



ISSN : 2548 - 4613
Vol. 4. Desember 2019

Proceedings

The 4th Annual INTERNATIONAL SEMINAR on Transformative Education and Educational Leadership

**Theme : Education Innovation in Indonesia Context Focused
on Disruptive Technology of Industrial Revolution 4.0.**

23 - 24 September 2019
Garuda Plaza Hotel - Jln. Sisingamangaraja No. 18
Medan, North Sumatra - Indonesia



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Rundown of The 4th Annual Internatioanal Seminar on Transformative Education and Educational Leadership (AISTEEL) 2019
Garuda Plaza Hotel, Medan, 23 – 24 September 2019

1st day (Monday, September 23, 2019)

Time	Activities	PIC
15.00 – 20.00	Registration in Garuda Plaza Hotel	committee

2nd day (Tuesday, September 24, 2019)

Time	Activities	PIC/Moderator
07.00 – 08.30	Poster Sessions 1	Section Poster 1
08.30 - 09.00	Opening Ceremony 1. MC Speech 2. Traditional Welcome Dance 3. Indonesian National Anthem 4. Pray 5. Chairperson Report 6. MoU signing between Unimed and PSU - Thailand 7. Welcoming speech of Director of Postgraduate School 8. Welcoming speech and official opening of Rector of State University of Medan	MC
09.00 – 09.40	Plenary Lecture 1: Prof. Dr. Syawal Gultom, M.Pd (State University of Medan– Indonesia)	Moderator Section
09.40 – 10.25	Plenari Lecture 2 Prof. W. L. Quint Oga-Baldwin (Department of Education, Faculty of education and Integrated Art and Sciences, Waseda University - Japan)	Prof. Amrin Saragih, PhD (Panel)
10.30 – 11.15	Plenari Lecture 3 Prof. Dr. Wu-Yuin Hwang (Graduate Institute of Network Learning Technology National Central University, NCU - Taiwan)	
11.15 – 12.00	Plenari Lecture 4 Prof. Dr. Ekkarin Sungtong (Dean of Faculty of Education Prince of Songkla University - Thailand)	Mangara Simanjorang, PhD (Panel)
12.00 – 12.45	Plenari Lecture 5 Asst. Prof. Patcharin Panjaburee, Ph.D. (Mahidol University – Thailand)	
12.45 – 13.30	Lunch Break/ Poster Sessions 2	Section Poster 2
13.30 – 15.30	Parallel Session 1	
15.30 – 16.00	Break/ Poster Sessions 3	Section Poster 3

15.50 – 18.00	Parallel Session 2	Moderator/Operator
18.00 – 19.00	Break/ Prayer	
19.00 – End	Banquet (Gala Dinner) - Announce of Best Presenter - Announce of Best Poster	Consumption Section

Proceedings of the 4th Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL 2019)

Preface

The 4th Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL 2019) was held in Garuda Plaza Hotel, Medan City-Indonesia on 23-24 September 2019. This seminar is organized by Postgraduate School, Universitas Negeri Medan and become a routine agenda at Postgraduate program of Unimed now.

The AISTEEL is realized this year with various presenters, lecturers, researchers and students from universities both in and out of Indonesia participating in, the seminar with theme “Education, Learning and Leadership Innovation.”

The plenary speakers coming from various provinces in Indonesia have been present topics covering multi disciplines. They have contributed many inspiring inputs on current trending educational research topics all over the world. The expectation is that all potential lecturers and students have shared their research findings for improving their teaching process and quality, and leadership.

The fourth AISTEEL presents a keynote speaker and 4 distinguished invited speakers from Indonesia, Japan, Taiwan, and Thailand. In addition, presenters come from various Government and Private Universities, Institutions, Academy, and Schools. Some of them are those who have sat and will sit in the oral defence examination.

