

Graduate Program Evaluation in the Area Leading Educational, Outlying and Backward

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Abstract

This study aimed to evaluate the Bachelor program Educating in the Regions Frontier, Outermost and Disadvantaged (SM-3T). The research location is at the Jakarta State University. The evaluation method used is Cippo consisting of components Context, Input, Process, Product and Outcomes. The method used is qualitative descriptive data analysis techniques to analyze data in any component Cippo obtained from interviews, observations, questionnaires, study documents and photos. RESULTS: (1) The policy is not the appropriate background, aims and objectives BC-3T whole aspect was appropriate; (2) The work program, educational qualifications of instructors and staff, facilities and infrastructure have met the standards, while not appropriate for the financing aspects; (3) Implementation of the implementation of preconditions and development programs in the field has not been entirely successful. Sub aspects of cooperation with other parties has not occurred; (4) the competence of the graduates of the program have to meet the standards; (5) impact felt by the participants of the program gives a lot of positive things, but there are also negative impacts felt by the participants.

Keywords: program evaluation, Cippo, SM-3T

INTRODUCTION

Education is paramount in promoting an area, as we know the area classified as outermost, and left behind. Education is the main road so that the regions can develop such 3T big cities in general. In general, the provision of education in the area 3T is the problem of educators that include a shortage of teachers, educators unequal distribution, qualifications educator sub-standard, poorly trained teachers, and the mismatch between educational qualifications to the field of teaching.

SM-3T program as one of the Forward Together Feeding Program Indonesia addressed to the Bachelor of Education who has not served as a teacher (PNS / GTY), to be assigned for one year in the area 3T. Program SM-3T is intended to help overcome the shortage of teachers, and prepare prospective teachers professional strong, independent, and have a caring attitude towards each other, and have a soul to educate the children of the nation, in order to move forward together to the Unitary State of the Republic of Indonesia is progressive and prosperous.

A good program is found to be spared from deprivation. By Winda Yulia, participants Teaching Degree Programme in Outermost Regions, Leading, and Disadvantaged (SM-3T), fall dragged from the stream in East Aceh, prompting the Ministry of Education and Culture to conduct an evaluation of the program to the entire procedure in SM- Program 3T, both of the selection process, training ketahanmalangan, until the placement, for the sake of future improvements (<http://www.kemdiknas.go.id/kemdikbud/berita/883>).

One of the organizers of the program LPTK SM-3T is the State University of Jakarta (UNJ). Institutions that point to a program executing program in UNJ SM-3T is the Institute for Educational Development (CSD) was held at the Teacher Certification Study Center and State University of Jakarta. The problems that arise in UNJ so it deserves to be the object of study is the small number of participants who enrolled in the program in UNJ BC-3T. This was disclosed by the rector UNJ Bedjo Sujanto, that interest-3T SM program originating from the campus in the urban enthusiasts. (<http://www.jpnn.com/read/2013/07/24/183346/Peminat-Sarjana-Mengajar-Kemendikbud-Sepi>).

The cause of it can come from a variety of factors and the need for an in-depth research to get these answers. Based on the need for a comprehensive study evaluating the SM-3T program is running in UNJ. The review is expected to be input to improve the effectiveness of the program.

The purpose of this study was to evaluate the Teaching Degree Program in the Regions Frontier, Outermost And Disadvantaged (SM-3T). In particular, this study aims to evaluate the components; (1) Context consisting of policy background, objectives and program goals SM-3T; (2) Input consisting of work programs, educators, staff, facilities, infrastructure and financing; (3) Component Process consisting of the process of education and community programs program SM-3T, (4) Components Product consisting of competencies graduates SM-3T, (5) Components Outcomes which consists of the impact of the implementation of the program is perceived by the participants after following SM-3T program.

