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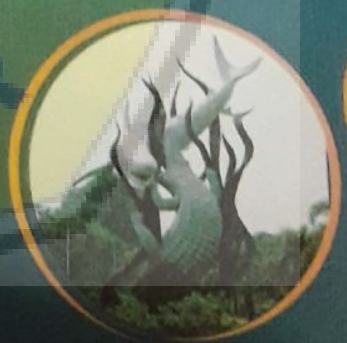


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CONTENT

Keynote Papers:

Topic: Teacher as an Example and Their Role

No	Code	Presenters	Institution	Title	Pages
			Malaysia	by Example	
2.	25062012-2	Anik Herminingsih & Farida Gozali	Mercu Buana University of Jakarta	Organizational Culture Profile of Higher Education Institution and The Effect on Organizational Commitment of Lecturers	115-121
3.	25062012-5	Zarah Puspitaningtyas	University of Jember	Intellectual and Emotional Intelligence of Lecturer in Higher Education	122-125
4.	26062012-3	HM. Thamrin & Badawi	Muhammadiyah University of Tangerang & Muhammadiyah University of Cirebon	The Influence of Personality on Career Success and Contextual Performance	126-131
5.	27062012-1	Anas Ahmadi	Surabaya State University	Teacher, Personal Branding, and Networking: Optimizing The Quality of Education Strategy in Indonesia	132-134
6	30062012-1	Agus Budiman	Yogyakarta State University	Development Of Teacher's Teaching Quality Through Pre-Service And In-Service Training: A Thinking Contribution To Improve Teacher's Teaching Quality In Vocational High School	135-138
7.	30062012-4	Budi Setyono	University of Jember	Upgrading The Teaching Performance Of The Pre-Service Elementary	139-144

Upgrading the Teaching Performance of the In-Service Elementary School Teachers through Hybrid Learning Program

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Abstract: **One of the government's policies to improve the quality of national education is to require the teachers having undergraduate education. The problem with this policy is that the university offering the undergraduate program is located in a distant place, while the in-service teachers are still required to teach their students. For accelerating teachers' qualification, hybrid learning program, in this case PJJ S1 PGSD was offered as the answer to overcome such a problem. As a member of the 23 Teacher Education Institution Consortium running PJJ S1 PGSD, FKIP Jember University was successful in upgrading 255 in-service teachers from 5 Regencies in East Java as the graduates of PJJ ICT Program. Based on the program evaluation, the graduates of PJJ S1 PGSD program could improve their teaching performance by applying various models of instructions, using various instructional media, providing various learning materials, as well as using the multiple forms of assessment.**

Keywords: Hybrid Learning, Teaching Performance, Elementary School Teachers.

I. INTRODUCTION

The emergence of Law Number 20 2005 in Indonesia, i.e. the law of teachers and lecturers (UUGD) started the education reform in Indonesia. In this UUGD, the status of teachers as a profession has been stipulated. It is stated that teachers are 'professional educators' whose main duty is to educate, teach, guide, instruct, train, assess and evaluate students in formal education at the level of early childhood education, the primary and secondary education. Due to this, the government has made long-term plan for managing teachers as the main component of education.

As the follow-up of the law of teachers and lecturers, the government published regulation number 19 2005 about the national standard of education that consists of eight standards. One of the national standards is that teachers at all levels of education are required to have undergraduate degree (S-1). When this policy was taken, nationally there were 1.143.025 elementary school teachers who needed S-1 qualification. Of this figure, in East Java Province, there were 79.778 elementary teachers who also needed S-1 qualification (Direktorat Jenderal Pendidikan Tinggi, Depdiknas, 2005). In order to have response from the *in-service* teachers, it was a must for the government to provide a flexible qualification program for the teachers without having to leave their jobs. Therefore, the government launched Hybrid Learning for Indonesian Teacher Education (Hylite) program. The flexible program then called "Hylite" program designed for in-service elementary school teachers , i.e. PJJ S-1 PGSD (Open and Distance Learning for Elementary School Teachers).

In the first period of Hylite program, the Directorate General of Higher Education (Dikti) gave permission to 10 Teacher Training Institutions to run such a program, and among them were State University of Malang (UM), State University of Yogjakarta, and Education University of Indonesia (UPI). Then, in the year 2007 this program was developed into 23 Teacher Training Institutions. Jember University (UNEJ) joined the second batch of the program together with Muhammadiyah University of Malang (UMM). In East Java, these three institutions (UM, UMM and UNEJ) made agreements in terms of students' recruitments as well as program implementation. Jember University recruited students from the Regency of Jember, Banyuwangi, Bondowoso, Lumajang and Pamekasan. The students from Pamekasan were recruited prior to the agreement made.

