

# **Improvement Of Evaluation Of Educational Program By Educational Development In The Border Region Through Focus Group Discussion (FGD) Activity**

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# IMPROVEMENT OF EVALUATION OF EDUCATIONAL PROGRAM BY EDUCATIONAL DEVELOPMENT IN THE BORDER REGION THROUGH FOCUS GROUP DISCUSSION (FGD) ACTIVITY

**Abstract**-Problems related to educational programs in the border areas of East Kalimantan province and North Kalimantan, one of which lies in the evaluation of educational programs. So far, the evaluation of education programs has not been effective because the manager of education programs in this case the district education office has not had good ability in planning and implementing the evaluation of education programs. The objective of the study is to improve the capacity of the education office in terms of evaluation of education programs through FGD activities. Quantitative descriptive research method, conducted by pre-test and after (post test) conducted FGD circulated a list of questions related to the planning and implementation of the evaluation of educational programs. Pre test is aimed to know the ability before Focus Group Discussion (FGD) and postes aims to know the ability after Focus Group Discussion (FGD). The subject matter of Focus Group Discussion (FGD) is the planning and evaluation of the education program. Research location of Nunukan Regency of North Borneo, and East Kutai district of East Kalimantan. Research sample 10 representatives of Nunukan district education office, 10 representatives of west kutai district office. Descriptive quantitative data analysis by categorizing the ability of the education office to evaluate the education program into the category of less, enough, good and very good. The result of this research is the improvement of education department ability in evaluation of education program after FGD activity which is good category on the lower stretch and enough categories on the lower stretch. Based on the results of the study it is recommended that after FGD activities need to be continued with facilitation or training activities based on the 6 stages of evaluation of educational programs.

**Keywords:** evaluation ability, education program, education office, focus group discussions.

## Introduction

The provinces of East Kalimantan and the province of North Kalimantan have districts directly adjacent to neighboring Malaysia and the Philippines. East Kalimantan Province's districts which borders directly with neighboring Malaysia are West Kutai and Mahakam Ulu. The province of North Kalimantan, which borders on the neighboring countries of Malaysia and the Philippines is Nunukan and Regency which borders neighboring Malaysia is Malinau District. The two provinces were formerly a province of East Kalimantan Province, but since 2012 East Kalimantan province has been divided into two provinces namely East Kalimantan province with North Kalimantan Province. The same thing happened to Kutai Barat district since 2014 has been divided into two districts namely Kutai Barat and Mahakam Ulu districts.

Border districts in these two provinces prior to the split and after expansion continue to experience problems in the field of education. Education managers in Indonesia at the provincial and district levels are the provincial and district level education offices. District education offices, especially the sample of this study, education offices in the two border districts of West Kutai and Nunukan districts, there are problems with basic and secondary education management standards. In Indonesia there are 8 national standards of primary and secondary education. 8 national standards of primary and

secondary education in Indonesia one of them is standart 7 is the national standard of management of primary and secondary education.

National standards of management of basic and intermediate education are included that the scope of this standard is 1. the planning of education programs including the vision, mission, objectives, work plan, 2. the implementation of educational work programs that refer to the work program planning, 3. Monitoring and evaluation program work done from the planning and implementation of the program. One of the problems faced by education managers in both border districts namely West Kutai district of East Kalimantan province and Nunukan district of North Kalimantan province is on the evaluation of educational programs.

The problems faced by educational managers namely education offices in two districts in the border areas related to the evaluation of education programs occur from the planning stage, the implementation stage and the next phase of the evaluation results. One of the indications of problems related to evaluation planning is the education office in the two border districts namely the western Kutai district and the district of East Kutai has never made an evaluation plan for the education program because it is directly conducting the evaluation using the evaluation format from the central level or borrowing the district evaluation format others in Indonesia.