CONCEPT OF PROGRAM EVALUATION

According to Daniel L. Stufflebeam, George F. Madaus and Thomas Kellaghan (2002: 64) "Evaluation is viewed as the process of determining something's merit and worth, with evaluations being the products of that process". Meanwhile, according to Alkin (1985: 11), Evaluation is an activity of systematically collecting, analyzing and

reporting information that can then be used to change attitudes or improve the operation of a project or program. According Boonchutima and Pinyopornpanich (2013) Evaluation is conducted to determine the value of certain information by comparing it to given criteria.

The purpose of the evaluation by Emil J. Posavac and Raymond G. Carey (1980: 8), namely (1) Fulfillment of accreditation requirements; (2) Accounting of funds; (3) Answering requests for information; (4) Making administrative decisions; (5) Assisting staff in development programs; (6) Learning about unintended effects.

Understanding program according to Mary Ann Scheirer in Joseph S. Wholey, Harry P. Hatry and Kathryn E. Newcomer (1994: 41) is the "program is a set of resources and activities directed toward one or the common goal". This opinion is corroborated by the Joint Committee, in Jody L. Fitzpatrick, James R. Sanders and Blaine R. Worthen (2012: 7) "The program is a term that can be defined in many ways, as is simply the activities that are provided on a continuing basis".

Definition of program evaluation according to Peter H. Rossi, Howard E. Freeman and Mark Lipsey (1999: 2), namely "The use of social research procedures to systematically investigate the effectiveness of social intervention programs that is adapted to reviews their political and organizational environments and designed to inform social action in ways that improve social conditions." Another opinion expressed by Durning & Hemmer (2010) in Ann W. Frye and Paul A. Hemmer (2012) evaluation program is about understanding the program through a routine, systematic, deliberate gathering of information to uncover and / or identify what contributes to the "success" of the program and what actions need to be taken in order to address the findings of the evaluation process.

Based on the opinion of the experts mentioned above, can be synthesized that program evaluation is a systematic and ongoing process to collect, describe, interpret and present the information to be used as a basis to make decisions, develop policies and preparing the next program.

Definition of program evaluation in the field of education have a slightly different definition. According ACGME (2010) in Ann W. Frye and Paul A. Hemmer (2012) evaluation of educational programs is the "systematic collection and analysis of information related to the design, implementation, and outcomes of a program, for the purpose of monitoring and improving the quality and effectiveness of the program.

This study uses the CIPP evaluation model in accordance with the results of Muhammad Hj. Ihsan (1997), While Rosnani Hashim and Mohd Sahari Nordin (1998) in Ghazali Darussalam (2010). In addition, according to Davidson (2005) in Dukhail Abdullah Al-Khathami (2012) CIPP program is a type of a "evaluation component" that determines the program's validity by disintegrating it into parts and then evaluating each part separately.

Model CIPP progression dominant product components. Daniel L. Stufflebeam and George F. Madaus; Thomas Kellaghan (2002: 297-298), et al "A product evaluation should assess intended and unintended outcomes and positive and negative outcomes. A product evaluation should gather and analyze stakeholders' judgments of the enterprise. "To be able to know the product quality of a program is necessary to measure the impact, both positive and negative perceived by the relevant parties including participants.

RESEARCH METHODS

This research was conducted at the Institute of Education Development, State University of Jakarta (LPP UNJ). As of the 2015 program has been implemented LPP UNJ SM-3T up to 5 generations. When the study was conducted from October 2014 through to March, 2016.

In this study, researchers used a qualitative approach with descriptive methods as the type of research that the findings are not obtained through statistical procedures or other forms of matter (Robert Bogdan and Steven J. Taylor: 1992, 21). Program evaluation model used in this study is a model Cippo. Model Cippo CIPP is a development of the model introduced by Stufflebeam (2007: 333) which consists of four components, namely context, input, process, and product. But the researchers added component in evaluating the impact of SM-3T program. Components of the impact (outcomes) by Bridgman & Davis in Badjuri and Yuwono (2002: 138) is the impact indicators focusing on the question of the impact received by the general public or the affected program.

