

Evaluation of Dormitory-Based Pre-Service Teacher Education Program and Improvement of Personality Competence

Budi Wibawanta^{1,*}, Zulfiati Syahrial²

¹Economics Education, Pelita Harapan University, Tangerang, Indonesia

²Educational Technology, State University of Jakarta, Jakarta, Indonesia

*Corresponding author: budi.wibawanta@uph.edu

Abstract Implementation of boarding school system is based on the consideration to achieve the goal of more holistic education, so as to produce graduates who not only excel in academic but also personality or character. The boarding system as an integral part of pre-service teacher education process serves as a vehicle for character formation, the cultivation of religious moral values, and academic enrichment. The focus of this research is on the product aspect, which is to measure, interpret, and evaluate the result of the dormitory program for students of UPH Faculty of Education in improving the teacher's competence in the field of character and personality. By using the model of CIPP program evaluation, the research results showed that the dormitory program from 2013-2015 was quite satisfactory in shaping the personality of pre-service teachers. Pre-service teachers and alumni of UPH Faculty of Education from the class of 2013-2015 opined and have found that dormitory program was very helpful in training the implementation of discipline, responsibility, independence, and thoughtfulness both during the time they were still students and when they have become teachers in their own classroom paying attention to each student, responding to students' mistakes, and even addressing issues faced with fellow co-workers. If it is seen from the attitude of students expected from the dormitory program, which are the thoughtfulness and responsibility of the students that are in the good category, then this is in line with the result of personality competence of teachers who are alumni of Pelita Harapan University – Faculty of Education.

Keywords: *teacher education, boarding system, personality competence*

Cite This Article: Budi Wibawanta, and Zulfiati Syahrial, "Evaluation of Dormitory-Based Pre-Service Teacher Education Program and Improvement of Personality Competence." *Journal of Business and Management Sciences*, vol. 5, no. 4 (2017): 125-128. doi: 10.12691/jbms-5-4-3.

1. Introduction

The quality and quantity of good teachers are two of the main problems faced from time to time. Several breakthrough programs have been carried out by government and community through programs and movements executed. These programs and movements are expected to overcome and help improve teachers' competence. Identified from Indonesia education condition in general, Pelita Harapan University has started a teacher education program that trains teachers so that they have an understanding of the real meaning of education. The transformation of the education system in Indonesia must begin with the availability of holistic teachers in both thought and behavior. Teachers must first be developed holistically to understand their true identity, morality, and their life purpose. Therefore, Pelita Harapan University develops an education program with boarding school, which is different and unique in the context of education in Indonesia.

Dormitory-based teacher education program is expected to bring students to a holistic vision, so it may enable

them to teach in different schools throughout Indonesia with a holistic perspective. Through the dormitory-based teacher education program, it is expected to be able to produce teachers with competencies that include mastery of methods, developing ways of teaching that are integrated with knowledge, focusing on the whole development of the community, within the context of Indonesian culture. Besides, it is also expected to produce teachers who pay attention to aspects of spiritual, moral, character while also maintaining the mastery of knowledge.

Although Pelita Harapan University has implemented a dormitory-based teacher education program since 2009, there has never been any attempts done to comprehensively evaluate the program, particularly the impacts on candidate students in terms of personality competence. Through evaluating the program, the advantages and disadvantages of a dormitory-based teacher education program at the Faculty of Education, Pelita Harapan University, can be identified – including obstacles or constraints faced in its implementation. Furthermore, in the future, some strategic plans that support the quality improvement of the program to better can be prepared and implemented.

2. Literature Review

2.1. Program Evaluation

In (1) Wholey cited that program evaluation is the application of systematic methods to answer questions about program implementation and its outcome. This includes monitoring of the program also studying of program processes or program impacts [1].

In (2) Furthermore, Kirkpatrick and Kirkpatrick wrote that the purpose of program evaluation is to determine the effectiveness of the training program [2].

In (3) Fetterman and Wandersman added that an evaluation approach aims to increase the probability of achieving program success by providing program stakeholders with tools for assessing the planning, implementation, and self-evaluation of their program, and mainstreaming evaluation as part of the planning and management of the program/organization [3].

It can be concluded that program evaluation is a systematic process for collecting, describing, interpreting and presenting information about the implementation of program designs that have been arranged, which then the information is used to determine the right alternative or choice in making a decision.

