ways, namely in general and specifically. General program curling is a plan or design of activities to be carried out by a person within a certain period of time. Whereas the definition of the program in particular is usually associated with evaluation which means a unit or unit of activity which is the implementation or realization of a policy, takes place in a continuous process and its implementation is carried out in an organization involving many people. Tayibnapis (2000: 9) quoted from Joan explained that the program is an activity carried out by one person or group that aims to produce results or influence. Program implementation can be tangible which includes the curriculum, and there is an abstract (intangible) that can be exemplified as a procedure.

2.2 ICT Guidance

Developing technology provides a great opportunity for the development of quality management education and learning processes in schools through the use of ICT. The use of ICT has been used in the field of education as a medium that helps teachers deliver information. Thus ICT has enormous potential to transform all aspects of education in schools to achieve learning goals (Hamzah, M. L., et. al., 2019). Therefore, the role of ICT teachers and KKPI teachers needs to be optimized in the implementation of the 2013 curriculum. ICT teachers and KKPI teachers in the implementation of the 2013 curriculum are functioned as ICT Teachers. The ICT guidance program as a 2013 curriculum-based Pilot Project in accordance with Minister of Education and Culture Regulation number 68 of 2014 is an ICT guidance and facilitation program for students, fellow subject teachers and education staff in schools to utilize ICT as a source and / or learning facilities at school. The ICT guidance program can be implemented with classics or groups and individuals with ICT teacher workloads guiding at least 150 (one hundred and fifty) students per year in 1 (one) or more education units. As regulated in Minister of Education and Culture Regulation No. 68 of 2014 Article 2 concerning the Role of ICT Teachers and KKPI states that ICT teachers are required to have a Bachelor (S-1) or four (D-IV) academic qualification in the field of information technology and have a certificate in ICT or KKPI midwives. Based on Government Regulation Number 19 Year 2005 Article 28 Paragraph 2, Academic qualification is defined as the minimum level of education that must be fulfilled by an educator as evidenced by a diploma and / or certificate of expertise that is relevant in accordance with applicable laws and regulations. Qualifications in education are certainly expected to be able to encourage someone to have special expertise based on graduation degrees. Article 2 of the Minister of Education and Culture Regulation No. 68 concerning the Role of ICT Teachers and KKPI states that ICT teachers must have a Bachelor (S-1) or four (D-IV) academic qualification in information technology and have a certificate in an ICT midwife or KKPI. To smooth the teaching and learning process Teachers use ICT as preparation, implementation, and assessment of learning so that it can be more effective in utilizing time. So, there needs to be guidance and facilitation from ICT teachers to other subject teachers so that they can utilize the existing technology well and maximally, besides that other subject teachers can gain experience in using technology in accordance with the times. The teaching and learning process, the role of the teacher is very important. In accordance with Law number 14 of 2005 concerning Teachers and Lecturers article 4 emphasizes that teachers as learning agents function to improve the quality of national education. The teacher plays the role of transferring knowledge to students. Teachers are also required to provide character education and be a good example of character for their students. The teacher must be able to create a comfortable and pleasant classroom atmosphere in carrying out learning. To smooth the teaching and learning process the teacher uses ICT as a preparation, implementation, and assessment of learning so that it can be more effective in the use of time. So, there needs to be guidance and facilitation from ICT teachers to other subject teachers in order to be able to utilize existing technology properly and optimally, in addition to that other subject teachers can gain experience in using technology in accordance with the times.

3 Method

This study uses a combination of methods (Mixed Methods). According to Creswell in Sugiyono (2011: 404) the combination research method is an approach in research that combines or connects qualitative and qualitative research...
methods. This includes philosophical foundations, the use of quantitative and qualitative approaches, and combining the two approaches in research. The mixed method research model uses a sequential exploratory in which the research is carried out by the process of collecting and analyzing qualitative data and then quantitative data. According to Creswell (2012: 314-318) explains that in the initial stages of research carried out by collecting qualitative data and continued with quantitative data. Combining the results of the conclusions of the quantitative analysis based on preliminary data obtained from the qualitative data analysis process. The main priority in research such as this is the research results obtained at an early stage of the study. Researchers connect between qualitative data analysis with quantitative data collection. Qualitative research methods are research that intends to understand phenomena about what is experienced by research subjects holistically by means of descriptions in the form of words and language in a special natural context by utilizing various natural methods (Moleong, 2012: 6). In a qualitative approach, researchers try to observe and uncover the realities that occur in the field relating to the evaluation of the implementation of the ICT Guidance program. In order to support qualitative data, researchers use a quantitative approach with the aim of making it easier to evaluate the implementation of ICT guidance programs. This research is an evaluation research (evaluation research) namely research activities to collect data, present accurate and objective information regarding the implementation of the ICT guidance program in junior high schools (SMP) based on established criteria.