This paper aims at describing qualitatively the impacts of hybrite learning program (i.e. a model of hybrid learning offered by PJJ S1 PGSD) on the elementary school teachers' teaching performance. This paper is a report on small-scale study at the end of PJJ S1 PGSD program by taking fifteen students of 2006, 2007, and 2008 academic levels. The students were taken purposively, i.e. the students who were supervised by the writer during the practice teaching activities. In supervising these students, the writer did classroom observations, provided online consultation and feedbacks in the process of practice teaching, and supervised the process of writing the reports. Thus, the data of teaching performance were taken from classroom observations during practice teaching activities as well as the reports of practice teaching written by students of PJJ S1 PGSD. As a qualitative study, this study does not aim at generalizing findings but understanding deeply about the teaching performance of the students at the end of PJJ S1 PGSD program.

This paper is organized by giving a short information about students' recruitment, curriculum of PJJ S1 PGSD, hybrid learning model offered by PJJ S1 PGSD, and the impacts of the program on the in-service teacher teaching performance.

II. Literature Review

A. *Students' Recruitment*

The participants of the Hylite program of PJJ S1 PGSD were the in-service elementary school teachers graduated from D-2 PGSD (Diploma 2 elementary school teacher education institutions) which were appointed by the Directorate General of Higher Education. It was also required that the teachers must be the civil servants (pegawai negeri Sipil) or permanent private school teacher (Guru Tetap Yayasan). The selection process and schedule were announced to candidates through the Department of National Education in each regency.

Becoming the participants of this program was required to follow the entrance test held by the Faculty of Teacher Training and Education, Jember University and passed the test. The quota had been stipulated by the government proportionally, by considering the number of in-service teachers teaching in the target areas. Then, they were required to sign an agreement to follow and finish the study as required. If they could not finish the program with no logical reasons, they had to pay the money back to the government.

Jember University recruited students of PJJ S1 PGSD three times. In the year 2006, it was recruited 80 students, coming from Bondowoso, Jember, and Pamekasan. In the year 2007, Jember University recruited 80 students, originating from the Regency of Lumajang, Jember and Banyuwangi. Lastly in the year 2008, Jember University recruited 100 students from the Regency of Banyuwangi and Jember. The students of PJJ S1 PGSD got the scholarships from the government for six semesters. In this scholarship, the budgets were distributed in the components of transportation, accommodation during residential, internet, health, and visiting tutors.

B. *Curriculum of PJJ S1 PGSD*

This program is tailored for the elementary school teachers who graduated from D-2 primary school teacher education. Thus, the participants must be the teachers having linear program. In this program, all graduates have to take 82 credit hours consisting of 32 courses distributing in six semesters. As open and distance learning program, courses offered in PJJ S1 PGSD are not designed as pre-requisite courses. This is intended to give flexibility in offering courses of each semester. Of the 32 courses, they are strongly designed to improve the teachers' competencies, consisting of pedagogical, personal, social, and professional competence. They are all crucial in developing the teaching performance of the elementary school teachers. The following paragraphs introduce some courses and its characteristics in shaping the teaching performance of the in-service elementary school teachers joining this program.

In terms of pedagogical competence, several courses are offered in the curriculum of PJJ S1 PGSD. Some courses are: Educational Psychology, Computer and Instructional Media, Assessment, The Teaching of Science, Math, Language, Civics, and Social Studies, and Instructional Materials. *Educational Psychology* equips students with knowledge about cognitive, psychomotor, and affective domains of developments as well as the needed skills to develop instruments to measure students' entry behaviors. Other courses, such as Computer and Instructional Media, Assessment, The Teaching of Science, Math, Language, Civics, and Social Studies, equip students with the competencies in planning, implementing, and evaluating instructions in line with the students' needs and characteristics.

Apart from that, some courses aiming at developing professional competence. Such courses are "Content Analysis on Indonesian Language, Social Studies, Math, Science, and Civics Education". These five courses equip student with the ability to analyze the contents of the following subjects, i.e. Indonesian Language, Social Studies, Science, Math, and Civic Education. With these subjects students are expected to have good mastery of the five content subjects taught in elementary school. Personal and social competencies are built in the process of face-to-face and online tutorials, as well as during teaching practice and the writing of classroom action research.