The indicators on each component Cippo described as follows: (1) the context of the study Identifies and defines program goals and priorities by assessing needs, problems, assets, and opportunities relevant to the program (Ann W. Frye and Paul A. Hemmer, : 2012); (2) Input according to Abdi Mahshid Shahshahani, et al (2014) as follows: Inputs Contain various factors of the which the most important ones are academic members, students, curriculum, budgets, and educational facilities and equipments; (3) the process according to Stufflebeam (1971a) in Tokmak (2013) Process evaluation serves implementing decisions by monitoring project operations; (4) Product evaluation serves recycling decisions by Determining the degree to roomates objectives have been Achieved and by Determining the cause of the Obtained results.

Data collection techniques in evaluation research using Records, document, Surveys, Case studies and database analysis (Arundhati, Mishra, Vijayshri: 2009). The number of respondents who used the interview is 10 people consisting of SM-3T program leader, program participants and relevant officials. Questionnaires distributed some 47 pieces were distributed to program participants SM-3T.

RESULTS AND DISCUSSION

Component context (policy background, purpose, scope and objectives of the program).

First, the background of the policy: UNJ already implemented the Director General of Higher Education Decree No. 64 / DIKTI / Kep / 2011 and Kepmendiknas No. 126 / P / 2010 concerning Establishment LPTK Operator PPG for Teacher In Position. This can be seen in the policy set forth in the strategic plan 2006-2017 as LPTK UNJ and Decree rector of Jakarta State University No. 877 / SP / 2011 Updated by Rector Decree No. 862 / SP / 2014 is about UNJ as LPTK organizer Professional Education and teacher certification. While the provisions of the program are chosen from Jakarta State University as one of the organizers of the program LPTK SM-3T is based in laws, rules and regulations as follows: the Director General of Higher Education, Ministry of Education and Culture of the Republic of Indonesia No. 17g / DIKTI / Kep / 2013 Concerning Determination of university Operator Pilot Professional Teacher Education Program Prajabatan. With the advent of the rector decision letter is to be a cornerstone of the policy for UNJ be LPTK program implementers BC-3T.

If seen from the aspect of compatibility between the Law on Teachers and Lecturers (UUGD) with the implementation of the Program SM-3T researchers see there was a discrepancy. In accordance with the mandate UUGD 2005, professorship enhanced and justified the status of being Professions. Therefore, just as other professions such as doctors, psychologists, and so the teacher is required to have a professional certificate. In UUGD also mentioned that teachers who have been appointed (in-service teacher as of December 30, 2005) must be certified and must have held a teaching certificate no later than 10 years since UUGD enacted. Disebutkan also teachers who will be appointed after that (starting December 31, 2006) must have been certified educator obtained through professional education of teachers (PPG).

BC-3T pattern for the assignment of teachers like so far implemented (class I-V) is not considered appropriate for a teacher who posted yet meet the standards of the profession as mandated by UUGD should graduate PPG or certified educator can only be appointed or assigned as a teacher.

Second, the purpose of the program. UNJ has the objective to overcome the problems of shortage of educators, community service and preparing prospective teachers before attending PPG. This data is contained in the Strategic Plan 2006-2017 UNJ. Meanwhile, as for the purpose of the program SM-3T are as follows: (1) Addressing the problems of education, especially shortage of educators, (2) Devotion to undergraduate education, forming a professional attitude, love of the homeland, to defend the country, caring, empathy, skillful solve education problems and is responsible for the progress of the nation, and has a soul ketahananmalangan in developing education, (3) Preparing candidates for professional educators before joining the professional Teacher Education Program (PPG). After comparing the data findings and program objectives BC-3T means UNJ goal as LPTK organizer with the program objectives aligned SM-3T.

