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Foreword of the Chairman

Assalamualaikum wr. wb.

Good morning ladies and gentlemen.

Praise be to Allah who has given abundant blessings so that we can hold this international conference.

This conference is aimed at improving the quality of assessment implemented in schools and other institutions. The quality of assessment determines students' ways of learning, so that it is hoped that the quality of education improves. Besides, this conference is a means of information exchanges in the forms of seminars dealing with results of research in educational assessment and evaluation. The expectation is that there is always improvement in educational assessment and evaluation methods, including in it is the instrument – both cognitive and noncognitive instruments.

The participants of this conference are the lecturers and teachers who teach educational assessment and evaluation, practitioners of assessment and evaluation, and researchers of assessment and evaluation. This conference can be held in cooperation with the Graduate School, Yogyakarta State University, Association of Educational Evaluation of Indonesia (HEPI), and Centre for Educational Research, Ministry of Education and Culture of Indonesia, supported by the Australian Council for Educational Research (ACER), Intel, Intan Pariwara Publisher, and many other institutions. For this reason, on behalf of the Organizing Committee, I would like to thank the Rector of Yogyakarta State University, Prof. Dr. Rochmat Wahab, M.Pd., M.A., and the Director of Graduate School, Yogyakarta State University, Prof. Dr. Zuhdan Kun Prasetyo, M.Ed., and all other institutions for their assistance and contribution that have made this conference possible. I would like to thank HEPI's Local Coordination Unit and all sponsors for supporting this conference and also all the audience for participating in this conference.

To the committee members, both in Jakarta and Yogyakarta, I would like to thank them for the hard work they have performed and for the togetherness so that this conference can be held.

Last but not least, we apologize for all the inconveniences you might encounter during this conference. Please enjoy the conference.

Wassalamu'alaikum wr. wb.

Prof. Djemari Mardapi, Ph.D.

Foreword of the Chairman of Himpunan Evaluasi Pendidikan Indonesia (HEPI)

Assalamu'alaikum Wr. Wb.

Indonesian Association for Educational Evaluation (HEPI) is a professional organization in education holding in the high esteem the principles of professionalism and knowledge development in the field of educational and psychological measurement, assessment, and evaluation. HEPI was established in November 19, 2000 in Yogyakarta, with a vision to become a professional organization that excels in the field of evaluation and measurement in education and psychology in Indonesia. Its mission is to develop up-to-date methodologies of evaluation, assessment, measurement, and data analysis in education and psychology, as well as studies of policies and technical implementation of the field for improving Indonesian education quality.

As a professional organization, HEPI brings together experts, practitioners and interested persons in the field of evaluation, assessment, and measurement of education, psychology and other social sciences. HEPI is open to anyone who has the interest the field with no restriction in terms of educational background and working experiences. Hopefully, through HEPI, members of the association can sustainably develop themselves as professionals. The existence of HEPI is also expected to contribute to the improvement of the quality of national education through research, consultancy, seminar, conference, publication, and training for members of the organization and for public audiences.

HEPI organizes annual workshop and conference in cooperation with the Regional Chapter of HEPI and universities. In 2016, for the first time HEPI organized **International Conference on Educational Research and Evaluation: Assessment for Improving Student's Performance** in May 29-30 2016 in Yogyakarta. This conference is jointly organized by HEPI and Yogyakarta State University and supported by the Center for Educational Assessment the Ministry of Education and Culture, Australian Council for Educational Research (ACER), INTEL Indonesia, and Intan Pariwara Publisher.

It is important to note that the choice of the HEPI 2016 conference theme is driven by the fact that the quality of our national education is still under expectation as shown by the results from School National Exam and international surveys conducted by some international agencies. HEPI believes that a number of factors contribute to the low quality of national education, including low teacher's knowledge and skills in classroom and school assessment. Therefore, improving the competence of teachers in classroom and school assessment is urgently required. In this context HEPI as a professional organization and individual members of the organization have to play an active role in improving teachers' competence in quality learning assessment.

