

# The Development of CSE-UCLA Model Evaluation Instrument as a Teacher Professional Education Evaluation Tool for Hindu Religious Education Teachers All over Indonesia

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## Abstract

This study aims to develop an evaluation questionnaire instrument for the CSE-UCLA model to evaluate the implementation for Hindu Religious Education teachers throughout Indonesia which is carried out online using the LMS "SPACE" with five evaluation dimensions, namely system assessment, program planning, program implementation, program improvement, program certification.

This study uses a research and development approach with a 4D model (Define, Design, Develop and Dissemination). This 4D model consists of four stages, namely: defining, designing, developing and disseminating. To determine the feasibility of the questionnaire, content validation was carried out using the Gregory formula using two experts, namely education evaluation experts and values education experts.

The results of the analysis using the Gregory formula were obtained at 0.95 with a very high validity category. The questionnaire instrument stated that its content validity was very high, therefore it was very suitable to be used to evaluate the implementation of Teacher Professional Education (PPG) for Hindu Religious Education Teachers.

**Keywords**— Instrument, CSE-UCLA Model, Teacher Professional Education, Hindu Religious Education Teacher

## INTRODUCTION

Teacher Professional Education (PPG) for Hindu Religious Education teachers in 2020 is the first PPG conducted online using the "SPACE" LMS. PPG is intended to foster and educate teachers to become professional teachers by having four competencies, namely pedagogic competence, professional competence, personality competence, and social competence. The PPG program also intends to fully prepare teachers in accordance with the National Education Standards so that teachers can obtain educator certificates. After

graduating in the PPG program, he is expected to become a professional teacher. In fact, after the teacher's professional education has been completed, the LPTK has not evaluated the quality of the PPG implementation. The instrument that will be used to evaluate is also not owned. Therefore, to find out the results of the implementation of PPG for Hindu religious education teachers throughout Indonesia online using the LMS "SPACE", it is necessary to conduct an evaluation using a standard questionnaire instrument to determine the quality of the implementation of PPG. The level

of effectiveness of the questionnaire-based instrument can be said to be effective because the average result of filling out the effectiveness sheet is 84.3% [1].

The instrument that will be used to evaluate the implementation of PPG uses the CSE-UCLA model evaluation instrument developed by Alkin. The CSE-UCLA model is an evaluation model that has five dimensions of system assessment evaluation, program planning, program implementation, program improvement, program certification [2]–[6]. System assessment is an evaluation that provides information about the state or position of the system. Program planning is an evaluation that helps select certain programs that are likely to be successful in meeting program needs. Program implementation is an evaluation that provides information whether the program has been introduced to certain groups as planned. Program improvement is an evaluation that gives the organization, working, or running, whether it is leading to certain achievements. Certification program that provides information about the value or use of the program. Thus, this study aims to develop an evaluation instrument for the CSE-UCLA evaluation model on the implementation of PPG for Hindu Religious Education Teachers throughout Indonesia in 2020 whose implementation is carried out online using the LMS "SPACE"

## **METHODOLOGY**

This research is a development research with the concept of developing a CSE-UCLA model evaluation questionnaire instrument to evaluate the implementation of PPG for Hindu Religious Education teachers throughout Indonesia which is carried out online using the "SPACE" LMS, based on five evaluation dimensions, namely system assessment, program planning, program implementation, program improvement, program certification. This research approach is research and development with the development of 4D models (Define, Design, Develop and Dissemination). This 4D model consists of four stages, namely: defining, designing, developing and disseminating.

The data analysis technique uses the Gregory formula to determine the content validity of the developed instrument. To determine the validity of the content of the developed instrument, it was carried out by two experts with the following formula:

## **RESULT AND DISCUSSION**

### **Result**

#### **1) Define**

At this stage define everything related to the development of the instrument through various literature reviews and research relevant to the instrument to be developed. In this study, the instrument developed was a questionnaire instrument. The questionnaire developed is a closed questionnaire to evaluate the implementation of PPG for Hindu Religious Education teachers throughout Indonesia which is carried out online using the LMS "SPACE", with five evaluation dimensions, namely system assessment, program planning, program implementation, program improvement, program certification.

System Assessment provides information about the state or position of a system. Program planning is concerned with providing information that enables decision makers to make planning decisions to choose between alternative processes to make an assessment which of them should be introduced into the system, to most efficiently fill critical needs, which is pre-determined to assist in the selection of a particular program that is likely to be successful in meeting the program's needs. Program implementation whether a program has been introduced to the group provides information about how a program can function, work, or run. Is it in accordance with the achievement of goals, are there things or problems that arise suddenly. Certification programs provide information that allows decision makers to determine whether the program should be removed, modified, maintained, or introduced more broadly, providing information about the value or benefits of a program.

## 2) Design

Based on the results of the define above, the next step is to design the questionnaire instrument to be developed. The questionnaire instrument was designed to contain five dimensions of CSE-UCLA evaluation, namely system assessment, program planning, program implementation, program improvement, program certification as described in the definition above.