Third, the scope of the program. Mission UNJ set out in the Strategic Plan 2006-2017 and the mission UNJ LPP provides information that graduated UNJ be individuals who mastered the learning at any educational institution, the activities to create innovative, extracurricular activities, staff and community empowerment. While the scope of the program SM-3T, namely (1) Carry out the duties of learning in the educational unit that carried out at the schools concerned and in accordance with the areas of expertise and demanding conditions local culture, (2) Encouraging innovation activities of teaching in schools, (3) Conducting extracurricular and OSIS, (4) Assist the tasks associated with the management of education in schools, (3) Perform the task of social and community development to support the development of educational and cultural programs. In sub aspect here may also occur in common scope of the program with the mission UNJ and LPP as program implementers.

Fourth, the program targets. Islands District Bintan (Riau Islands Province) as many as 11 participants. NTT Province in Kupang regency as many as 20, and in East Flores 10 participants. Talaud District (North Sulawesi) as many as 13 participants. In West Papua province in Biak regency as many as 14 participants, Tamraw District 7 participants, Raja Ampat 9 participants and Fakfak 12 participants.

When compared with the target of the program SM-3T is 5 provinces included in the category 3T and has provided a response to the Forward Together Program Educating Indonesia. Although based on the findings in the field demonstrates that there are provinces that have not been reached by UNJ in sending participants of the program, but has met four provinces of five provinces.

According to Daniel L. Stufflebeam and Geogrg F, Madaus (2002: 279) Evaluation context measure needs, based on the objectives and priorities and assess the results significantly. That stance is in line with Ann W. Frye and Paul A. Hemmer (2012) is a study context Identifies and defines program goals and priorities by assessing needs, problems, assets, and opportunities relevant to the program. The evaluation context in the BC-3T program is to determine the circumstances and backgrounds that influence the type of strategic objectives will be developed in the system. In general, the provision of education in the area 3T is the problem of educators that include a shortage of teachers, educators unequal distribution, qualification of teachers in substandard, incompetent teachers, and the mismatch between educational qualifications to the field of teaching.

Components in the implementation of context-3T SM program at the State University of Jakarta almost all aspects are already showing the Jakarta State University to meet the standards as LPTK organizer SM-3T. But in

terms of suitability between UUGD and implementation of the SM-3T is not appropriate because the teacher has been deployed directly in the region through the program SM-3T when uncertified educators.

Component inputs (work programs, educational qualification as an instructor and education personnel, infrastructure and financing).

Input component according to Abdi Mahshid Shahshahani, et al (2014) as follows: Inputs Contain various factors of the which the most important ones are academic members, students, curriculum, budgets, and educational facilities and equipments. In the SM-3T Program evaluation results are translated as follows:

First, the work program. Researchers did not find any document draft implementing mentoring of student learning activities outside study hours, Supervising cleanliness class and the school environment, school environment Restructuring and make school facilities that did not exist. Based on the research findings the researchers concluded incomplete. Because there are some components that do not exist as points i, j, k, and m program of work in the field.

Still in aspects of the work program for the sub aspects of the draft work program of activities on the ground in the field of social research findings the researchers concluded incomplete. Because there are some components that do not exist as points c, d, e and f in the work program in the field.

This means it can be concluded if the aspect SM-3T work program for the design of pre-conditions on the ground and draft Work Programme activities in the field met about 80% has been arranged. Figures of 80% have been met is obtained from the total design of pre-conditions in the field of 100% and a draft work program activities of the Field of 60% are summed and then divided by 2.

Second, Academic Instructor Qualifications and education personnel. The number of instructors on the activities of Pre-Conditions SM-3T are 37 people with the educational background of 10 people who have educational qualifications S3, 11 people who have educational qualifications S2, 4 people who have educational qualifications S1, one captain, two major, 6 First Lieutenant and 3 the second lieutenant. Number of educators in LPP UNJ The 13 people with the composition 7 6 S1 and S1 students still berstatuskan.