In line with 2016 conference theme, HEPI invited two respected guest speakers, namely, Professor Geofferey Masters, Ph.D., Director of the Australian Council for Educational Research (ACER), who presented a paper on Assessment to Improve Student Competency and Professor Frederick Leung, Ph.D., from the University of Hong Kong, who delivered a paper on the International Assessment for Improving Classroom Assessment.

As a tradition, in 2016 conference HEPI organized two pre-conference workshops. The first workshop is on the conceptual introduction of Rasch model by Jahja Umar, Ph.D., senior lecturer at the Faculty of Psychology, State Islamic University Jakarta and the second workshop was delivered by Heru Widiatmo, Ph.D., researcher at American College Testing (ACT) Iowa, United States on Measuring Higher Order Thinking Skills (HOTS).

On behalf of HEPI, I would like to express my heartfelt gratitude to Rector of the Yogyakarta State University, invited speakers, resource persons, HEPI regional chapters, sponsors, speakers, participants, invited guests, and organizing committee who have worked hard in making this international conference a success. Thank you very much for your participation and support and we are looking forward to seeing you in the next conference.

Last but not least, we hope that all of us get much benefit from this conference for enhancing Indonesian quality education through quality assessment.

Wassalamualaikum wr. wb.

Chairman,
BAHRUL HAYAT, Ph.D.

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AN EVALUATION ON THE IMPLEMENTATION OF LESSON PLANS FOR EARLY CHILDHOOD EDUCATION CENTER (PAUD) LOCATED AROUND IAIN SURAKARTA

Hery Setiyatna

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Abstract— The paper aims to describe the implementation of lesson plan for Early Childhood Education (PAUD) located around IAIN Surakarta. This is the study on evaluation. 23 PAUD centers were taken as samples. The PAUD Principals are the informants for this study. The data were collected through observation, interview, and documentation. Data analysis was done through percentage using descriptive qualitative.

Three findings are; (1) most of PAUD centers implemented School-based curriculum (KTSP) while some of them still implemented K-13 curriculum with some considerations. (2) each PAUD center has the completed lesson plan (3) the process of curriculum development on each PAUD center has the different ways (a) teachers' discussion together with PAUD principal (b) individual discussion among the teacher then checked by the PAUD principal (c) teachers' discussion through several forums (IGTK, IGRA, IGBA dan IGAUD) and make an agreement.

Keywords: *Implementation, Lesson Plans, and TK/RA/BA/PAUD*

I. INTRODUCTION

Learning system is composed in systemic and systematic way. It has four areas. They are (1) planning, (2) implementing, (3) assessing and (4) reflecting. Planning is the phase in which teachers are required to compile the lesson plan. It is based on the curriculum that is the base of Educational planning. as a reference for an educational program. Curriculum as an educational strategy is designed to achieve national education goals. The Government of indonesia under The Ministry of Education and Culture realizes The importance of the curriculum and its role to give directions for the educational program to establish the output of National Education.

Early Childhood Education (PAUD) is the most fundamental education for the child's development that is determined by a variety of meaningful stimulation given from an early age. PAUD must be prepared in a planned and holistic-integrative so that a golden period of the development of the child-stimulated intact, to develop their potential. To achieve that goal, a structured education program should be implemented. Components for structured education is the curriculum. Early Childhood Education intended in this study is the educational institution in society commonly referred to as kindergarten (TK) / Islamic kindergarten (RA/ BA) / Early Childhood Education Center (PAUD).

The curriculum guides teachers to meet all learning areas used by children using the effective learning approach, the strategy of structuring a suitable environment to support the development of the quality of children in accordance with their development stage. Teachers must have a strong vision to develop their children, knowledge and skills that children would learn the attitudes and values so that they will apply them in their daily lives. Children need appropriate direction and guidance from the teachers.

PAUD curriculum is expected as the base for the preparation of children in order to be better children. The goal is to prepare them for reaching their higher education. Delivering early childhood, which is ready to continue education is not only limited to the child's ability in reading,

writing and arithmetic skills but in all aspects of child's development. In 2014/2015 academic year, the 2013 National Curriculum (K-13), is implemented. The K-13 is as the guideline to replace the previous curriculum (The School-Based Curriculum/ KTSP) which has (1) dimensional plans concerning the objectives, content and learning materials, (2) techniques used for learning activities [2].