To be able to put theory into practice, at the end of the program students are required to do practice teaching in their schools. In practice teaching, students are required to design the lesson plan both in the lower and upper classes by applying lesson study approach. For the lower classes, students are required to develop thematic teaching, while for the upper classes they have to design the lesson plans of the five required subjects (*Science, Math, Indonesian Language, Social Studies, and Civic Education*) in elementary school. In practice teaching, students will be supervised by school-teacher supervisors and university supervisor.

As commonly done in practice teaching, the procedures in doing practice teaching using lesson study approach, reviewing the teaching methodology, basic teaching skills, instructional media, assessment, and ways to report the process and product have been discussed and modeled during the session of practice teaching orientation. During orientation students have to form a group of minimally three to maximally six students, determine the schools as the locations of practice teaching, and draft schedules of practice teaching. To make it clear about procedures of lesson study approach, modeling the cycle of *plan, do,* and *see* is given in writing the lesson plan based on the learning problems, how to implement and observe it, how to do reflection, and how to use the results of reflections to improve the lesson in the next cycle. In reporting the process of practice teaching, each student has to give online reports to the advisors through e-mail, while the advisors give feedbacks. The final report should follow the format given in the form of soft and hard copy.

Lastly at the end of the program, as undergraduate students, students are required to write a project/thesis. A project students have to do is doing classroom action research. The course in the curriculum is called Electronic Final Project (e-TA). In the process of writing classroom action research proposal, there are two categories of materials given to students. First, the concept of classroom action research is reviewed and applied, the proposal and the report formats are discussed. Second, it is focused on modeling the use of computer skills needed to report the process as well as the report of classroom action research.

As students have to report it in the form of e-portfolio, the computer skills needed are power point and hyperlink. Writing a proposal during residential period needs commitment, discipline, and concentration; therefore students have to consult optimally to the advisors. Based on seminar schedule, students are required to to present the proposal using power point in front of the advisors and other students.

In conclusion, the curriculum of PJJ S1 PGSD gives strong foundation on shaping the four teacher competencies, i.e. pedagogical, personal, social, and professional competencies. Besides, the intensive use of ICT which is built in the process of educational process contributes a lot to the students' formation of ICT skills and the habits of using them in the work place.

III. Discussion

A. *Hybrid Learning Models Offered by PJJ S1 PGSD*

Hybrid learning is an education program utilizing different modes of instructions, i.e. face-to-face and online tutorial activities. Besides, different kinds of learning materials, such as modules, audio, and audio visual materials are also used to support the process of instruction and the mastery of graduates' competencies. The following will give detail descriptions of the program starting from residential period (face-to-face tutorials), online tutorials (doing online assignments, feedbacks), and visiting tutors.

The residential period is a period when students visit campus during the school holidays for about 23 to 30 days. For new students, orientations about the systems of hybrid learning, hybrid learning management, as well as the importance of independence study are introduced to the new students. Besides, ICT skills materials and practices (such as how to use e-mail, how to use e-learning (moodle), and how to download materials from the internet are also given during the residential period. The intention is equip students with the basic ICT skills needed to participate in the program. For second semester students and up, the activities during the residential period are following the semester exam and doing face-to-face tutorials. Thus, the beginning of the residential period is usually scheduled for semester examination, and followed by face-to-face tutorials of the ongoing semesters. In face-to-face tutorials, students have to follow 12 meetings for a course with four-credit hour; 9 meetings for a course with four-credit hour; and 6 meetings for courses with two-credit hour. Face-to-face tutorials in campus are ended with formative evaluation.

After following residential activities, students back to their hometowns, i.e. to schools where they are working as teachers. During this period, besides doing business as usual (teaching), they also do online tutorials, running about four months. Online tutorials must be ended before the upcoming school holidays. In online tutorials, students are required to do online assignments that are already available in the web of PJJ PGSD UNEJ (http://www.pjjpgsd.fkip.unej.ac.id) or via e-mails as back-up if problems take place in the web. In online tutorials, students have to do five online assignments based on the schedule, while the instructors are required to give feedbacks on students' works based on the schedule. Five online assignments are scored by the instructors, and used these as a component of the final grades.