The Assessment System includes the vision, mission, goals, achievement strategies, legal basis, guidelines and HR needs. Program planning includes organizational structure, readiness of education staff, educators, and civil servant teachers, finance, curriculum, facilities and infrastructure and LMS used. Program implementation includes educational management by educators, learning management by educators and students. The improvement program includes the functioning of the program, the achievement of program objectives and the obstacles faced during program implementation. Certification program students are satisfied with the educational management assistance with LMS "SPACE" in terms of tangibles, reliability, responsiveness, empathy, and assurance and Students are

satisfied with the learning provided by educators with LMS "SPACE" in terms of tangibles, reliability, responsiveness, empathy, and assurance.

Each dimension will be further developed into several aspects that are adapted to each dimension. Aspects will be further developed into several indicators. From these indicators, statements will be made which later on the statements that have been selected or answered by the respondents can be known about the situation or information regarding the implementation of PPG that has been implemented. The statements developed represent all indicators, aspects and dimensions of the instrument to be developed.

## 3) Develop

At this stage, the questionnaire instrument was developed. Before compiling the questionnaire instrument, first a blueprint of instruments is made by making indicators of the aspects that have been determined. Each indicator is then developed into statement items and the instrument number and the number of instruments are also determined. The blueprint of instruments that will be developed into a questionnaire instrument is as shown in the following table:

Table 01. Blueprint of Questionnaire Instruments

No	Dimension	Aspect	Indicator	No. Instrument	Amount
1	<b>Assessment System</b>	<b>Vision</b>	The vision formulated refers to the vision of the Director General of Hindu Community Guidance	1.2	34
			Formulation of vision involving Policy Stakeholders and <i>Stakeholders</i>	3.4	
			Vision is understood and understood by educators, education staff and students	5.6	
		<b>Mission</b>	The formulated mission refers to the vision that has been set	7,8,9	
			Mission formulation involves policy makers and <i>stakeholders</i>	10,11	
		<b>Objective</b>	Goals are formulated to achieve the vision and mission	12.13	
				14.15	

		The aim of the program is to produce professional teachers	16	
		The purpose of the program is to produce teachers who are able to produce scientific works and scientific publications	17	
	<b>Achievement Strategy</b>	The achievement strategy is in line with the formulation of the program objectives	18	
		Strategy achievement with good governance <i>Good governance</i> with governance system refers to the 5 pillars of governance	19	
		Achievement strategy through an optimally implemented internal quality assurance system	20	
	<b>Legal basis</b>	The legal basis for implementing the program is based on the legal basis for implementing PPG In Position	21	
		The legal basis used is related to the education system	22	
	<b>Guidelines</b>	Technical instructions for the implementation of PPG Daljab based on the decree of the Director General of Hindu Community Guidance	23.24	
		The PPG Daljab implementation process is carried out in accordance with the implementation technical instructions	25,26	
	<b>Need for Human Resources (HR)</b>	PPG study program managers are lecturers who meet the requirements and are competent in managing PPG programs	27.28	
		Study program managers are permanent lecturers in the field of study who meet the requirements and are relevant to the competence of the field of study	29.30	
		Educational staff are those appointed by the LPTK and have competence in the technical implementation of PPG Daljab	31.32	
		Pamong teachers are those who meet the requirements and are able to partner with educators in order to assist and guide students	33.34	
2	<b>Program Planning</b>	<b>Organizational structure</b>		35
		The organizational structure and governance of the program management unit are in accordance with the legislation	1.2	
		Personnel in the organizational structure have appropriate competencies in their respective fields	3.4	
		Each person in the organizational structure	5.6	

	understands their duties and functions	
<b>Readiness of Educators</b>	Educators/Instructors meet the requirements as educators/instructors in accordance with the legislation	7.8
	Educators/Instructors have competence in education management at PPG Daljab	9.10
<b>Readiness of Education Personnel</b>	Educational staff meet the requirements as educational staff in the management of PPG Daljab in accordance with statutory regulations	11.12
	Education staff are people who are qualified in the field of managing the PPG Daljab program	13.14
<b>Readiness of Civil Service Teacher</b>	The civil servant teacher fulfills the requirements as a civil servant teacher in accordance with the laws and regulations	15,16
	A civil servant teacher is a teacher at a partner school who has the ability and qualifications in providing education in schools	17.18
<b>Finance</b>	Source of funds for PPG Daljab implementation in accordance with statutory regulations	19,20
	The source of funds is entirely from the Director General of Hindu Community Guidance	21
	The cost of supporting the Daljab PPG management process	22.23
<b>Curriculum</b>	The curriculum used at PPG Daljab is in accordance with the applicable laws and regulations at the Ministry of Religion	24.25
	The curriculum is implemented in accordance with current educational developments (TPACK)	26
<b>Facilities and infrastructure</b>	The facilities and infrastructure owned by the organizers meet the requirements in the implementation of the PPG Daljab implementation process	27.28
	The available facilities and infrastructure support the management of PPG	29
	Existing facilities and infrastructure help in the process of implementing PPG Daljab	30
<b>LMS "SPACE" used on PPG Daljab</b>	The LMS "SPACE" used in PPG Daljab meets the standards of program implementation	31.32