4 RESULT AND DISCUSSION
Evaluation of ICT guidance programs is carried out in several public schools in Padang city which have been categorized into high, medium, and low categories. ICT guidance programs include the achievements of students both academic and non-academic achievements in guidance. Evaluation of ICT guidance products to what extent ICT guidance produces the desired output. The guidance product is produced from the implementation of the guidance in an appropriate, ideal, and proportional manner so that the teacher must have the ability to explain the theory contained in the guidance material. Based on the questionnaire data obtained that the product evaluation in the implementation of the ICT guidance program is included in both categories with a percentage value of 0.77. Details about product evaluation can be seen in the table:

<table>
<thead>
<tr>
<th>No</th>
<th>School Name</th>
<th>Category</th>
<th>Average</th>
<th>Information</th>
</tr>
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<td>SMPN 1 Padang</td>
<td>High</td>
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<td>Good</td>
</tr>
<tr>
<td>2</td>
<td>SMPN 8 Padang</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>3</td>
<td>SMPN 31 Padang</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>SMPN 24 Padang</td>
<td>Middle</td>
<td>0.78</td>
<td>Good</td>
</tr>
<tr>
<td>5</td>
<td>SMPN 25 Padang</td>
<td></td>
<td></td>
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<td>6</td>
<td>SMPN 6 Padang</td>
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<tr>
<td>7</td>
<td>SMPN 23 Padang</td>
<td>Low</td>
<td>0.75</td>
<td>Good</td>
</tr>
<tr>
<td>8</td>
<td>SMPN 27 Padang</td>
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<tr>
<td>9</td>
<td>SMPN 28 Padang</td>
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<td></td>
<td>Average</td>
<td></td>
<td>0.77</td>
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</table>

Schools with high categories have better quality students after attending an ICT guidance program. Students have a strong motivation to use technology as a way to develop their own potential. Students also follow structured ICT guidance which can be seen through scheduling ICT guidance. In schools in the category of providing guidance to students by conducting guidance that is not well structured. This results in students who have not been able to fully develop themselves and their abilities. Schools with low categories still have to catch up with the implementation of effective ICT guidance due to lack of school facilities and infrastructure. The implementation of ICT guidance has an ongoing impact in increasing the ability of teachers to use technology in the learning process. Improving the ability of students to use technology in accordance with rules and regulations in accordance with applicable ethics and norms. This has a positive impact so it can be concluded that the ICT guidance program is used to improve the ability of teachers to plan, process and evaluate the learning process. In addition, students are given true values in using technology. School policies in supporting the activities of ICT guidance programs in schools in the high category are better than schools in the low and medium categories. This is one indicator of the successful implementation of ICT guidance in junior high schools. In high category schools one form of school policy is to add a classical tutoring schedule once a week for one hour lesson. With this policy, during the guidance process students can use the time to use computer labor. The ICT guidance process is carried out in a computer laboratory so that the guidance process is more directed. Whereas in the medium category school, carrying out the classical guidance process for one hour of learning but carried out alternately with the counseling guidance hour. So the guidance process is carried out once every two weeks. By placing the time in implementing such an ICT guidance program, the supervising teacher gets little time allocated to deliver the guidance material. Low category schools implement ICT guidance programs outside of school learning roasters. Supervising teachers are directed to carry out ICT guidance activities outside of study hours so that many teachers do not carry out ICT guidance. Supervising teachers carry out ICT guidance with students who actively request guidance. ICT guidance teachers in low-level schools more often carry out guidance to teachers than students. The implementation of the ICT guidance program can be carried out if the school provides maximum support. Arranging the guidance schedule is one form of school support. The ICT guidance program can be implemented well if schools provide support to ICT guidance teachers to plan, implement and arrange appropriate evaluations in the implementation of guidance. Schools that are included in the high category receive support from the school by providing training to ICT guidance teachers in order to be able to plan and implement ICT guidance properly. Whereas schools that are included in the medium and low categories have not yet fully received school support. This is influenced by the lack of sufficient space and the time for conducting guidance is still unclear.