Due to problems in the phase of educational programs evaluation planning there is a problem in the implementation phase of education evaluation programs, because the implementation of educational evaluation programs is not based on educational programs that occur in the two districts of this border region. In the follow-up phase, there was a discrepancy between the problems that occurred with the follow-up of planned education programs and those implemented by education managers ie the education offices of the district of Kutai Barat and the education offices of Nunukan district in the border areas of East Kalimantan and North Kalimantan provinces.

The problem of educational evaluation program that happened to education manager in border area of East Kalimantan Province and North Kalimantan namely education office of West Kutai and Nunukan Regency indicate that one of national education standart namely standart 7 is national standart management of primary and secondary education has not been measured and in accordance with standards, whereas the national standard of primary and secondary education is made to ensure that education in Indonesia is measurable and in accordance with certain standards that have been made and enforced. With the standardization, the measurement aspect can be used to measure and give feedback to national education policy makers in Indonesia. Indonesia has a BSNP or National Education Standards Agency which ensures that all matters relating to primary and secondary education in Indonesia are in line with the prevailing standards. (Permendikbud, 2013)

Based on the problems that happened to the education manager that is the education office of West Kutai district located in the border area of East Kalimantan province, the education office of Nunukan district in the border area of North Kalimantan province, this study aims to improve the evaluation ability of the education program for the education manager, education of Kutai Barat district and Nunukan district education office through focus grou discussion (FGD) activities. It is important to improve the evaluation capabilities of education programs in border areas because the border areas have their own problems not shared by other districts in Indonesia.

One of the characteristics of educational problems in border area is the lag of competence of learners when compared with competent learners in other cities and districts in Indonesia, especially when compared with neighboring countries namely Malaysia and Philipines. The competence of the learners is knowledge and skills related competency, so that graduates in the two districts in this border region have difficulties to continue to the level of further education ie universities outside the two districts within the territory of Indonesia and outside Indonesia that directly borders malaysia and philiphines.

Currently, government programs in the education sector are focused on border areas, so it is important to implement efforts to support the government's objective of improving the quality of education in border areas, since border areas are strategic areas for national security defense and the unity of the republic of Indonesia. The Government of Indonesia realizes that the aspect of education is the main foundation in creating quality Indonesian human beings, so that have competitiveness with other nations and also participate in advancing the civilization of the world.

### **Problems of the research**

Based on the background of problems, the focus of problems in improving the ability of evaluation of educational programs by education managers ie education offices in two districts in the border areas in the province of East Kalimantan and North Kalimantan are:

1. What is the result of the ability of border area education program managers in the education sector to evaluate education programs in Kutai Barat and Nunukan districts prior to FGD (pre test) activities?
2. What is the result of the ability of border area education program managers in the education office to evaluate education programs in Kutai Barat and Nunukan districts after the FGD (post test) activity?

### **The Methods and Instruments of the Research**

The research method used is descriptive quantitative research method by using research instrument about essay which completed with assessment rubric. The instrument of essay to know the ability of education management related to the evaluation of education program refers to the 6 stages of evaluation of educational program, namely the preparation phase of the evaluation of education program, the evaluation phase of the education program, the evaluation stage of the education program, the analysis phase of the evaluation of education program, the results of the evaluation of the education program and the reporting stage of the evaluation of the education program.

### **Preparation phase of evaluation of education program**

The stages of preparation for the evaluation of educational programs include the following stages: formulating the objectives to be achieved, making the grids, making the instrument grids, editing instruments, instruments that have been compiled in need of validation, can be done by sampling method, some things need to be equated : program objectives, evaluation objectives, program success criteria, generalization areas, sampling techniques, activity schedules

### **Implementation Phase**

The Implementation Phase of the program evaluation includes the skills related to the tools used for program evaluation such as tests, interviews and others.

### **Monitoring Phase (Implementation) evaluation of education programs**

Monitoring the implementation of the evaluation serves to determine the suitability of implementation with the program plan. The target of monitoring is how the implementation of the program can be expected / has been in accordance with the program plan, whether positive or negative impact. Among other techniques and monitoring tools are: observation techniques, interviewing techniques etc.