Other important activity accompanying online tutorials is visiting tutors. The visiting tutors are scheduled twice in a semester aiming at identifying problems experienced by students. Two or three tutors in this case have to visit students' home town, i.e. in a place (school, ICT center, or other places) having been agreed previously. An important thing to note is that visiting tutors are not intended to teach the subjects but to identify problems experienced by students in the period of online tutorials. The jobs of visiting tutors are to make notes on such problems and give solutions to the problems if possible. If it is not possible, the tutors will keep them as notes to be discussed in meetings with the task force. In visiting tutors, students may ask or complain about late feedbacks given by the tutors, the availability of online assignments, the problems of online connection, and many others. Table 1 provides information about the design of hybrid learning program offered by PJJ S1 PGSD.

In short, the design of the hybrid learning offered by PJJ S1 PGSD is believed to be suitable to in-service teachers to continue their study without neglecting or leaving schools where they are teaching. Besides, this program is also suitable to the principle of independence learning in which the in-service teachers are already independent learners who are believed to be able to uplift and upgrade their knowledge and skill through independent study. Another expected result of this program is to upgrade the elementary school teachers' ICT skills.

TABLE I. THE DESIGN OF HYBRID LEARNING PROGRAM OFFERED BY PJJ S1 PGSD

Face-to-face tutorials	Online tutorials	Visiting tutors	Final Exam
6 to 12 meetings during school holiday	5 online tutorials	2 times	School holidays

B. *Upgrading Teaching Performance through Hybrid Learning Program*

Teaching performance in this context refers to the in-service elementary school teachers' ability in selecting the appropriate teaching models/strategies/methods, the learning resources, the instructional media and the forms of assessment instruments. Data of the teaching performance were taken from the practice teaching activities (i.e. by analyzing the lesson plans made by the teachers, online process of consultation, and classroom observations). Other sources of data were taken from the annual reports of program evaluation of PJJ S1 PGSD FKIP Jember University. Totally, there were fifteen participants, (i.e five participants represent students of 2006, five participants represent students of 2007, and five other participants represent 2008 academic year) taken purposively. The samples of this study were students who were supervised by the writer in practice teaching. The following will report qualitatively the teaching performance of the in-service elementary school teachers joining the program as indicated by the models of

teaching, learning materilas, instructional media, and forms of assessment.

1) Models of Teaching

Theoretically, the models of teaching can be divided into four, i.e. the social family, the information-processing family, the personal family, and the behavioral systems family (Joyce & Weil, 1996). On the basis of the learning objectives the teachers will select an instructional strategy ranging from being very explicit and teacher-directed (deductive strategies) to being less explicit and student-centered (inductive teaching strategies). According to Burden and Bird (1999), teaching methods represent a continuum of instructional strategies ranging from teacher-centered (more explicit presentations of contents) to student-centered (less explicit presentations of contents). Some methods that fall under teacher-centered continuum strategies among them are *lectures, recitations, questions, and practice*; various *group and discussion methods* fall under more interactive continuum strategies; *inquiry* and *discovery* methods fall under *student-centered continuum strategies*.

Based on the sources of data (the lesson plans and observations), it was identified that commonly the teachers tend to use eclectic methods of teaching. In their lesson plans, the teachers select more than one methods of teaching. For example, in developing a lesson plan on "measurement instrument", a teacher selects *group discussion, demonstration, inquiry*, and *giving assignment*. In the main activities of the teaching and learning process, the teacher opens the lesson by showing some measurement instruments of length (such as *eraser* and *tape measure*), measurement instrument of weight (*scale, gold scale*), and measurement instruments of time (such as *watch, alarm clock*, and *stopwatch)*. Then, the teacher asks the students to determine the measurement instruments and the things to measure. Then, they have to predict the length of thing pointed by the teacher, and measure its length. The teacher distributes worksheets, and in group discussion students have to write the functions of each measurement instrument. A representative of group read the results of group discussion.

Another lesson plan on "Direction of use", the teacher selects *question* and *answer, demonstration, and discussion*. In the main activities of the learning process, the teacher provides an electronic device (magic com and blender) together with the direction of use. In a small group, in turn students are given opportunities to try the device guided by the teacher. Then, every group write the directions of use of other electronic devices based on the pictures given. The teacher observes the process of group work discussion. The representative of each group read the results of discussion, other groups evaluate the presentation.

In conclusion, it was revealed from the data that the teachers applied different methods of teaching in designing the learning activities by considering the process of acquiring the learning objectives and the characteristics of materials. The teaching methods selected by the teachers are categorized under the behavioral systems family model (such as question and answer, lecturing) combined with the social family model (group discussion and inquiry).

