# THE PERFORMANCE OF THE BACHELOR EDUCATION IN-SERVICE TEACHERS PROGRAMME (ICT-BASED BEITP) BACHELOR GRADUATED AND ITS DETERMINANT

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## Abstract

*The Bachelor of Education In-service Teachers Programme (BEITP) is a program of accelerated increase in teachers' academic qualifications into a Bachelor Degree. The Bachelor Degree of Elementary School Teacher Education Program, the distance learning system, known as ICT-based BEITP is used. The problem in this study were: 1) What level of success BEITP graduated Bachelor Degree, and 2) what factors be the determinant? This factors were involved: Curriculum, Course Materials, Devices lectures, teaching and learning process, facilities and infrastructure, Assessment, Qualifications Lecturers, and Program Management. This study was conducted based on the assessment of alumni who had attended BEITP. The data source is 32 graduate alumni of BEITP Satya Wacana Christian University (SWCU). Data were collected through a self- rating scale consisting of 32 items that have been proven valid and reliable; Data analysis was descriptive analysis and stepwise multiple regression models aided by SPSS for windows version 20. Performance BEITP graduated bachelor degree are at high level. The high success is determined by three factors, namely: the course material, faculty qualifications, and learning tools; This gives the effect of a variable 60.40% - 83.30%. 5 Other variables, namely: curriculum, teaching and learning, facilities and infrastructure, assessment and program managers have no effect, therefore, distance learning institutional development should focus on the lecturer, teaching materials and learning tools.*

**Keywords***: Distance Learning, Performance, Cources Content, Teacher Qualification, Learning Tools.*

## Background

The Bachelor of Education In-service Teachers Programme (BEITP) the conduct of the lecture through distance learning education degree is deemed worthy of yielding equivalent to regular on-campus graduate programs. BEITP was acceleration program enhancement teachers' academic qualifications into Bachelor Degree. In Indonesia have been carried out by various universities; since 2009 by 55 universities. One effort to

support the acceleration of academic qualifications for in-service teacher has published Rules of Ministry of Education No. 58 of 2008 on the implementation of the Teacher Education Courses In Title. In The regulation states that the college can provide recognition organizers Work Experience and Learning Outcomes ever obtained of students. The special recognition is given to teachers in Higher Education program participants that organizers have regulated by the Minister of National Education No. 015/P/2009 on Higher Education Establishment Operator BEITP.

For the improvement of teachers' academic qualifications ES through the Primary Teacher Educational Program, using distance education system known as ICT-based BIETP. To find and measure the feasibility and success of the program has also been carried out monitoring and evaluation activities in 2010, 2011, 2012 and 2013. One of the results of the monitoring and evaluation of the development of the number of participants is not significant, for 5 years has resulted in as many as 76 605 people graduate of program participants as much as 86 454 teachers (Kemendiknas Badan PSDMPK & PMP Pusat Pengembangan Profesi Pendidik, 2013). So if there is a reasonable view worried toward the program in the completion of academic qualification Bachelor Degree.

BEITP is to provide education programs that are specifically designed for teachers remain in positions that do not have a Bachelor Degree. In particular, efforts are implemented to accelerate the improvement of in-service teacher qualification. Programs offered in education scholars is that this allows the teacher to have a greater opportunity to not interfere with the duties and responsibilities (Permendiknas Nomor 58 Tahun 2008), further program is expected to realize the implementation of the teacher education system that is efficient, effective, and accountable as well as offering access to educational services wider without sacrificing quality. Graduation at BEITP regulated and established by the university in accordance with the regulations organizer/academic guidelines apply. Students who have completed the program are entitled to a Bachelor's Degree and an undergraduate degree from the University of organizers.

Recent developments, pursuant to Presidential Decree No. 8 of 2012 on the National Qualifications Framework Indonesia (Peraturan Presiden No. 8 tahun 2012), Bachelor Degree categorized as a technician or analyst positions (not categorized as an expert) who are at level 6, with a description of qualifications, as follows: 1) Ability to

apply and utilize their specific expertise in the field of science and technology in problem solving and able to adapt to the situation at hand. 2) Mastering the theoretical concept of a particular field of knowledge in general and theoretical concepts in a special section of the in-depth knowledge of the field, and be able to formulate procedural problem solving. 3) Ability to make appropriate decisions based on analysis of information and data, and is able to provide guidance in selecting a range of alternative solutions independently and groups. 4) Responsible for own work and may be held accountable for the achievement of the organization 's work. Noting the provisions of the National Qualifications Framework Indonesian proficiency level, it appears that a scholar actually has a relatively high position in the structure of Indonesian society, seen from the capacity and competence of its science (Akhmadsudrajat, 2012).