### **Phase analysis of education evaluation program**

The data of the evaluation program in the second division is quantitative and qualitative data, with both types then the data is processed. The first type is related to statistics whereas the second is the opposite or nonstatistika. In analyzing and processing quantitative data should be done with tabulation data. Tabulation is a coding sheet to facilitate researchers in processing and analyzing data. Because it is easier to understand tabulation than the long narrative description form.

Quantitative data analysis can be done in two ways, First. Descriptive statistics is a data processing technique whose purpose is to describe and analyze data groups without making or drawing conclusions on the observed population. second, inferential statistics include methods relating to partial data analysis performed to predict and draw conclusions on the data and will apply to the entire cluster or parent of the data. these statistics are also called parametric statistics valid for interval or rational data if the data is normal. and if the data is not normal and shaped ordinal or nominal, then the type of statistics used is nonparametric statistics.

Not all data in the form of fields of symbols that can be quantified and calculated mathematically. There are times when the abstract data can not be manipulated into numerical so that this type of data can only be done by qualitative analysis.

Activities in analyzing qualitative data can be through the following stages: by reducing / weeding data, displaying data, interpreting data, concluding and verifying, improving the validity of results, narrative

analysis results. data processing will be easier by using computer help so the result will be. obtained faster.

### **The Phase of drawing up conclusions and formulation of program evaluation recommendation**

Conclusion is something that is at the core of a series of information or a presentation that states the status of the program being evaluated. The conclusion is in the form of a qualitative statement sentence that indicates the state or nature of something so that in the motion of the program activities can quickly be known where its position. The conclusions are very important and the content of the formulation to continue to be a recommendation. Recommendations are prepared after conclusions are made. Things that need to be considered in making recommendations, namely the need to look closely at the reasons proposed by respondents about efforts to improve the quality of programs evaluated in the future.

### **The Phase of Developing program evaluation report**

Preparing an evaluation report is the final activity of the program evaluation. The evaluation report is prepared in writing and can be published. In general, the program evaluation report consists of four main issues, namely: problem, evaluation methodology, evaluation result and conclusion of evaluation result. Evaluation reports are like research reports, some use quantitative approaches, and some use qualitative approaches. The evaluation report using a quantitative approach is generally composed of five or six chapters, namely: introduction, literature discussion, evaluation methodology, evaluation and discussion results (evaluation results, discussion), as well as conclusions and recommendations.

The evaluation report using a qualitative approach is generally composed of several chapters and sub chapters that can be identified into three main sections, namely: introduction, core discussion and conclusions. In summary, the results of the evaluation report are expected to be summarized, solid, clear and at least contain the following: executive summary, introduction, literature review, components in the evaluation methodology, evaluation results, conclusions and recommendations. (Suharsimi Arikunto, 2012)

### **Implementation Procedures and FGD Materials**

Implementation procedures and FGD materials. FGD implementation procedure begins with pre test before FGD activity using essay problem with indicator of 6 stages of evaluation of education program, followed by FGD activity and ended with post test activity with same problem with pre test. The FGD material is related to the six stages of evaluation, namely the preparation stage of the evaluation of the education program, the evaluation phase of the education program, the monitoring phase of the evaluation of the education program, the evaluation phase of the education program evaluation, the concluding phase and the formulation of the evaluation recommendation of the education program and the stage of preparing the program evaluation report education Analisis Data, Sampel dan Lokasi Penelitian

Data analysis using the category of ability is very less if the results of the value of managers are in the range of values 0 to 25. Category less ability if the value of managers are in the range 26 to 59. Category ability enough if the value of managers are in the range of 60 to 69. Category good ability if the value of the manager is in the range of 70 to 79. The category of ability is very good if the value of the manager is in the range of 80 to 100. Determination of value using a range of 10 to 100.