There are 310 articles submitted to committee, some of which are presented orally in parallel sessions, and others are presented through posters. The articles have been reviewed by double blind reviewer and 172 of them were accepted for published by Atlantis Press indexed by International Indexation and 96 papers are published by digital library indexed by google scholar.

The Committees of AISTEEL invest great efforts in reviewing the papers submitted to the conference and organizing the sessions to enable the participants to gain maximum benefit.

Grateful thanks to all of members of The 4th Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL 2019) for their outstanding contributions. Thanks also given to publisher for producing this volume.

The Editors

Bornok Sinaga
Rahmad Husein
Juniastel Rajagukguk

Table of Content

Title And Authors	Page
Learning Media Development of Foklore Text Which is Based on Digital in the 10th Grade of Vocational High School PAB 1 Helvetia <i>Yogi Andriyan Zunaeidy</i>	1-3
Translation Shift in the English Version of Musabaqah Tafsir Quran <i>Muhajirah Binti Jamaluddin</i>	4-8
Types of Lexical Creation in Iis Dahlia's Slang Words in Mamaku Hits <i>Filzah Farhana Hasibuan</i>	9-12
The Effect of Learning Strategies and Achievement Motivation on Entrepreneurship Learning Outcomes of Scout Special Unit Education and Culture Program BP-PAUD and DIKMAS Sumatera Utara <i>Johanes Pasaribu</i>	13-16
Analysis of Student's Science Process Skill on Respiration System Topic in Langsa City- Aceh <i>Ajeng Lola Prianti</i>	17-20
Meaning Equivalence in Abdullah Yusuf Ali's Translation of Surah al waqiah from English into Indonesian <i>Wirdatul Mardhiah</i>	21-22
Developing an Authentic Assessment Instrument of Exposition Text Based on Higher Order Thinking Skills (HOTS) in Class X Students of Senior High School <i>Yuli Novita Sari</i>	23-26
Sentence Acquired by Children of 2 – 2.6 Years Old in Bilingual Environment <i>Laura Agustina Simamora</i>	27-29
Development of Study Peripheral Base on the Realistic Approaches to Increase Ability of Mathematical Reasoning of Student Junior High School State 6 Medan <i>Melisa</i>	30-35
Effectiveness of Ecology and Environment Textbook Based on Science Literacy and North Sumatra's Local Potency to Improve High School Student Science Literacy <i>Ivandi Sitompul</i>	36-39
Deposit Determinant Analysis in Bank Sumut <i>Mangaradot Saur A Sinaga</i>	40-47
Development of Teaching Materials Based on Guided Discovery Learning Methods to Increase Mathematical Problem Solving Ability <i>Rianta Ananta Sitepu</i>	48-55
Development of Mathematical Learning Devices Based on Model Problem Based Learning (PBL) to Improve Mathematical Communication Skills of School IT Jabal Noor Students Class VII	56-65

Rizka Putri Rahayu

Development of Thematic Teaching Materials Based on Local Culture at The Fourth Grade of Primary Schools in North Padang Lawas District 66-69

Rahimul Harahap

The Maintenance of Mandailing Language Kecamatan in Torgamba

Putri Nurul Rahmadani Siregar 70-76

Enhancing Students Mathematical Conceptual Understanding by Applying Guided Discovery Learning and Direct Learning Model 77-82

Sri Rahwany Marbun

Development of Learning Devices Based on Realistic Mathematic Education to Improve Mathematical Communication of Students at Senior High School 83-86

Karina Hajar Hutasuhut

The Developing of Interactive Learning Media in Improving The Learning Creativity of 4-6 Year-Old Playgroup Students in PAUD Kenanga Raya Medan 87-89

Romi

The Influence of Learning Approaches and Interest in Learning Against the Results of Learning English in Class VIII Medan SPK Middle School T.A 2018/2019