2.2. CIPP Model

In (4) Stufflebeam and Corynthe recorded that model provides direction for assessing the context (in terms of a company's need for correction or improvement); inputs (strategies, operational plans, resources, and agreements to proceed with the necessary interventions); process (implementation of interventions and costs); and product (positive and negative results of the attempt) [4].

In (5) CIPP evaluation model has the potential to move in the areas of formative and summative evaluation or in assisting with improvements during the program, as well as providing final information when the program ends [5].

The CIPP program evaluation model is very appropriate to be implemented because it does not only examine results or products but even the planning, implementation, and process.

2.3. Teachers' Competence

In (6) Reiser and Dempsey stated that competence is the quality of being competent, as having a suitable or sufficient skill, knowledge, experience or being qualified to perform a task [6].

In (7) Swennen added that more and more teachers are expected to contribute to the management of learning processes in the classroom, the development of the whole school as a *learning community*, and the connections with the local community and the wider world [7].

In (8) Hammond also emphasized that programs embedded in terms of key dispositional attitudes and behaviors that are enabled and monitored in repeated structured experiences [8].

From those opinions, it can be concluded that personality competence is a personal ability that reflects a steady, stable, mature, wise and authoritative personality, a role model for learners, and noble characters.

3. Methodology

3.1. Research Subject

The subjects of this research are 170 alumni of Pelita Harapan University – Faculty of Education, 450 pre-service teachers of Pelita Harapan University – Faculty of Education, 100 dormitory (boarding school) supervisors, dormitory parents, as well as dean of Pelita Harapan University – Faculty of Education.

3.2. Data Type

This research used primary data, secondary data, quantitative, and qualitative data.

3.3. Data Collection Technique

This study used the instrument of interview guidelines, questionnaires, and documentation studies.

3.4. Data Analysis Technique

The data collected through documentation studies, interviews, and questionnaires were analyzed descriptively qualitatively.

3.5. Evaluation Aspect

Table 1. CIPP Evaluation Aspect

No.	Component	Aspect
1	Context	Vision, Mission, Aims and Goals of the Program
		University Policy
2	Input	Curriculum (Ways of Parenting)
		Resources (Dormitory Parents)
3	Process	Dormitory Policy
		Pastoral Care)
4	Product	Regulations Implementation
		Personality Competence

4. Result

4.1. Context

Pelita Harapan University – Faculty of Education applies a balanced education system between physical, spiritual, also intellectual needs. Prospective teachers are developed holistically to understand their true identity, morality, and life purpose. It is thus expected to produce teachers with competencies that include mastery of methods, ability to develop an integrated way of teaching with knowledge, ability to focus on the holistic development of the community, within the context of Indonesian culture.

4.2. Input

The dormitory program or curriculum aims to improve students' ability in spiritual, emotional, physical, intellectual, and social aspects. In a dormitory program or curriculum, a well-planned, regular, and systematic mentoring program is the main care. Two programs from the five dormitory programs are about the process of

mentoring the dormitory's stakeholders. Pastoral Care and Community Building program seek to establish good relationships or communication between dormitory's stakeholders and students. Reflection activities are carried out every day in each room led by the room's supervisor before bedtime at night. The pastoral care program involves room-visits by dormitory parents aimed to get to know the condition of the rooms, the room's culture, and the interactions among the members of the room.

4.3. Process

Dormitory infrastructure facilities are well utilized by the students. The division of the rooms, bathrooms, laundry rooms, health center, internet sources, and meal services are well utilized by students.

The categories of scores obtained are as follows:

4,5 - 5 = very good

3,5 - 4,4 = good

2,5 - 3,4 = average

1,5 - 2,4 = bad

0 - 1,4 = very bad

No	Criteria	Average
1	Accommodation facilities (rooms, entertainment, internet, sports)	3,2
2	Supporting facilities for learning activities (internet, study room)	3,4
3	The roles and duties of dormitory parents and dormitory supervisors	3,7
4	Character guidance or mentoring by dormitory stakeholders	3,9
5	Implementation of Dormitory Regulations	4,2

The dormitory stakeholders are responsible for contributing to spiritual growth, academic success, as well as maturity and personality development for every student in the dormitory. The dormitory staffs play a role as *in loco parentis* and thrive to create a loving and supportive family.