Sample study of 10 representatives of West Kutai district education office managers consisting of 9 men and 1 women, and 10 representatives of district education office managers Nunukan consisting of 2 women and 8 men. The sampling technique used purposive sampling in accordance with the objectives for the basic and secondary education management standards, so that the sample research comes from the manager of the education department of primary and secondary education.

Location research office of education office of West Kutai district in Barong tongkok. Location research office of Nunukan education office in Nunukan. Data analysis of research result using descriptive quantitative data analysis with capability category is very less, less, good enough, good and very good in the form of table with quantity of number of samples in each capability category based on

pre test result conducted FGD and post test result after FGD . The next step is to make meaning through description in the discussion section

### Results and Discussion

The results of the study related to the ability of education managers namely the education offices of the district of West Kutai and Nunukan district in the preparation phase of the evaluation of education programs in the border areas before and after the FGD was put into table 1.

**Table 1. Pretest and Postest Outcomes Phase Preparation for evaluation of border area education program.**

No	Indicator	Capability Category										Capability Category									
		Kutai barat										Nunukan									
		VL		L		E		G		ET		VL		L		E		G		ET	
PT1	PT2	PT1	PT2	PT1	PT2	PT1	PT2	PT1	PT2	PT1	PT2	PT1	PT2	PT1	PT2	PT1	PT2	PT1	PT2		
1	Formulate access goals	6		5				14		2		5		4		3		1			
2	Make a grid	6		5				14		2		5		4		3		1			
3	Make instrument items	6		5				14		2		5		4		3		1			
4	Editing instrument	6		5				14		2		5		4		3		1			
5	Instrument Validation by sampling method	6		5				14		2		5		4		3		1			
6	Naming program objectives, evaluation objectives, program success criteria, generalization areas, sampling techniques, activity schedules	6		5				14		2		5		4		3		1			

Information:

VL =Very less

G = Good

PT2=Post Test

L = Less

ET= Exelent

E = Enough

PT1 = Pre Test

The results of the study related to the ability of education managers namely the education offices of the district of West Kutai and Nunukan district during the evaluation phase of educational programs in the border areas before and after the FGD was put into table 2.

**Table 2. Pretest and Postest Outcomes Implementation phase of education program evaluation of border areas.**

No	Indicator	Capability Category										Capability Category									
		Kutai barat										Nunukan									
		VL		L		E		G		ET		VL		L		E		G		ET	
PT1	PT2	PT1	PT2	PT1	PT2	PT1	PT2	PT1	PT2	PT1	PT2	PT1	PT2	PT1	PT2	PT1	PT2	PT1	PT2		
1	Test program evaluation tool	7		5		6		8		6		2		3		3					
2	Interview	7		5		6		8		6		2		3		3					

Information:

VL =Very less

G = Good

PT2=Post Test

L = Less

ET= Exelent

E = Enough

PT1 = Pre Test

The results of the study related to the ability of education managers namely the education offices of West Kutai and Nunukan districts during the monitoring phase of the evaluation of education programs in the border areas before and after the FGD was put into table 3

**Table 3. Pretest and postes results Monitoring phase of border area education evaluation program.**

No	Indicator	Capability Category										Capability Category									
		Kutai barat										Nunukan									
		VL		L		E		G		ET		VL		L		E		G		ET	
PT1	PT2	PT1	PT2	PT1	PT2	PT1	PT2	PT1	PT2	PT1	PT2	PT1	PT2	PT1	PT2	PT1	PT2	PT1	PT2		
1	Observation technique	8		6		8		5		4		2		4		3					
2	Interview technique	8		6		8		5		4		2		4		3					

Information:

VL =Very less                      G = Good                      PT2=Post Test  
L = Less                              ET= Exelent  
E = Enough                          PT1 = Pre Test

The results of research related to the ability of education managers namely the education offices of West Kutai and Nunukan districts in the analysis phase of the education program evaluation data in the border areas before and after the FGD was put into table 4.