Juni Triana Sitompul 90-94

Determinant Analysis of Sharia Banking Efficiency in Indonesia

Rahmat Putra Ahmad Hasibuan 95-99

The Development of Interactive Instructional Media Based on Behavioral Perspective to Improve the German Skills of Senior High School Students Grade X 100-102

Hadijah Handayani Sibuea

Development of Guided Inquiry Green Chemistry Practicum Guides 103-106

Ekin Dwi Arif Kurniawan

The Development of Adobe Flash Media Integrated Problem Based Learning on Salt Hydrolysis 107-110

Indriati Aulia

The Effect of Learning Strategy and Interpersonal Communication on the Students Achievement Reading Comprehension English Language at SMP Negeri 1 Selesai Kabupaten Langkat Tahun Ajaran 2018 / 2019 111-115

Husna Lubis

Cognitive Consideration in Persuading Readers in Argumentative Writing 116-119

Betharia br. Sembiring Pandia

The Role of the Single Mother of Parenting in Informal Education in Javanese Ethnic Families in Kualuh Hulu District Labuhanbatu Utara Regency 120-122

Suriyanti Siagian

Understanding of Female Prisoners Character Education Through Formal 123-125

Socialization at Labuhan Ruku Penitentiary

Dian Puspita Sari Sirait

Local Wisdom-Based Education Marsialapari Salak Farmers Sibangkua Angkola Barat Tapanuli Selatan 126-128

Desy Andarini

Rituals at the Tomb of Datuk Darah Putih as a Media for Nonformal Education to Respect Ancestors (Case Study Chinese Ethnic in Aur Village Medan Maimun District Medan City) 129-131

Gadis Anastasia

Interactive Multimedia-Based Learning Materials Innovation for Teaching Basic Techniques in Analysis 132-134

Yuni Chairani

The Effect Model of Learning and Learning Interest Against the Results of Learning the Knowledge of Nature Primary School (SD) in Medan T.A 2019/2020 135-139

Mida Lishanata

Development of Interactive Media in Arabic on the Material Read Class VIII of MTs Darul Hikmah T.A 2019/2020 140-143

Nurul Amri

The Influence of Leadership Behavior, Work Motivation, Job Stress, and Job Satisfaction on Lecturers' Performance 144-146

Hanafiah

Developing Big Book as Reading Materials Based on Thematic Approach for Fourth Grade Students at SD Negeri 028068 Binjai East Binjai Regency Langkat 147-149

Utari

The Development of Textbook Based on Research About the Insect Pollinator on Chili Paper (*Capsicum annum L.*) 150-154

Fitriatul Aspahani

Gratitude Expressions and Responses used by the Characters in the Vow Movie 155-158

Sabrina Octavia Pandingan

Subtitling Strategies Used in The Meg Movie Texts 159-164

Devi Sucina Nirwana

Lexical Metaphor in Novel and Film Critical Eleven 165-167

Indah Christiani Silitonga

The Types of Modality in Teaching Learning Process 168-169

Harnida Tanjung

The Effect of Teaching Strategies and Students Motivation on Reading Comprehension Achievement 170-173