Meanwhile, when comparing with the applicable provisions need to be reanalyzed. In terms of human resources designated as an educator or trainer for debriefing materials and skills are consists of educators and education personnel. Referring to PP 19 On the National Standards Article 31, paragraphs 1,2 and 3, the qualification of teachers in higher education are as follows: 1) Educators at a minimum educational qualification of higher education is a Master degree (S2) for undergraduate programs. 2) In addition to qualification of teachers as mentioned in paragraph (1) item a, educators at vocational program must have a certificate of competence in accordance with the level and areas of expertise are taught generated by universities. 3) In addition to qualification of teachers as mentioned in paragraph (1) point b, educators at the professional program must have a certificate of competence after bachelor in accordance with the level and areas of expertise are taught generated by universities.

While the criteria for academic staff in higher education institutions are as follows:

Personnel in higher education should have the qualifications, competence, and certification in their respective sectors. Qualifications, competency, and certification as referred to in paragraph (1) developed by BSNP and (1) is determined by Regulation (PP No. 19 On the National Standards Article 36).

According to Teresa A. Sullivan, Christopher Mackie, William F. Massy, and Esha Sinha (2012: 24) "Higher education graduates Qualifies for jobs or additional training as well as increasing Reviews their knowledge and analytic capacities. Reviews These benefits of undergraduate, graduate and professional education manifest as direct income effects, Increased social mobility, and health and other indirect effects. "

It can be concluded on the aspect of qualification of instructors 100% fulfilled while for sub aspects of education personnel about 54% who meet the qualification standards of education and about 46% who do not meet educational standards.

Third, condition of facilities and infrastructure. Classrooms are used to learn there are five floors of a total of 9 floors there are floors 3, 4, 5, 7 and 8 with the number of each floor are 6 classrooms. So in total there are 30 classrooms. Each class size is 6x8 m with a capacity of 25 people. Each classroom is equipped with infokus, air conditioning, light enough, whiteboard, learning tools (trinkets children for early childhood education majors) and a desk chair that is still entirely feasible to use. Library is located on the second floor 6. Although not so great and complete, but researchers think that is enough to help participants as academic support facilities.

Whereas if the regulations refer to provisions based on the minimum standards of facilities and infrastructure that must be owned universities as LPTK according to PP 19 On the National Standards Article 42 is appropriate.

The findings are consistent with the theory Heather Fry (2009: 308), namely Most universities and colleges now work under the pressure of a system in the which space in their buildings and infrastructure is measured and accounted for in relation to student numbers and activities. Based on all the above findings, the researchers concluded UNJ infrastructure conditions as LPTK organizer SM-3T is feasible.

Fourth, financing. BC-3T program is funded by the central government in this case is Kemristek Higher Education. All of the funds allocated for the maintenance of facilities, financing educators and education personnel, development of work programs and the needs of program participants SM-3T budgeting begins with meeting the

proposed costs required during the next 6 months. Parties involved all stakeholders ranging from the chairman, secretary, Ka.Bag. TU LPP, Head of the General and all heads of centers Later studies conducted by the chairman of the accountability reports directly to the government. This means on the financing aspects has not been in accordance with the standards of the program SM-3T because it is not transparent.

Component inputs SM-3T program evaluation at the State University of Jakarta, which consists of the work program, the educational qualifications of instructors and educational personnel and infrastructure have been met, while for the financing aspects have not met the organizers of the program as LPTK BC-3T.

Component Process (implementation of preconditions and on the work program in the field as well as the ability to manage the program SM-3T).

First, the implementation of activities in the field preconditions. All activities take place in accordance with the schedule preconditions. Starting with the opening in Building Studies and Teacher Certification Centre on the 9th floor which is then followed by the implementation of orientation is done on the building floor Sergur containing information Information on social conditions, culture, infrastructure, and education in the area 3T. then immediately dispatched to Depo Education and Training Combat (DODIKLATPUR) Parent Regiment Military Military Command (Rindam) III Siliwangi, Ciuyah, Lebak, Banten.

The activities continued with the Workshop on learning device: syllabi, lesson plans, worksheets, teaching materials, and assessment instruments held on the 4th day. Furthermore, a Workshop on Software Development Learning and Assessment K-13 (for the Regular Class, Multigrade, and Multisubjek).