In recent years a growing debate related to the presence of the Director General of Higher Education Circular No. 152/E/T/2012 of scientific publications in the Journal of liability as a condition for graduation degree."A scholar should have the ability to write scientifically, including master manner of writing good science".

According to Law no. 20, 2003 (Pemerintah RI, Undang-Undang No. 20 Tahun 2003) the curriculum is a set of plans and arrangements regarding the purpose, content, and teaching materials and methods used to guide the organization of learning activities to achieve national education goals. The curriculum of the Bachelor Degree for the same with a Bachelor Degree BEITP regular, and should stick to Competency Standards. The curriculum used in BEITP is applicable curriculum at each high coledge organizers. Competency Standards covering the four core competencies, namely: pedagogical, personal competence, social competence, and professional competence.

Self study material is the substance of learning developed in the form of printed materials, audio, and audio-visual equipment that can be used for student self-learning process. As per the demands of the curriculum, teaching methods should be able to keep the quality achieve the Competency Standards. The learning process in BEITP implemented through the integration of lectures/learning and face-to-face on campus or college-mediated and independent learning activities. In face-to-face activities in the campus system development of teaching materials left entirely to the lecturers at the university course organizers, while the self-directed learning system using the Self-Study

Materials. Self study material designed specifically to be studied independently by students. The form can be printed instructional materials (modules) as the main teaching material and non-print media (media audio/video, computer/internet, radio and television) as a support material or a combination of both.

Learning tools is arranged fixtures learning activities systematically used by the teacher in the learning process. Such as: lesson plan, syllabus, work sheets, and others."The device is a learning material, tools, media, instructions and guidelines to be used in the learning process"a series of learning tools must be prepared to face a teacher in the classroom, the learning can include: lesson plan, student books, teacher handbooks, student activity sheets, and achievement test (K. Dewi, I. W. Sadia, N. P. Ristiati. 2013).

The process of learning is a form of communication that is the subject of communication between students and educators, between students and faculty". The communication contained in the transform and the transfer of knowledge, skills or attitudes and values of the communicators (teachers, lecturers) to the communicant (subject learners, students) in accordance with its intended purpose (Yogo Prihatono. 2014). The learning process is a learning activity that is done by integrating the system face to face lectures and/or mediated, and self-learning systems. To-face lectures are scheduled process and the direct interaction between faculty and students in achieving objectives/competencies. Mediated lecture is scheduled interaction process between faculty and students in achieving sublime goal/competency through the use of various types of media and technology. Self-regulated learning is the process of student interaction with learning resources which is done by using self-learning materials, either with or without the assistance tutorial help tutorial. Tutorial assistance is a form of academic study that is directly related to teaching materials, and can be carried out face-to-face or mediated.

Facilities and infrastructure or educational facilities means that everything (tools and goods) that facilitate (provide ease) in organizing educational activities. Educational facilities are all kinds of equipment used educators to facilitate the delivery of the subject matter. When viewed from the point of learners, educational facilities are all kinds of equipment used to facilitate the study subjects/courses. Means functions facilitate delivery/learn the subject matter. Educational facilities is also known appellation education tools (teaching aids), which is all kinds of equipment that is used by the teacher to help

facilitate teaching activities. While educational facilities are all kinds of tools that are not directly used in the educational process. educational facilities are all sorts of equipment, fittings, and objects used by teachers/educators (and learners) to facilitate the provision of education.

Assessment of learning outcomes is giving value to the process and the results of student learning, both in face-to-face lectures and/or mediated and independent learning; Assessment of learning outcomes is conducted on the process and outcomes of student learning, both in face-to-face lectures and/or mediated and independent learning (Kemendiknas, 2011). Learning outcomes assessment carried out in accordance with the provisions applicable in each college, such as: assessment of the course activities, assignments, Mid-Semester Exams, and Final Exams Semester.