Zulkarnain Batu Bara

The Types of Flouting Maxim by Governor Candidates of North Sumatera in Election Debate 2018	174-176
<i>Tri Wita Indah Sari</i>	
The Effect of Teaching Strategies and Students' Interest on Reading Comprehension of Recount Text of Eighth Grade Students of MTs Qur'an Kisaran	177-179
<i>Ahmad Fauzi</i>	
Flouting Maxims in the Courtroom of Administrative Court	180-182
<i>Aminah Ari Fadhila</i>	
Development of Adobe Flash Learning Media Based on Cooperative Learning to Improve Student's Spatial Ability at Chandra Kumala Secondary School	183-188
<i>Fajar Sukma Harsa</i>	
Improving Results in Learning Bahasa for Poetry Readings with the Implementation of a Direct Learning Model for Fifth Grade Elementary School	189-192
<i>Dr. Mayske Rinny Liando, S.Pd., M.Pd</i>	
Development of Learning Materials Based on Problem Based Learning to Improve Students Problem Solving Ability	193-197
<i>Poppy Amalia</i>	
Analysis Of The Economic Bilateral Relationship Indonesia – China On Balance Of Payments In Indonesia	198-201
<i>Sri Wulandari</i>	
Community Participation in Preservation of City Park The Case of Binjai City, Indonesia	202-204
<i>Widya Afriani Wiliskar</i>	
The Types of Gender Arguments in Instagram (A Case Study of Donald Trump's Political Status)	205-207
<i>Putri Permata Sari Samosir</i>	
The Analysis of Monetary Policy Transmission Mechanism by Exchange Rate Channel in Influencing The Inflation in Indonesia	
<i>Putry Sari Rahmadyah Pulungan</i>	208-214
Translation Technique Applied in Translating the First Call from Heaven Novel	215-222
<i>Sudariyani</i>	
Education Cultural in Bona Pasogit (Ethnographic Study of Education Cultural Inheritance in the Toba Batak Society Marga Panjaitan in Pematangsiantar)	223-225
<i>Tripresar Jhon Tuan Panjaitan</i>	
Evaluation Of Tiered In Order To Increase PAUD Teacher Competence In Medan City	226-230
<i>Rehmenda Christy</i>	
Women Politeness Strategies of Bargaining "Media Credit Store" in Tanjung	231-233

Morawa

Nahdyah Sari Daulay

Toba Batak Language Shift in Rantau Selatan

Helfi Vinawari S

234-236

Development of Interactive Multimedia Digital Storytelling in English Subjects

237-239

Juanda

The Effect of PLAN (Plan, Locate, Add and Note) Strategies on Students' Achievement in Reading Comprehension

240-244

Neneng Nurhamidah

Unggah-Ungguh Code Switching in Kartini Movie

Yutika Sari

245-247

Metaphors in Umpasa of the Toba Batak Wedding Ceremony

248-250

Sactica Oktavyani Sagala

The Effect of Model learning and Gender Against Piano playing Skills for class V SMK Negeri 11 Medan T.A 2019/2020

251-255

Gufran Nurman

The Effect of Cooperative Learning Model Based on Aceh Culture to Improve the Generic Science Skills of Student

256-260

Safitri Raufa

Gender Conversation in Workplace Context

Aisyah Fitriani Dasopang

261-265

Management and Development Quality of Teacher Performance Through Teacher Competence in the First Middle School in Banda Aceh

266-268

Faisal Anwar

Modality used in Beauty Product Advertisements on Instagram Caption

269-272

Indah Eka Sari

Attitudinal Appraisal in Ahok's Speech

Firdha Sabrina

273-276

Appraisal Attitudes by the Judges on Indonesian Idol "Grand Final" Session

Mieta Setieya

277-280

The Development of Virtual Laboratory-Based Learning Media of Biology on The Topic of Bacterial for High School Students

281-284

Lailatussyifa

Analysis of Economic Opening on Rupiah Exchange Rate on United States Dollars (2008-2018)

285-289

Sri Wahyuni

The Manners of Cognitive Process in Translating English Phrasal Verbs Into

290-293

Indonesian

Fitri Ervina Tarigan

Javanese Addressing Terms Maintenance by the Teenager Speakers in Bukit Malintang 294-298

Sudarti Rahayu Ningsih

Appraisal in Students' Argumentative Writing 299-302

Ika Vanesia Siagian

Speech Pauses Used by Male and Female Students in English Oral Examination 303-305

Lamia Deareni

The Development of Guidance and Integrated Science Practicum Kit Integrated Guided Inquiry Model bases Science Process Skills for Class VII Semester I 306-309