2) Learning Materials

Learning materials refer to instructional contents learned by students. The learning materials can be in the forms of facts, concepts, and generalizations. A fact is a fundamental piece of information and is a singular event or name. Concepts are generated from facts and result from categorization. Generalizations are inferential statements that express a relationship between concepts and have a predictive value (Orlich, et. al., 1998). These can be found in all fields of study, yet each discipline may perform specific characteristics. For example, learning materials in science and mathematics are characterized by the development of *concepts*, while the teaching materials in language are characterized by the development of language *skills*.

In selecting the learning materials, the teachers are suggested to use different kinds of materials taken from different resources. The teachers may use authentic materials and/or non-authentic materials, printed and/or non-printed materials depending upon the characteristics of the learning objectives and the availability of the learning resources.

Based on the lesson plans and observation, it was identified that teachers selected different learning materials taken from different learning resources. For example, when the teacher developed the lesson plan on "direction of use" authentic learning materials of the steps on how to use magic com, electric fan, blender were used by the teacher. It is categorized as printed materials. In teaching the topic about "the importance of energy" the teacher also used the electric bills as the authentic materials. Besides authentic materials, teachers also used the materials available in the textbooks as commonly used by the teachers.

To diverse the learning resources, the teacher also used audio materials (i.e. a record of children's story) when the topic of discussion was about "understanding story elements". By listening to the tape recorder, students identified the story elements, such as characterization, setting, plot, and theme of a story. In teaching about "the causes of flood", a teacher provided audio materials downloaded from the internet. In this video students could see visually the process of flood due to deforestation up in the mountain destroyed by the people.

On the basis of learning materials provided by the teachers, it can be concluded that the in-service elementary school teachers joining PJJ S1 PGSD could provide various learning various learning materials (i.e. printed, audio, and audio visual materials). In the selection of materials, the teachers have taken into account the characteristics of learning objectives and the characteristics of learning in elementary school. The variations of learning materials indicate that teachers were active, creative, and innovative in facilitating children's learning.

3) Instructional Media

All effective instruction requires careful planning, and teaching with instructional media is no exception to this rule. Instructional media are carriers of information between a source and a receiver (Burden and Bird, 1999). Teachers select and use media to help achieve very

specific instructional objectives. Some considerations teachers have to think deeply in selecting media are the nature of the learner, the learning process, the subject matter being presented, and the instructional activities being used. Instructional media in the learning process of the elementary school students have a vital role due to the fact that concrete operational children have difficulties in understanding the abstract concepts without the presence of media. Media serves as a means that bridge children's understanding of abstract concepts.

In the selection of media teachers may use visuals, non-projected visuals, projected visuals, audio media, motion media: video and film, computers, multimedia systems, and telecommunication systems (Heinich, et. al., 1993).

Visuals can be divided into three categories: realistic (a color photograph of an airplane), analogic (the solar system used as a visual analogy to explain the composition of an atom), and organizational (chart). *Non-projected visuals* include: real objects, models, field trips, still pictures, graphic materials, while *projected visuals* include overhead projection, slides, filmstrips, and opaque projection. *Audio media* include audiotapes, phonographs records, compact discs, and audio cards; *motion media* include video and film.

Computers include computer-assisted instruction and computer-managed instruction Multimedia system means any combination of two or more media formats that are integrated form an informative and instructional program. It includes sound-slide sets, multi-image presentations, multimedia kits, interactive video, computer multimedia systems, computer hypermedia systems, and learning centers.

Telecommunication systems embraces a wide variety of media configurations, including radio (broadcast radio, pseudo-interactive radio, audio teleconference, telephone, television and computers.

Based on the sources of data (the lesson plans and observations), it can be identified that commonly the teachers tend to use combinations of instructional media. The teachers use real things, realia, visual, audio, and audio visual media. Some examples of realia are found when the teachers developed lesson plans on topics "measurement instrument" and "direction of use". The realia selected by the teachers are ruler, roll meter, scale, and watch for topic on measurement instrument, whereas electronic cooking utensils, such as magic com and blender were selected by the teachers on topic "direction of use". Besides, the visual media were also used by the teacher to complement the use of realia. Some examples of the visual media are the pictures of television, telephone, iron, electric fan, refrigerator, and rice cooker. Other variation of media used by the teachers is the use of real things when a teacher taught "keeping family documents", a topic of social studies. The real things used are ID and family cards, driving license, birth and marriage certificates.

Visual media are not only limited on the use pictures. In the lesson plan on "Natural Disasters", a teacher also uses charts (crossword puzzles about natural disasters), and chart containing model letters to compare the structure of formal and informal letters in teaching "writing formal letters. In the lesson plan on "forms of table and diagrams", the teacher facilitates student learning by providing them with bar graphs.