Characteristics of students found in schools in the high category have a high sense of interest in the use of information and communication technology this can be seen from the intensity of the use of labor by students is very high. Schools in the medium and low categories have the same characteristics of students who also have a high interest in the use of information and communication technology only the use of technology is still limited to using gadgets for some activities that are not in accordance with ICT guidance material. And the lack of facilities and infrastructure used in the guidance process is one of the obstacles to the success of implementing an ICT guidance program. The school climate in the high
category strongly supports the implementation of the ICT guidance program so that the implementation of the guidance takes place conducive. In the category school, the atmosphere of learning for the implementation of guidance was not comfortable because of the lack of facilities and infrastructure that support the implementation of ICT guidance in the classroom. And there is no specific room for individual guidance so students feel reluctant to follow the guidance. Schools in the low category due to scheduling that does not yet exist, the guidance process has not fully run either individually or classically. The teacher helps students in self-development activities. Teacher activity observed during the guidance process is the teacher’s ability to carry out classical and individual guidance and the teacher in conveying information about ICT. The process of implementing ICT guidance in general has been included in both categories. The guidance product is produced from the implementation of the guidance in an appropriate, ideal, and proportional manner so that the teacher must have the ability to explain the theory contained in the guidance material. In schools that are included in the high category has produced students who excel in academics such as ICT champions. High category schools also provide access for students to obtain information through the use of digital literacy. Students are guided to obtain information about the material learned at school and are contested at the Olympics. The impact of the implementation of the ICT guidance program where in this study the ICT guidance program has provided benefits to teachers and students in using information technology in the learning process. The ability of teachers has increased in using, processing information and manipulating information that can be used as learning material. Meanwhile students have experienced an increase in knowledge, skills and attitudes in using information technology.

5 Conclusion
The results of this study reveal differences in the implementation of the ICT guidance program in Padang City Middle School. Schools that are included in the high category are more effective in carrying out ICT guidance programs because they receive higher school support than schools that are included in the moderate and low categories in implementing ICT guidance programs. School policy is one of the determinants of successful ICT guidance programs. School policies must be supported by the tutor's creativity to carry out ICT guidance. Guidance teachers must be good at preparing time to provide guidance to students outside of class hours in order that students gain knowledge about the use of ICT.

The need for schools in implementing ICT guidance programs is one of the keys that must be met so that the program can run well. School needs in the field of ICT can be met with the implementation of the ICT guidance program. Based on the results of research conducted, the need for schools is to conduct a structured guidance program in accordance with the curriculum that can increase the knowledge of school residents in the use of ICT in schools. In addition, the school climate which includes the condition of the school environment that supports the implementation of ICT guidance programs. The implementation of ICT guidance in high school categories carries out the guidance process in a computer laboratory room. The physical condition of the school environment is supportive for the implementation of the ICT guidance program. The ICT guidance process is carried out in a structured manner with a clear guidance schedule so that the guidance process can be carried out properly. School climate influences the implementation of ICT guidance programs because the atmosphere of the school environment must be in accordance with the process of implementing ICT guidance. The school climate in the high category strongly supports the implementation of the ICT guidance program so that the implementation of the guidance takes place conducive. In the category school, the atmosphere of learning for the implementation of guidance was not comfortable because of the lack of facilities and infrastructure that support the implementation of ICT guidance in the classroom. And there is no specific room for individual guidance so students feel reluctant to follow the guidance. Schools in the low category due to scheduling that does not yet exist, the guidance process has not fully run either individually or classically. Students in high school categories are mentored and take the ICT guidance program seriously. Students are very happy to be in the computer computer room to make coding or make projects about ICT. Schools in the medium and low categories have the character of students who need a stronger push from the supervising teacher. This is due to various factors including the lack of facilities and infrastructure and the implementation of ICT guidance carried out outside of study hours. The guidance program implemented by the ICT guidance teacher has fulfilled the educational qualifications to become a mentor in the ICT guidance program. So that teachers who are mentors in ICT guidance programs in high, medium and high school categories already have competencies and educational qualifications in accordance with applicable legislation, namely undergraduate computer education. To improve the quality of the implementation of the teacher's guidance following the consultation of the teacher of the ICT guidance subject to increase knowledge about the use of ICT and to share information on how the implementation of the ICT program in schools The implementation of the ICT guidance program is available facilities and infrastructure to support the ICT guidance program activities. Schools that are included in the medium and high categories have adequate facilities in implementing ICT guidance programs. This can be seen from the number of computers owned by schools that are sufficient for ICT guidance program activities. While schools in the low category do not yet have adequate facilities due to the lack of computers that can be used by students when the ICT guidance process is implemented. The ICT guidance program teacher designs, facilitates, and coordinates the guidance program so that it can be used as a means to develop student potential. Process evaluation is needed to find out how far the plan has been implemented and the components that need to be improved. In this study it was found that the ICT guidance teacher had carried out the guidance well where the teacher delivered the material using methods and learning resources that were in accordance with the guidance material.

References