To organize BEITP, the providers are required to have qualified faculty as specified in the policy and legislation in force. Lecturer serves as custodian of the course with the basic tasks of teaching and is responsible for the entire implementation of the lecture and tasked to develop learning tools such as course descriptions, syllabi, lecture events unit, preparation of assignments or exam questions, as well as developing teaching materials.

Personnel, program managers are in charge of managing the implementation BEITP. Program managers need to have managerial skills and self-management of learning. The number of personnel tailored to the needs and conditions of the university organizers.

Primary Teacher Educational Program, Satya Wacana Christian University, Salatiga since 2009 has embarked on organizing ICT-based BEITP. Program to improve teachers' academic qualification Bachelor Degree ES through Primary Teacher Educational Program of the program using distance education system known as ICT- Based BEITP. Although a part of the monitoring and evaluation ever conducted by the Ministry of Education, there are still certain blame groups who doubted this program; so far have not done studies that specifically explore the various factors associated with the success of this program. Thus it is necessary to be made studies/study.

**Problem Formulation**

The problem in this study are:

1) What level of performance for BIETP graduated Bachelor Degree?

2) What factors that will determine the performance of BEITP graduated Bachelor Degree? Comorbid factors is limited: 1) curriculum, 2) Material Lecture, 3) device classes, 4) teaching learng process, 5) facilities and infrastructure, 6), assesment, 7) Lecturer Qualifications, and 8) Program Management.

**Research Methods**

This study was conducted based on the assessment of alumni who had attended BEITP. The data source is 32 graduate alumni of BEITP SWCU graduated. Data were collected through a self-rating scale consisting of 32 items that have been proven valid and reliable; Score validity 0,199 to 0, 827, with a reliability index Cronbach's Alpha = 0.93. Data analysis used descriptive analysis and stepwise multiple regression models with SPSS for windows version 20.

**Results**

After a descriptive analysis of data collected for each variable are the results as follows.

**Table 1 results of a descriptive analysis of all variables studied**

| Variabel | Mean | Median | Std. Deviation | Minimum | Maximum |
|---|---|---|---|---|---|
| 1)  Curriculum | 3,0313 | 3,0000 | ,50701 | 2,50 | 4,00 |
| 2)  Cource content | 2,6563 | 3,0000 | ,60158 | 2,00 | 4,00 |
| 3)  Learning tools | 3,1875 | 3,0000 | ,39656 | 3,00 | 4,00 |
| 4)  Teaching Learng Process | 3,0625 | 3,0455 | ,26873 | 2,73 | 3,64 |
| 5)  Facilities and Infrastructure | 2,9375 | 3,0000 | ,56440 | 1,00 | 4,00 |
| 6)  Assesment | 2,9438 | 2,8000 | ,33014 | 2,40 | 3,80 |
| 7)  Lecturer Qualifications | 3,2500 | 3,0000 | ,43994 | 3,00 | 4,00 |
| 8)  Program Management | 3,0625 | 3,0000 | ,56440 | 2,00 | 4,00 |

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| 7) Lecturer Qualifications | 3,2500 | 3,0000 | ,43994 | 3,00 | 4,00 |
| 8) Program Management | 3,0625 | 3,0000 | ,56440 | 2,00 | 4,00 |
| Y) Bachelor Degree | 2,9063 | 3,0000 | ,81752 | 2,00 | 4,00 |

Based on the analysis presented in Table 1 above, it turns average value variables: Y (bachelor's degree), $X_2$ (cource content), $X_5$ (facilities and infrastructure), less than the figure the median, this means that the spread of each variable question has a tendency toward higher; While the average value of variables: $X_1$ (Curriculum), X3 (learning tools, $X_4$ (Teaching and Learning), $X_6$ (Assessment), $X_7$ (Lecturer Qualifications), $X_8$ (BEITP management) is larger than the median, this means deployment of each variable in question has a tendency towards lower.

Furthermore, to determine the success of BEITP graduated Bachelor Degree conducted a descriptive analysis of the results are presented in Table 2 below.

**Table 2 Distribution of Frequency Variable Bachelor Degree**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | 2,00 | 12 | 37,5 | 37,5 | 37,5 |
| | 3,00 | 11 | 34,4 | 34,4 | 71,9 |
| | 4,00 | 9 | 28,1 | 28,1 | 100,0 |
| | Total | 32 | 100,0 | 100,0 | |

The results of the analysis presented in Table 2 above shows that the success rate was BEITP graduated Bachelor Degree at the level of very high (28.10%), high (34.40%), moderate (37.50%). No one was at the level of the low.