Learning is a real implementation of education in the educational unit. Good learning is presented systematically and continuously. The learning activities are designed to follow the principles of learning, to consider the suitable materials, learning experiences, allotted time and setting, tools / learning resources, classroom organization and method of evaluation. In PAUD, the activities implemented through meaningful games to get children's learning experiences.

The quality of learning is measured by changes in the behavior of children in the appropriate direction referring to the based competence. Therefore, PAUD teachers are expected to design, to develop and to implement learning activities that correspond to the characteristics and the needs of children.

Lesson plan is designed for teachers to implement activities that facilitate children in the learning process. Lesson plan should be arranged before the learning activities undertaken. The role of the teachers are as a conceptor/manager, so that the lesson plan must be prepared by the teachers independently. There are three types of lesson plan should be prepared by the teacher before implementing learning process; (a) Programs on each Semester (ProSem), (b) Weekly lesson plan (RPPM) , and (c) Daily Lesson Plan (RPPH). The teachers' knowledge to create good lesson plan as continuous task is an interesting topic to study. The aim of the study is to describe the implementation of the teaching and learning in several PAUDs located around IAIN Surakarta.

This study aimed to describe the implementation of lesson plans for PAUD located around IAIN Surakarta. The study will focus on (1) the curriculum (2) the lesson plans (3) the process to develop the lesson plans.

II. METHODOLOGY

Based on the type of data and research objectives, the study was categorized as an evaluation research using qualitative design to study the meaning conveyed by the respondents about problems or issues research [1] [6]. The research was conducted in April 2016 and took 23 early childhood centers/PAUD around IAIN Surakarta which consist of TK, RA, BA and PAUD from several cities. 23 PAUDs were taken as samples. They were one center in Surakarta (4.4%), 3 centers in Karanganyar (13.0%), 5 centers in Boyolali (21.7%), 2 centers in Klaten (8.7%), and 12 centers in Sukoharjo (52.2%). The reasons of selecting Those cities is because many community service activities of the lecturers of IAIN Surakarta are conducted in those cities. The researcher also wanted to know the capability of the teacher to make lesson plans. The subjects of this study consisted of 23 PAUD teachers around IAIN Surakarta. The Informants in this study was the PAUD principal around IAIN Surakarta. The data collection was done through observation, interviews and documentation. Data analysis was presented by percentages and descriptive qualitative [5].

III. FINDINGS AND DISCUSSION

A. Findings

The Results of the study on The implementation of PAUD lesson plan around IAIN Surakarta are as follows: (1) the curriculum (2) the process to plan the lesson. (3) the process to develop the lesson plans.

The researcher found that those PAUDs implemented two models of curriculum as the basis for the lesson plan. Those models are the School-Based Curriculum/ KTSP and 2013 curriculum/K-13. The data showed that, 15 PAUD centers (65,3%) implemented the School-Based Curriculum/KTSP and 8 PAUD centers (37,7%) implemented K-13 curriculum. Completeness of lesson plans prepared at PAUD center was found that all PAUD centers (100%) had a complete lesson plan, they are (a) Annual Program, (b) Semester Program (c) Weekly Program (Weekly Lesson Plan/RPPM) and (d) Daily Program (Daily Lesson Plan/RPPH).

Meanwhile, The process of planning the development of learning at PAUD center around IAIN Surakarta was found in three ways, they are (a) the process was done through discussion led by the principal of PAUD conducted by seven PAUD centers (30.4%), (b) the process was

done through assigning teachers individually, then the results were checked by the PAUD principal and organized by five PAUD centers (21.8%), (c) teachers discuss through the organization (IGTK, IGRA, IGBA and IGPAUD) the results of the discussion applied by participants in the discussion and organized by 11 PAUD (47,8%).