Fretty Nafratilova Hutahaeen

Analysis of Biomolecular Practicum Guides According to KKNi Curriculum 310-313

Nurul Indah Pratiwi

The Cognitive Process of Different Gender in Writing Argumentative Text 314-318

Surya Teriadi Tarigan

The Development of Chemistry Lab Guide Book for High School Based on Guided Inquiry to Measure Scientific Attitudes and Science Process Skill 319-325

Gorat Victor Sibuea

The Unnaturalness of the Translatio of Indonesian Tourist Resorts Signs Into English in Parapat and Bukit Lawang 326-328

Iis Aprianti

Grammatical Error of Speech by Students in Bilingual Program of Ma'had Al Jami'ah UIN North Sumatra 329-332

Riyah Shibha Nasution

Speech Functions Used by Male and Female Tour Guides in Their Touring Interaction with Tourists in Bukit Lawang 333-336

Widya Ningsih

Analysis of the Influence of Economic Openness to Indonesia Growth 337-340

Zando Silaban

Design Development and Standard Operational Procedure for Training Model Management of 3 Diploma Mechanical Engineering University of Medan 341-345

Mindo Judica Pangaribuan

The Euphemism in "Sambah Manyambah" Tradition of Minangnese Wedding Ceremony 346-348

Muhammad Fauzi

Analysis of Factors That Influence the Interdiction of District/City in the Province 349-354

North Sumatra

Muhammad Yulhelmy Isra

Development of Interactive Learning Media Based on Adobe Flash CS 6 in Geographic Lessons 355-360

Mardimpu Sihombing

The Comparison between Predict Observe Explain (POE) and Think Pair Share (TPS) Learning Model on Students Learning Achievement, Activity, and Critical Thinking Skill on Human Circulatory System 361-367

Remli Nelmian Simarmata

Metaphor Translation in English and Indonesian Version of Surah Ali Imran 368-371

Uswatun Hasanah

Evaluation Of Tiered In Order To Increase PAUD Teacher Competence In Medan City

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Abstract— This research aimed to evaluating the implementation of the basic level tiered training conducted by HIMPAUDI Medan City in 2019. This research is evaluative research with a quantitative-descriptive approach, this design is chosen with consideration to evaluating the implementation of tiered level education and training (training) at the level of Medan City PAUD teachers in 2018. The evaluation model used in this study is the CIPP evaluation model (Context, Input, Process, and Product) proposed by Stufflebeam. The results of the study on the context dimension indicate the existence of physical and non-physical support from PAUD education stakeholders but it is not maximally. The results of the study on the input dimension obtained an ideal score of 720 (100%) while the empirical score was 600 with a percentage of 83,27%. This percentage shows that overall the results of the study on the input dimension are in the norm of good judgment. The results of the study on the dimensions of the process obtained an ideal score of 420 (100%) while the empirical score was 366 (87.81%). This percentage shows that overall the results of the study on the input dimension are in the norm of very well judgment. The results of the product dimensions research obtained all product aspect indicators are at the medium rating norm. The highest average percentage (65.95%) is in the aspect of professional competence with moderate rating norms, while the lowest average (64.82) is in the aspect of pedagogic competence with moderate rating norms. The ideal score for evaluating product dimensions is 4440 (100%) while the empirical score is 2897 with a percentage of 65.39%. This percentage shows that the overall results of the research on the product dimension are at the medium rating norm. Furthermore, it is recommended that this tiered training be improved to improve the competence of PAUD teachers.

Keywords— Program evaluation, Tiered training, PAUD teacher competence

I. INTRODUCTION

The teacher is the spearhead of the success of the implementation of education. Strengthening teachers towards various education and understanding of education in learning activities will greatly determine the quality of education implemented. As the spearhead of improving the quality of

education, teachers must always improve their competencies in order to be able to adjust and fulfill the various improvements developed. The results of PAUD teacher statistical data analysis show that variations in qualifications and competencies are very varied, in terms of PAUD teacher qualifications in Medan City are still dominated by the level of secondary school education (SMA or SMK), and only a small proportion of PAUD teachers have diploma and undergraduate education, although not relevant or in accordance with the field of early childhood education. The number of PAUD institutions in Medan City in 2018 was 323 institutions and teachers as many as 1,342 people with the composition of high school qualifications as many as 1,030 people (76.75%), D2 as many as 2 people (0.15%), D3 as many as 23 people (1.71 %), S1 as many as 279 people (20.79%) and S2 as many as 8 people (0.60%) [1].