**Table 4. Pre and posttest results Phase analysis of evaluation data of border area education program.**

No	Indicator	Capability Category										Capability Category									
		Kutai barat										Nunukan									
		VL		L		E		G		ET		VL		L		E		G		ET	
PT1	PT2	PT1	PT2	PT1	PT2	PT1	PT2	PT1	PT2	PT1	PT2	PT1	PT2	PT1	PT2	PT1	PT2	PT1	PT2		
1	Reduce / weed the data	8		3		7		3		6		3		7		3					
2	Display data	8		3		7		3		6		3		7		3					
3	Interpret the data	8		3		7		3		6		3		7		3					
4	Conclude and verify	8		3		7		3		6		3		7		3					
5	Improve the validity of results	8		3		7		3		6		3		7		3					
6	Narrative analysis results	8		3		7		3		6		3		7		3					

Information:  
VL =Very less                      G = Good                      PT2=Post Test  
L = Less                              ET= Exelent  
E = Enough                          PT1 = Pre Test

The results of the study related to the ability of education managers namely the education offices of West Kutai and Nunukan districts in the compilation stage and formulation of recommendation evaluation of educational programs in the border areas before and after the FGD was put into table 5.

**Table 5. Phase of formulating and formulating recommendations for evaluation of border area education programs.**

No	Indicator	Capability Category										Capability Category									
		Kutai barat										Nunukan									
		VL		L		E		G		ET		VL		L		E		G		ET	
PT1	PT2	PT1	PT2	PT1	PT2	PT1	PT2	PT1	PT2	PT1	PT2	PT1	PT2	PT1	PT2	PT1	PT2	PT1	PT2		
1	The conclusion is a qualitative statement	8		4		8		5		4		4		3		3					
2	Recommendations need to consider the respondent's suggestions and refer to the conclusions	8		4		8		5		4		4		3		3					

Information:  
VL =Very less                      G = Good                      PT2=Post Test  
L = Less                              ET= Exelent  
E = Enough                          PT1 = Pre Test

The results of the study related to the ability of education managers namely the education offices of the district of West Kutai and Nunukan district in the stage of preparing the evaluation report of educational programs in the border areas before and after the FGD was put into table 6.

**Table 6. Phase of preparing the evaluation report of border area education program.**

No	Indicator	Capability Category										Capability Category									
		Kutai barat										Nunukan									
		VL		L		E		G		ET		VL		L		E		G		ET	
PT1	PT2	PT1	PT2	PT1	PT2	PT1	PT2	PT1	PT2	PT1	PT2	PT1	PT2	PT1	PT2	PT1	PT2	PT1	PT2		
1	Executive Summary	9		4		9		3						6		2					
2	Background	9		4		9		3						6		2					
3	Library Studies	9		4		9		3						6		2					

4	Components In Evaluation Methodology	9	4	9	3	6	2
5	Evaluation result	9	4	9	3	6	2
6	Narration Results Analysis	9	4	9	3	6	2
7	Conclusions and Recommendations	9	4	9	3	6	2
8	Bibliography	9	4	9	3	6	2

Information:

VL =Very less

L = Less

E = Enough

G = Good

ET= Exelent

PT1 = Pre Test

PT2=Post Test

## Discussion

The results of the research in Table 1 show the categories of capability of the preparation stage of the evaluation of educational management program in the border areas of East Kalimantan and North Kalimantan provinces ie the education offices of the district of Kutai Barat and the education offices of the Nunukan regency, before the pre-test and after the post-FGD shows an increase but the increase that occurs when viewed quantitatively uneven because of 20 research samples after the FGD activity only 17 people who are able to be in good category, and no one reached in the category of very good ability and 3 people are in enough category with the lower value range is 63 to 65. Obtaining the value so that it falls into either category is in the range under the good category that is 70 to 73.