To diverse the instructional media, the teacher also used audio media (i.e. tape recorder) when the topic of discussion was about "understanding story elements". By listening to the tape recorder, students identified the story elements, such as characterization, setting, plot, and theme of a story. In teaching about "the causes of flood", a teacher provided audio visual media downloaded from the internet. In teaching and learning process, the teacher could use LCD projector so that students could see the process of flood due to forest destruction.

To sum up, it was revealed from the data that the in-service teachers joining PJJ S1 PGSD were able to use different types of media, i.e. real objects, realia, visual, audio, and audio visual aids to facilitate understanding of abstract concepts. Teachers were creative enough in selecting the media by taking into account the learning objectives.

C. *Forms of assessment*

Assessment includes a broad range of processes by which teachers gather information about student learning (Orlich, et. al, 1996). These processes include *paper-and-pencil tests*, *performance and project ratings*, and *observations*. According to Holt & Kysilka (2006), there are two forms of assessment (formative and summative). Formative assessment is ongoing process that can occur anytime during the lesson and is used as a feedback; summative assessment is used to condense the main points learned in a lesson and frequently used at the end of a lesson (Holt & Kysilka, 2006). In order to understand student progress as learners, teachers are requested to use multiple forms of assessment, such as observation, testing, and interview.

The selections of assessment techniques depend upon the kinds of data collected by the teachers. For example, teachers may use observation to collect data about students' participations in the learning processes which use different kinds of teaching methods, such as *question and answer*, *demonstration*, *discussion*, *problem solving*, *inquiry*, *and cooperative learning*. Other types of data that may be collected through observations are students' attention, interests, motivation, self-confidence, responsibility, commitment, work ethic, honesty, communication skills, and cooperation. Observations may also be used to collect data about students' performance in reading a poem, singing songs, giving short speech, telling stories, doing presentations, and using laboratory instruments.

Testing is a procedure to collect data about students' outcomes of learning. In selecting the types of test formats used the question that should be answered is "*how will the students demonstrate what they know and are able to do*?". For low levels of cognitive hierarchy, teachers may select objective tests in the forms of multiple-choice, true-false, completion, and short answer questions; while for higher levels of cognitive hierarchy teachers may select the subjective test with the formats of essay or multiple choice. In the context of time, testing can be administered

at the end of a unit or several units, in the middle or the end of semester. Different testing time will give consequences to the coverage of materials being tested.

Based on the sources of data (the lesson plans and observations), it was identified that commonly the teachers use different kinds of assessment techniques to assess the process and the product of instructions. In the process of instructions, in-service teachers use observation to monitor students' involvement in the learning process. For example, teachers monitor students' participations in the discussion activities using checklist. In the checklist, it can be identified the active and passive students. Apart from that, in the role play, presentation, and cooperative learning activities teachers also use observation by using rating scale to monitor students' communication skills and understanding of contents. For learning outcomes, testing was also used by the teachers to measure the achievement of learning at the end of each unit. Depending upon the levels of cognitive hierarchy, the teachers use multiple-choice test with three options, completion, short answer questions, and matching.

To conclude, it was revealed from the data that the teachers could apply different types of assessment procedures to monitor the progress as well as the product of instruction. Observation and testing techniques are used by the teachers by considering the materials scope as well as the cognitive levels of the learning objectives.

IV. Conclussion and Suggestion

Hybrid learning program offered by PJJ S1 PGSD, FKIP Jember University was effective in assisting the government policy to upgrade the in-service elementary school teachers having diploma (S-0) degree into undergraduate (S-1) degree as required by the law. This program was also appropriate for in-service teachers because they did not have to leave their jobs as teachers in their home towns at the time when they had to complete their study. Up to the end of the program, there were 255 in-service teachers graduated from PJJ S1 PGSD. Other success indicators of this program were related to the success in upgrading the teaching performance of the graduates as indicated by their ability in using various kinds of teaching models, instructional materials, instructional media, and various forms of assessment techniques.

Based on the results of program evaluation, it is suggested that although the project has been over since the year 2011 this program must be continued. It is due to the fact that many elementary school teachers who could not participate in this program. To facilitate teachers' participation, the ministry of national education in each regency is required to be proactive and facilitate the teachers to participate in this program. Besides, the teacher training institutions running this program should also build communication with the policy makers, i.e. the ministry of national education in each regency.

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