After testing for normality and homoginitas met, then performed stepwise multiple regression analysis models the effect of 8 variable X to the performance of BEITP graduated Bachelor Degree (Y), the result is obtained as the following table 3.

**Table 3 Model Summary**

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|---|---|---|---|---|
| 1 | ,785[a] | ,616 | ,604 | ,51478 |
| 2 | ,909[b] | ,827 | ,815 | ,35207 |
| 3 | ,922[c] | ,850 | ,833 | ,33364 |

a. Predictors: (Constant), cource of the content
b. Predictors: (Constant), cource of the content, Lecturer Qualifications
c. Predictors: (Constant), cource of the content, Lecturer Qualifications, Learning tools

Based on the results of the analysis as presented in Table 3 above, obtained a summary of that cource content $(X_2)$ be the determinant of the performance of ICT - based BEITP graduated Bachelor Degree (Y) of 60.40% (Model 1), which when followed by the qualification of lecturers $(X_7)$, its effect on the performance of ICT - based BEITP graduated Bachelor Degree (Y) amounted to 81.50% (model 2), especially in addition to cource content $(X_2)$ and the qualification of lecturers $(X_7)$, followed by the learning tools $(X_3)$, the influence the third variable to the performance of the Primary Teacher Educational Program held a distance learning program graduated Bachelor Degree (Y) increased to 83.30% (model 3); This means that only less than 13% are influenced by the other variables that are not observed in this model. Other variables, namely: Curriculum $(X_1)$, teaching and learning process $(X_4)$, facilities and infrastructure $(X_5)$, Assessment $(X_6)$ and business programs $(X_8)$ supported the data does not affect the performance of conducting Distance learning BEITP graduated Bachelor Degree (Y).

Furthermore, to determine whether the findings of the above three models significantly, can be examined in Table 4 the results of the ANOVA analysis as below.

| Table 4 the results of the analysis ANOVA[d] | | | | | | |
|---|---|---|---|---|---|---|
| | Model | Sum of Squares | df | Mean Square | F | Sig. |
| 1 | Regression | 12,769 | 1 | 12,769 | 48,185 | ,000[a] |
| | Residual | 7,950 | 30 | ,265 | | |
| | Total | 20,719 | 31 | | | |
| 2 | Regression | 17,124 | 2 | 8,562 | 69,074 | ,000[b] |
| | Residual | 3,595 | 29 | ,124 | | |
| | Total | 20,719 | 31 | | | |

| 3 | Regression | 17,602 | 3 | 5,867 | 52,709 | ,000[c] |
| | Residual | 3,117 | 28 | ,111 | | |
| | Total | 20,719 | 31 | | | |

a. Predictors: (Constant), cource of the content
b. Predictors: (Constant), cource of the content, Lecturer Qualifications
c. Predictors: (Constant), cource of the content, Lecturer Qualifications, Learning tools
d. Dependent Variable: Bachelor Degree

Based on the results of stepwise multiple regression analysis models as presented in Table 4 above, obtained F = 48.185 with a significance level of 0.00 (Model 1), F = 69.074 with a significance level of 0.00 (model 2), and F = 52.709 with a significance level of 0.00 (Model 3); This means that the three variables in: Model 1 cource content $(X_2)$, and model 2 plus qualified lecturers $(X_7)$, and model 3 along with the Learning tools $(X_3)$ become determinants of the performance of ICT - based BEITP graduated Bachelor Degree (Y) is supported by data to meet the level of significance.

To build influential model of equation 3 variables: cource content $(X_2)$, lecturer qualification $(X_7)$, and the lectures $(X_3)$ on the success of ICT - based BEITP graduated Bachelor Degree, performed by observing the Beta coefficient *(B),* both standard and non-, can be collated by utilizing the results of such analysis in Table 5 below.