The involvement of the dormitory stakeholders in training the students in developing the character is in the good category (score 4). Dormitory supervisors are in the good category in terms of identifying potential problems and giving appropriate interventions in a conflict before they are confronted with larger problems or conflicts. Supervisors discuss issues that arise among students and make decisions that have been discussed together.

Implementation of dormitory rules related to consequences and firm actions in making decisions for students who violate the regulations is considered good.

Aspects of process evaluation that include the use of dormitory facilities, the process of parenting in the field of character and academic, implementation of programs and rules of the dormitory go in accordance with the plans agreed before. Students as participants of the program have gained and may take advantage of dormitory facilities, both the private and public spaces. Implementation of parenting programs and regulations in the dormitory are also in the good category. Things that need improving in the process evaluation aspects are dormitory room capacity, study room, access to drinking water, parenting, and student development assessment instruments.

4.4. Product

No	Statement	Average
1	Discipline	4,3
2	Responsibility	3,9
3	Students Relations	4,0
4	Thoughtfulness	3,9

Based on the data above, it can be concluded that the dormitory program from the 2013-2015 has been quite good in forming students personality of prospective teachers. Alumni of Pelita Harapan University – Faculty of Education – that have become teachers from 2013-2015 – have found that dormitory programs are very helpful in training the implementation of discipline in the classroom, paying attention to each student, addressing the students' mistakes, and addressing conflicts that happen with fellow co-workers. If it is seen from the attitude and characters of students expected from the dormitory program, which is the thoughtfulness and responsibility of the students that are in the good categories, then this is in line with the results of personality competence of teachers who are alumni of Pelita Harapan University – Faculty of Education.

In product evaluation criteria based on students' opinions, dormitory supervisors, alumni, and document study conducted, it can be concluded that there is impact seen and experienced by students and alumni of Pelita Harapan University – Faculty of Education. The dormitory-based teacher education program supports student achievement, both in characters and in preparing students to become a teacher with good personality competence mastery.

5. Conclusion and Recommendation

5.1. Conclusion

Based on the analysis of evaluation results that have been described before, it can be concluded that dormitory-based pre-service teacher education program is quite good or satisfactory, especially in improving the students personality competence. Dormitory programs are very effective and can be continued with improvements in some aspects to be able to provide more optimal benefits.

5.2. Recommendation

Recommendations that need to be considered by program managers and leaders based on the criteria or aspects of evaluation are as follows:

- Synchronization between vision, mission, and goals of the Faculty of Education and dormitory
- Ideal dormitory-room capacity is for 8-10 people in each room to be more effective in building relationships and as a venue for students to train themselves to build interpersonal relationships by getting to know their roommates.
- There needs to be an instrument for appraisal given when students start entering the dormitory in the first year until their last year to see if there is an improvement in their maturity, spirituality, and several other aspects.

References

- [1] Wholey, Joseph S. Harry P. Hatry dan Kathryn E. Newcomer, *Handbook of Practical Program Evaluation*, John Wiley & Sons, Inc, San Francisc, 2011, 5-6.
- [2] Donald L Kirkpatrick dan James D Kirkpatrick, *Evaluating Training Programs:The Four Level*, Berrett-Koehler Publishers, Inc., San Francisco, 2006, 3.
- [3] David M. Fetterman and Abraham Wandersman, *Empowerment Evaluation Principles in Practice*, The Guilford Press, New York, 2005, 28.
- [4] Daniel L. Stufflebeam dan Chris L. S. Coryn, *Evaluation Theory, Model and Application* Jossey-Bass, San Francisco, 2014, 326.
- [5] Daniel L. Stufflebeam dan Chris L. S. Coryn, *op.cit*, h. 332.
- [6] Robert A Reiser dan John V Dempsey, *Trend and Issues in Instructional Design and Technology*, Pearson Education , New Jersey, 2007, 272.
- [7] Anja Swennen dan Marcel van der Klink, *Becoming a Teacher Educator Theory and Practice for Teacher Educators*, Springer, Amsterdam, 2009, 20.
- [8] Hammond, Linda Darling. *Preparing Teachers for A Changing World, What Teachers Should Learn and Be Able To Do*, Jossey Bass, SanFrancisco, 2004, 393.