Then on the 8th day continued with the material to adapt Speed (sosioantropologi and social communication) and community empowerment and family (based economic culture, family, and appropriate technology). On day 8 and 10 continued with scouting activities with the scouts call a special instructor with Scouting material (Tata Ceremony, Line-lined, and Development of Simplified).

On day to 12 and 13 led by instructor Rindam 3 Siliwangi implemented mental development and training activities ketahanmalangan. Mental development is intended to build the character of the participants in order to have a strong character and care for others, as well as having a soul ketahanmalangan and not give up when faced with the problems of living in affluent target. This coaching materials include motivation, insight delivery, and real-world examples of community groups in limited circumstances but survived. Continued practice in the field which can be either outbound and giving life experience that is full of obstacles. Resource persons are lecturers LPTK activity or can be derived from the institution / society who have the experience and insights relevant to this activity.

All activities on the implementation of the pre-conditions in accordance with the guidelines on the implementation of the SM-3T (Directorate of Teachers and Education Personnel: 2012), ie

Preconditions program includes five activities, namely: (1) workshop learning device development and evaluation; (2) education training duties on special conditions / specific (eg multigrade teaching); (3) mental development and ketahanmalangan; (4) social skills training, which consists of (a) the speed adaptable (sosioantropologi and social communication skills), (b) empowering people and families (based on cultural, economic, and ecological), (c) leadership; and (5) Advanced Course Basic Scouting, Insight Nationality and State Defense.

Second, the implementation of the work program in the field. The entire field of education activities carried out by the program participants. Only problems found among other learning media is still limited, the number of teachers of subjects is limited so often there are teachers who teach double and conditions of the students who are not yet ready to face the material in secondary education units. So that program participants have to be more creative in addressing this by creating a variety of instructional media tools themselves. All the activities carried out by the public affairs program participants. However found several barriers as well as the difficulty to adapt.

Third, the ability to manage the program SM-3T. Not found any form of cooperation that is sustainable that occurs between program participants or the LPP UNJ with the surrounding community. The number of participants has decreased and then increased dramatically.

Evaluation process includes the implementation of a plan to guide activities to help explain the results (Daniel L. Stufflebeam and Geogrg F, Madaus: 2002, 279). It can be concluded if the component processes on program evaluation SM-3T at the State University of Jakarta, which consists of the implementation of preconditions in the field, and the implementation of programs in the field has been in accordance with the guidelines for the implementation of the program SM-3T while the program management of the sub-aspect cooperation with the other party has not been successful.

Component product (competence of graduates of the program and mark the graduation program)

First, the competence of graduates. All participants have academic qualifications professional teachers. This can be evidenced by formal educational qualifications and experience acquired during a participant SM-3T in the area. It also All participants discount teacher competency standards that include pedagogical, personality, social and professional.

Second, the sign of graduation. Did not get a diploma of graduation program SM-3T. Participants will be able diploma graduation after graduation because SM-3T PPG and PPG was a unity. Participants will get a passing mark if it has been completed SM-3T and finish PPG for 1 year. Then said to have a certificate of professional teachers.

Component product on SM-3T program evaluation at the Jakarta State University graduate competency program and mark the graduation program have been met in full.

Component Outcomes (impact felt by the participants during the program).

The impact is measured in this study is whether the impact is positive or negative? If positive, what the impact is and how big? When a negative impact, such as what impact? How big is the negative impact? Whether it can provide positive change for participants for the future? So it can be a conclusion for further program improvement.

Positive Impact, participants gained a lot of knowledge, experience, relationships and an honor to be a teacher in the area.

The negative impact, Kangen with family, a bit worried because in remote areas and require new adaptation, need clarity about the fate of participants after joining the program and the majority of participants did not want to return to the area 3T if it has been appointed as civil servant teachers.

Impact indicators focusing on the question of the impact received by the general public or the affected program. So impacts or outcomes (O), which is how the success of graduates in the community or in the workplace. It turns out only 80% of participants SM-3T newly appointed front-line teachers and appointed civil servant teachers.