| Table 5 Coefficients influential variables BEITP Determinant performance of ICT - based graduated Bachelor Degree | | | | | |
|---|---|---|---|---|---|
| **Model** | **Unstandardized Coefficients** | | **Standardized Coefficients** | **t** | **Sig.** |
| | B | Std. Error | Beta | | |
| **1** (Constant) | ,072 | ,418 | | ,173 | ,864 |
| cource content | 1,067 | ,154 | ,785 | 6,942 | ,000 |
| **2** (Constant) | -2,278 | ,489 | | -4,659 | ,000 |
| cource content | ,845 | ,112 | ,622 | 7,576 | ,000 |
| qualified lecturers | ,904 | ,153 | ,487 | 5,928 | ,000 |
| **3** (Constant) | -1,680 | ,546 | | -3,079 | ,005 |
| cource content | ,917 | ,111 | ,675 | 8,242 | ,000 |
| qualified lecturers | 1,026 | ,156 | ,552 | 6,574 | ,000 |
| Learning tools | -,371 | ,179 | -,180 | -2,072 | ,048 |

a. Dependent Variable: Bachelor Degree

Based on the results of the analysis as presented above, it turns out BEITP-ICT based success in graduating Bachelor Degree (Y) is not affected by: Curriculum ($X_1$), the teaching and learning process ($X_4$), facilities and infrastructure ($X_5$), Assessment ($X_6$) and program management ($X_8$) but is determined by the variation of ICT-based cource content, qualified lecturers and learning tools used in distance learning.

**Discussion**

Performance BEITP - ICT based graduated bachelor degree in quite exhilarating it, how not, the results are at the level of the analysis showed a very high (28.10%), high (34.40%), moderate (37.50%). No one was at the level of the low. The high success supported by three factors, namely: the course content, lecture qualifications, and learning tools. The third variable influence of 83.30%.

Interaction and communication in the process of ICT - based learning BEITP involve factors faculty, students, and learning materials. The development of information and communication technologies, especially the development of a computer with internet technology, the current rapid, effect on the development of the concept of distance learning. Internet is becoming a very appropriate medium in distance learning because it can penetrate the boundaries of time and place, or can be accessed anytime, anywhere, multiuser and provide ease. A variety of learning materials and information in printed form, books, CD - ROM, or video can be accessed directly by students. Material can be accessed without being limited distance, space, and time, it could be anywhere and anytime.

Utilization of technology in distance learning system raises an electronic-based learning as a result of technology. One application is the technology of information and communication technology. Information technology-based learning and communication further by Munir, (2006) has changed the system of conventional or traditional learning patterns into patterns of media, including computers with internet media that gave rise to e-learning. In this pattern of media learning, students can choose their own learning materials based on their interests, so that learning becomes fun, not boring, full of motivation, enthusiasm, and so attract attention.

Based of learning information and communication technology will be effective if the teacher 's role as facilitator in the learning is learning or for students to easily learn not only as a conduit of information. Lecturers are not the only source of information conveyed. Lecturers not only teach knowledge transfer, but also be able to learn from the students. Lecturers not instructors who give orders or direct students, but learning partner to enable the student does not hesitate to argue, ask questions, or exchange ideas with a lecturer. The learning process by utilizing information and communication technology is to facilitate the guidance of a faculty lecture effectively. Lecturers provide maximum opportunity and create the conditions for students to develop their own ways of learning according to the characteristics, needs, talents, or interests. Lecture's role as a programmer, which is always creative and innovative produce a range of innovative work in the form of programs or hardware/software to be used for student learning.

The role of the student in learning not only the passive object that receives information from the professors, but more active, creative, and participatory in the learning process. Students are not only given the facts or revealing back information it receives from professors, but able to produce or find a variety of information or knowledge. Learning activities do students not only individuals, but also learning cooperatively in groups with other students. So natural that the quality of lecturers who can meet the demands as above, so the determinant of the success of distance learning programs. Lecturer in human resources is a college that has a central role in all activities and strategic in college (Direktorat Pendidik dan Tenaga Kependidikan Direktorat Jenderal Pendidikan Tinggi Kementerian Pendidikan Nasional, 2011). So natural that qualified lecturers to be one of the critical success BEITP. What more devices with sufficient learning in distance learning system is.

**End Note**

Performance BEITP-ICT based in undergraduate pass bachelor degree are at high level. The high performance is determined by three factors, namely: the course content, lecture's qualifications, and learning tools; this gives the effect of a variable 60.40% - 83.30%. 5 other variables, namely: curriculum, teaching and learning, facilities and infrastructure, assessment and program managers do not influence the success of BEITP-

ICT based program in bachelor degree graduated, therefore, the development of distance learning institutions should focus on the lecturer, cource content and learning tools.

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