The results of this study indicate that there is need for intensive mentoring and training activities in education district managers in both border districts, as the ability to prepare for educational evaluation is crucial for the next stage in the evaluation of education programs. Intensive advisory and training activities for the preparation phase of the evaluation of educational programs are focused on formulating the objectives to be achieved, making grids, making instrument items, editing instruments, can be done by sampling method, some things need to be equated: program objectives, evaluation objectives , program success criteria, generalization area, sampling technique, activity schedule.

The results of the research in Table 2 show the categories of the ability to implement the evaluation of educational programs of education managers in the border areas of East Kalimantan and North Kalimantan provinces ie the education offices of the district of West Kutai and the education offices of the Nupukan kabupaten, before the pre test and after the FGD show there is an increase but the increase that occurs when viewed quantitatively uneven because of the 20 research samples after the FGD activities only 11 people who are able to be in good category, and no one reached in the category of very good ability and 9 people are in the category enough with a range the lower value is 60 to 63. Obtaining the value so that the entry in both categories are in the range under the good category that is 70 to 73.

The results of this study indicate that there is need for intensive mentoring and training activities in the education department managers in the two border districts, as the ability at the implementation stage of the evaluation of the education program is crucial for the next stage and depends on the preparation stage of the evaluation in the evaluation of the education program. Intensive mentoring and training activities for the evaluation phase of education programs are focused on test programs, interviews and others.

The results of the study in Table 3 show the categories of monitoring capabilities for the evaluation of educational education management programs in the border areas of East Kalimantan and North Kalimantan provinces, namely the education offices of the district of Kutai Barat and the education offices of Nunukan regency, before and after the post-FGD shows an increase but the increase that occurs when viewed quantitatively uneven because of 20 research samples after the FGD activity only 8 people who are able to be in good category, and no one reached in the category of very good ability and 12 people are in enough category with the lower value range is 60 to 62. Obtaining the value so that it falls into either category is in the range under the good category that is 70 to 73.

The results of this study indicate that there needs to be an intensive mentoring and training activity in the education department managers in the two border districts, as the ability to monitor the evaluation of the education program is crucial for the next stage and depends on the preparation stage of the evaluation in the evaluation of the education program. Intensive mentoring and training activities



for the monitoring phase of the evaluation of educational programs focused on observation techniques, interview techniques.

The results of the research in Table 4 show the categories of data analysis skills of educational management program evaluation in the border areas of East Kalimantan and North Kalimantan provinces ie the education offices of the district of Kutai Barat and the education offices of the Nunukan regency, before the pre test and after the post-FGD shows an increase, but the increase that occurs when viewed quantitatively uneven because of 20 research samples after the event FGD only 6 people who are able to be in good category, and no one reached in the category of very good ability and 14 people are in enough category with the lower value range is 60 to 62. Obtaining the value so that it falls into either category is in the range under the good category that is 70 to 73.

The results of this study indicate that there should be intensive facilitation and training activities for the education department managers in both border districts, as the ability to analyze the evaluation data of the education program is crucial for the next stage and depends on the preparation stage of the evaluation in the evaluation of the education program. Intensive advisory and training activities for the data analysis phase of education program evaluation focused on data reduction, data display, interpreting data, concluding and verifying, improving the validity of results, narrative analysis, interpreting data.

The results of the research in Table 5 show the categories of ability to draw conclusions and formulation of recommendations for evaluation of educational education management program in the border areas of East Kalimantan and North Kalimantan provinces ie the education offices of the district of Kutai Barat and the education offices of Nunukan kabupaten before pre-test and post- the FGD activities showed an increase but the increase that occurred when viewed quantitatively uneven because of 20 research samples after the FGD activity only 9 people who are able to be in good category, and no one reached in the category of excellent ability and 11 people are on category enough with the lower value range that is 60 to 61. Obtaining the value so that the entry in both categories are in the range under the good category that is 70 to 72.