B. Discussion

The curriculum implemented as the basis for planning the implementation of PAUD was School-based curriculum/KTSP despite the facts that curriculum K-13 PAUD has been released since 2014/2015. It is because the teachers still waiting for "the instruction" from the head of educational district, school supervisors and even from the PAUD center. Although some PAUD centers have prepared the training on the implementation of the K-13 and had prepared a lesson plan based on K-13, but they still implement the school-based curriculum because the PAUD center has not received instructions from superiors or the PAUD management. Teachers Personally feel unprepared to implement the K-13 curriculum for PAUD, because of limited information time to inform it. it is suggested that the pre-implementation process of K-13 curriculum for PAUD should be followed by monitoring and evaluating to PAUD center in the form of assisting. Some PAUD principal implementing KTSP curriculum stated that the PAUD properties were still not satisfied. This is one of the factors that make the PAUD centers were not ready to implement K-13 curriculum. In the era of Ministry of educational affairs Anies Baswedan, K-13 is now still being revised by the government, so that the PAUD centers prefer implementing KTSP to K-13.

PAUD centers that already implement the lesson plan using K-13 aim to foster children love to learn, happy to do the scientific experiments, not to emphasize on the mastering the subjects or assessing the process on early childhood referring to their developmental stages. The learning process which is done through games and activities also provide additional knowledge, attitudes, and skills of the child in accordance with the Basic Competence using appropriate attention to the capacity developmental stages of children at certain ages in general [4].

The complete lesson plan for PAUD consists of (1) Program Semester, which contains (a) List of themes that will be developed into sub-subthemes, (b) Competence that is set to be achieved on each theme and time allocation of each theme. To determine the Basic Competence on each theme, six development programs are included, Religion and Moral Values, Motoric, Cognitive, Social & Emotional, Language and Arts. The Format of Semester Program plan is done by PAUD center. (2) RPPM is composed for the weekly lesson plan. RPPM is derived from Semester Program and contains specific plans. It includes (a) the service program identity, (b) selected basic competence, (c) learning materials and (d) activity plans. (3) RPPH, is is composed for the daily lesson plan. RPPH is formulated and implemented by educators. There is no standardized format of RPPH, but it contains components that are established, it includes (a) Program Identity, (b) materials, (c) Equipment and Materials, (d) Opening activity, (e) Main Activities, (f) Closing activity, and (g) Assessment Plan.

Teachers have main responsibility to plan and to run the curriculum for PAUD. In practice, the effort of the planning the Semester Program, RPPM and RPPH is implemented in various ways. There are teachers who develop RPPH after completing the learning process and develop RPPM carried out together once in a week (every Thursday or Saturday). There is PAUD agency that develops Semester Program, RPPM and RPPH on the previous semester but it does not interfere with the learning process. Association of Islamic Kindergarten (IGRA) conducts a meeting to discuss the Semester program, RPPM and RPPH. The monthly meeting is held regularly, at an initial meeting is to develop lesson plans, after the program is agreed, at a meeting in the next month they have discussion on the learning process that occurs in each PAUD center based on the agreed program. The advantages and disadvantages are discussed together, if necessary, they will revise the lesson plan.

The Annual and Semester program of PAUD centers are conducted by the city government under the Educational affairs section in collaboration with Religious Affairs section along with PAUD management/foundation. The Development of weekly Action Plan (RKM) or RPPM is based on the Annual Program and Semester Program originating from Educational affairs section in collaboration with Religious Affairs section, but the RKM in this PAUD center is always the same and static. It is from the year 2011 - now.

IV. CONCLUSION

Based on the discussion above, the researcher draws the conclusion as follows: (1) 65.3% of PAUD center still implement school-based curriculum/ KTSP as the base to make lesson plan (2) Completeness of lesson plan has been complete. It comprised of (a) Annual Program, (b) Semester Program, (c) Weekly Program: RKM or RPPM, and (d) Daily Programme: RKH or RPPH. (3) The process of lesson plan implementation in PAUD around the campus IAIN Surakarta reached 47.8% assigning teachers to discuss with the organization (IGTK, IGRA, IGBA and IGPAUD). The results can be applied to other samples of PAUD centers.

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