		Installation of LMS "SPACE" for managers, educators and education staff	33	
		Socialization and training on the use of LMS "SPACE" for managers, educators and education staff	34,35	
3	<b>Program Implementation</b>	<b>Management of educators technically by education personnel</b>	Competent education personnel in assisting the management of education	1 12
			Education staff provide technical services regarding the use of LMS "SPACE" in the learning process	2
			Education staff help with technical problems encountered during the education process	3
		<b>Education management by educators</b>	Educators have competence in education management	4,5,6
			Educators understand and understand the use of LMS "SPACE" in learning management	7,8,9
			The activities of deepening the material and developing learning tools by educators are carried out optimally.	10
		<b>Management of education by students</b>	Learners understand and understand the use of LMS "SPACE" in the management of the educational process	11
			Learners understand and understand the entire process of educational activities at PPG Daljab	12
4	<b>Improvement Program</b>	<b>The program works optimally</b>	The PPG program with LMS "SPACE" can carry out its functions well in the education process	1.2 6
		<b>The achievement of the goal in the educational process</b>	Achieving the goal of producing professional graduates	3.4
		<b>Barriers encountered during the</b>	There are obstacles faced by educators, education staff and students in operating the LMS "SPACE" for educational activities	5.6

	<b>education al process</b>			
5	<b>Certificati on Program</b>	<b>Student satisfactio n with education al managemen t assistance with LMS "SPACE"</b>	Students are satisfied with the education management assistance with LMS "SPACE" in terms of tangibles, <i>reliability</i> , <i>responsiveness</i> , <i>empathy</i> , and <i>assurance</i>	1,2,3,4,5 10
		<b>Student satisfactio n with learning provided by educators with LMS "SPACE"</b>	Students are satisfied with the learning provided by the educator with LMS "SPACE" in terms of tangibles, <i>reliability</i> , <i>responsiveness</i> , <i>empathy</i> , and <i>assurance</i>	6,7,8,9,10

**Amount****97****4) Dessimination**

At this stage, dissemination, evaluation/assessment and validation are carried out. The dissemination is carried out by inviting internal stakeholders such as the PPG LPTK organizers and also the manager in this case is the head of the PPG Study Program. Furthermore, the evaluation of the instrument was carried out so that several improvements were made to the results of the assessment. The validation carried out is content validation. Content validation aims to determine whether the questionnaire is feasible or relevant to the object to be evaluated. Content evaluation is carried out by experts (Expert Judgment) or people who are competent in their fields. In this study, Expert Judgment was carried out by two experts and analyzed using the Gregory formula. The results of the analysis using the Gregory formula obtained a content validity coefficient of 0.95 with a very high validity category. Sutrisno Hadi stated that if the theory building is correct, then the measurement results with measuring instruments based on the theory are considered valid results. In this study, the questionnaire instrument was in accordance with the definition specified in the

early stages of development, the results of content validation also showed a very high level. Thus, this instrument is said to be valid in terms of its content and is ready to be disseminated to be used as an evaluation tool.

**3.2 Discussion**

The results of the study stated that the evaluation instrument with the CSE-UCLA evaluation model had very high validity, meaning that this instrument was feasible to be used as an evaluation tool. The comprehensive evaluation results obtained from 5 evaluations of the CSE-UCLA model such as: assessment, program planning, program implementation, program improvement and certification, obtained an accurate calculation [2]–[10]. The evaluation of the CSE-UCLA model is based on the Glickman quadrant assisted by a visual application, where the evaluation results are in the 'Good' quadrant, which is indicated by a combination of ++++ values for each evaluation component, namely system evaluation, program planning, program implementation, program improvement and certification program [7], [8]. Based on this, the CSE-UCLA model questionnaire instrument was used as a program evaluation tool in general and the PPG program

evaluation in particular as a standard evaluation tool and deserves to be used as an evaluation tool.

## 5. CLOSING

### 5.1 Conclusion

Based on the results obtained, the questionnaire instrument used to evaluate the implementation of PPG for Hindu Religious Education teachers throughout Indonesia was carried out online using the LMS "SPACE", based on five evaluation dimensions, namely system assessment, program planning, program implementation, program improvement, program certification. developed based on the assessment of the experts are declared valid, valid and enforceable. Therefore, this questionnaire instrument is very suitable to be used to evaluate the teacher professional education program (PPG) which is carried out online using the CSE-UCLA evaluation model.

### 5.2 Suggestion

However, although the content and constructs can be said to be valid, empirical testing of a questionnaire instrument is still needed to reveal how far each variable to be measured can be explained by each dimension in the instrument that has been compiled.

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