It turns out only 80% of participants SM-3T newly appointed front-line teachers and appointed civil servant teachers. This is of course very unfortunate. The government annually has issued a substantial budget for the Program SM-3T with one purpose to meet the shortage of teachers 3T area. For that we need a mechanism such as a bond for the participants who have completed the program and graduated Professional Teacher Education (PPG) can return to the SM-3T placement program organized by the local government. The local government's most schools about the number of teachers in each area. It is very necessary for the recruitment of teachers with civil servant status after graduation PPG.

This is in line with the mandate of the Law on Teachers and Lecturers Article 22 paragraph (1) "The government and / or local governments can set a pattern of official ties for prospective teachers to meet the interests of national education development or the interests of regional development." And Paragraph (2) " further provisions regarding the pattern of bond for teacher candidates referred to in paragraph (1) shall be regulated by Government Regulation. "

National and regional governments have an obligation to meet the number of teachers throughout Indonesia plosok both in number, academic qualifications, as well as the competence evenly to ensure the sustainability of units of early childhood education, formal education, and to ensure the continuity of primary and secondary education organized by the Government.

Components outcomes in program evaluation SM-3T at the Jakarta State University has provided many positives to the program participants will however not provide certainty about the state of their fate in the future, because the participants have passed the SM-3T and PPG does not automatically appointed as professor of civil servants despite through a long process.

CONCLUSION

Based on the focus, sub focus, results and discussion of research in the last chapter, it can be summed up as follows: (1) Background policy, objectives and targets of the program SM-3T whole aspect has shown the Jakarta State University to meet the standards as LPTK organizer SM-3T; (2) The work program, qualified instructor training and education personnel and infrastructure have been met, while for the financing aspects have not met the organizers of the program as LPTK SM-3T; (3) The implementation of preconditions in the field, and the implementation of programs in the field has been in accordance with the guidelines for the implementation of the program SM-3T while the program management of the sub aspects of cooperation with other parties have not been successful; (4) Competence graduate program and mark the graduation program have been met in full; (5) The impact is felt by the participants of the program gives a lot of positive things but not provide certainty about the fate of the program participants who have passed.

Referring to the foregoing, it can be affirmed SM-3T program organized by the Jakarta State University continued to do some repairs.

RECOMMENDATION

Based on the above conclusions the researchers gave the following recommendations:

1. For the State University of Jakarta

- a. State University of Jakarta as LPTK SM-3T program providers need to establish cooperation with regional stakeholders 3T targeted program. This is in addition considered to provide benefits for both parties, will also improve UNJ as one of the prestigious LPTK in Indonesia.
- b. State University of Jakarta as LPTK SM-3T program providers need to conduct further research on the comparative study of the performance of teachers who have completed the program SM-3T and teachers who have not participated in the SM-3T. This is considered important because to know how the actual capabilities of teachers who graduated from the SM-3T.

2. For research and technology ministry

- a. The government needs to recruit program participants SM-3T derived from 3T and the surrounding area. The pattern of recruitment is necessary because the majority of program participants SM-3T 1 year in the area and has completed PPG did not want to return to the area 3T. However serve in their home regions respectively. If this is allowed, the main purpose of the SM-3T program is addressing the region that shortages of teachers, especially in the area 3T will be an "empty pepesan".
- b. The government needs to use means other than the use of the internet in the initial selection of participants SM-3T reception. It is considered less reflects the sense of justice because not all areas can get Internet access. Another way of example, participants can enroll in the local education department which will then be forwarded to the central government.
- c. The government should give an assurance to the SM-3T program participants who have completed the program SM-3T and PPG to become a civil servant teachers who are placed in these areas.
- d. The Government should review the implementation of the SM-3T pattern. BC-3T pattern for the assignment of teachers like so far implemented (class I-V) is not considered appropriate for a teacher who posted yet meet the standards of the profession as mandated by UUGD should graduate PPG or certified educator can only be appointed or assigned as a teacher.

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