The results of this study indicate that there needs to be an intensive mentoring and training activity in the education department managers in the two border districts, as the ability to formulate conclusions and formulation of recommendations for the evaluation of educational programs is crucial for the next stage and depends on the preparation stage of the evaluation in the evaluation of educational programs. Intensive advisory and training activities for the concluding phase and formulation of recommendations for the evaluation of educational programs focused Conclusions in the form of qualitative statement sentences and Recommendations need to consider the advice of respondents and refer to the conclusions.

The results of the study in Table 6 show the categories of ability to prepare evaluation report of education management program in the border area of East Kalimantan and North Kalimantan provinces ie the education office of the district of Kutai Barat and the education office of the Nunukan regency, before the pre test and after the post-FGD shows an increase but the increase that occurs when viewed quantitatively uneven because of 20 research samples after the FGD event only 5 people who are able to be in good category, and no one reached in the category of very good ability and 15 people are in enough category with the lower value range is 60 to 62. Obtaining the value so that it falls into either category is in the range under the good category that is 70 to 71.

The results of this study indicate that there is need for intensive mentoring and training activities in the education department managers in the two border districts, as the ability to prepare an evaluation report of the education program is crucial for the preparation stage in the evaluation of the continuing education program or other. Intensive advisory and training activities for the stage of drafting the evaluation report of the education program are focused on the executive summary, introduction, literature review, components in the evaluation methodology, evaluation results, conclusions and recommendations that last is the bibliography

The six stages used as an indicator in determining the ability of educational managers namely the education offices of the district of Kutai Barat and the education offices of the district of East Kutai in evaluating education programs in the border areas of East Kalimantan and North Kalimantan indicate that before the focus group event discussion, if averaged ability is in the category of very less 21, after held focus group discussion activity if averaged in the category enough in the value of 67. This result

shows that there is an increase in ability but the improvement of the capability is not enough to equip education managers in conducting the evaluation stage of education program.

The results of this study also shows that if the initial ability (pre test) is in the category is very less then the focuss group discussion has not been able to improve the manager's ability to achieve good and excellent category. Need further steps in following up these results through incentive or training advisory activities that focus on the evaluation stage of the program and produce the results of the program evaluation. Evaluation of the program aims to determine the objectives of the program has been implemented. Further evaluation of the program is used as a basis for carrying out follow-up activities or for making subsequent decisions. (Crows Nest: Allen & Unwin. Roswati. 2008, Wirawan. 2011).

Benefits of program evaluation may include termination of the program, revising the program, continuing the program, and disseminating the program. Program evaluators should be people who have competence that is capable, including ampu implement, meticulous, objective, patient and diligent, and carefully and responsibly. Evaluators can come from internal circles (evaluators and program implementers) and external circles (people outside program implementers but people related to program policies and implementation).

Program is a plan involving various units that contain activities and series of activities that must be done within a certain time to be implemented in the field. While the evaluation of the program aims to collect information regarding the implementation of the program used to conduct follow-up or decision-making activities. The problem often encountered in the educational system is the lack of effective evaluation due to the lack of reliable information about educational outcomes, educational practical, and its programs, the lack of a standard system for obtaining such information (Kirkpatrick, Donald, L. 2015, Kirkpatrick, Donald , L. and Kirkpatrick, James D. 2006).

The results of Ashiong P Munthe. 2015 shows the implementation of program evaluation is still problematic in the monitoring stage because only on the aspects of the evaluation of learning and not on the aspect of the program so there are still problems in the provision of facilities and infrastructure and funding activities. According to Gall, Gall and Borg (2007) "educational evaluation is the process of making judgments about the merit, value, or worth of educational. programs ". Can be interpreted that the evaluation of education is the process of making an assessment of the achievement, value, or value of educational programs. Stufflebeam and Shinkfield (2007) cite The Joint Committee's (1994) to define evaluation of "evaluation is the systematic assessment of the worth or merit of an object". In The Program Evaluation Standards written by Donald B. Yarbrough et al (2010). also cites the Joint Committee on Standards for Educational Evaluation (JCSEE, 1994) defined evaluation as the "systematic investigation of the worth or merit of an object". Can be interpreted that evaluation as "systematic investigation of the value or benefits of an object".

More over Donald B. Yarbrough dkk (2010) Said that: In the third edition, we expand the descriptive definition of program evaluation to include. the systematic investigation of the quality of programs, projects, subprograms, subprojects, and/or any of their components or elements, together or singly for purposes of decision making, judgments, conclusions, findings, new knowledge, organizational development, and capacity building in response to the needs of identified stakeholders leading to improvement and/or accountability in the users programs and systems ultimately contributing to organizational or social value.

Menurut Wirawan (2011) said that: "evaluation as a research to collect, analyze, and present useful information about the object of evaluation, evaluate it and compare it with the evaluation indicator and the result is used to make a decision on the object of evaluation ". Owen (2006) describes the evaluation findings that include evidence, conclusions, judgments, and recommendations, which can be interpreted as the meaning of the evaluation: Findings encompass the following: Evidence. the data and other information which has been collected during the evaluation. Conclusions. the synthesis of data and information. these are the meanings those involved in the evaluation make though the synthesis of data. this involves evaluators in data display, data reduction and verification processes. Judgments. placing value on conclusions. Criteria are applied to the conclusions stating that the program is 'good' or 'bad', or that the results are 'positive', 'in the direction desired', or 'below expectations'. Recommendations. these are suggested courses of action, advice to policy-makers, program managers or providers about what to do in the light of the evidence and conclusions.

Program evaluation can be summarized as a process of information retrieval, information discovery and the establishment of systematic information about the planning, values, objectives, benefits, effectiveness and conformity of things with predetermined criteria and objectives. Concerning the concept of assessment and evaluation, as quoted from Widoyoko that there are 3 terms that are often used in evaluation, namely test, measurement, and assessment. Mardapi in Widoyoko describes the test as one way to estimate the magnitude of a person's ability indirectly, ie through a person's response to stimuli or questions. Further Mardapi in Widoyoko, said that the test is one tool to make measurements, namely tools to collect information characteristics of an object. This object can be the ability of learners, attitudes, interests, and motivation. The testers' response to a number of questions illustrates the ability in a particular field.

Measurement is expressed as the process of assigning numbers to individuals or their characteristics according to certain rules (Ebel & Frisbie 1986 in Widiyoko). Allen & Yen in Widoyoko defines measurements as number assignments in a systematic way to state the individual state. Widoyoko himself concluded the measurement is the quantification or determination of the number of characteristics or individual circumstances according to certain rules. This individual state can be cognitive, affective and psychomotor abilities. Measurements have a broader concept than a test. We can measure the characteristics of an object without using tests, for example by observation, rating scale or other means of obtaining information in quantitative form.

### **Conclusion**

Based on the results of research and discussion can be concluded as follows:

1. Outcome of border education program manager capacity in evaluating education program in Kutai Barat and Nunukan districts prior to FGD activity (pre-test) is in very under category 0-25 and category with range 26-59.
2. Outcomes of border education program managers in education district in evaluating education programs in western Kutai and Nunukan districts after FGD activities (post-test) improved are located on a enough low-range cateori is 60-65 and good lower range of 70-73 .

### **Recommendation**

Based on the above conclusions, the recommendations of this study are: Focus Group Dissemination (FGD) results show improvement in good category but in the lower range. Thus, it is necessary to provide assistance and intensive training activities in the management of education offices in the border areas of East Kalimantan and North Kalimantan by focusing on the six stages of evaluation of education programs: preparation, implementation, implementation monitoring, analysis, conclusion and recommendation formulation, report preparation.

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