Tiered training is a type of training that is often carried out to improve the competence of PAUD teachers. This tiered training program has been implemented since 2009. The tiered training is a training program with three different levels, namely basic training, advanced education and advanced training. This training program contains a menu of face-to-face learning, local study visits (KBL), utilization of PAUD (Cluster Activity Center / PKG Activity Center) and independent assignments. The basis for the implementation of PAUD teacher training is the Minister of Education Regulation No. 16 of 2007 concerning PAUD and Permendiknas standards No.58 of 2009 concerning the competence and academic qualifications of PAUD educators. It is expected that this tiered training can provide appropriate provisions for PAUD teachers who are of high school qualification and have never attended the same training. Besides that, it is hoped that this tiered training will make teachers more professional in carrying out their duties in planning, implementing learning, and assessing learning outcomes, as well as guiding, training, nurturing and protecting, and can fulfill four main competencies, namely personality, professional, pedagogic and social . Basic education and training is also shown to prepare educators as caregivers with minimal competency, advanced training is

aimed at preparing competent educators as assistant teachers, and advanced training is intended to prepare competent PAUD teachers [2].

Although tiered training has been conducted in an effort to improve teacher competence, the teacher competency test scores are still low. The low results of teacher competency tests in Medan City can be seen from the results of the national UKG conducted in 2014-2017.

Table 1.1 Table of Value of UKG Results of Medan City PAUD Teachers

Aspect	Year of Implementation			
	2014	2015	2016	2017
Graduation limit	47	55	65	70
Value of UKG Results	33,32	44,50	48,31	53,21

Source: Center for Development and Empowerment of Educational Educators and Workers (P4TK) for Kindergarten and Extraordinary Education (PLB)

Based on the table above, the average UKG results of teachers throughout Indonesia, especially in Medan City in 2014 were 33.32 with a graduation score of 47. In 2015 the UKG average score was 44.50 with a passing score limit of 55. At in 2016 the UKG average value was 48.31 with a graduation score of 65 and in 2017 the UKG average value was 53.21 with a passing score of 70.

This value indicates that the ability / competence of PAUD teachers is still far from what is expected. Another problem that occurs in the field is that teachers still lack awareness of the importance of training in improving their quality. There are also various events and experiences that have not yet described mastery of their competencies, such as academic content that is too broad to violate the principles of early childhood learning [3].

The Education Office, the Balai Pembangunan-PAUD and Dikmas (BP-PAUD AND DIKMAS), the Association of Kindergarten Teachers (IGTKI), the Association of Education and Indonesian Early Childhood Education Personnel (HIMPAUDI) and the Indonesian Learning Association (IPABI) are providers get recommendations from Dit.GGTK PAUD and Dikmas to organize tiered training in order to improve the teaching competence of PAUD teachers. The organizers of tiered training in this research are the graduates of Medan City. The purpose of the establishment of Himpaudi is for teachers and PAUD education staff to have a place in their activities.

Based on the above problems, it is necessary to do an evaluation of the basic level education and training programs carried out. There are several evaluation models that can be used, such as Kirkpatrick's model evaluation, CIPP model evaluation, Wheel model evaluation, Provus model evaluation, Stake model evaluation, and Brinkerhoff model evaluation. The program evaluation model in this study is a context input process product (CIPP) model to see the effectiveness of tiered training programs from the aspects of context, input / input, process, and results. Based on the background above, in this case the author plans a study of the evaluation of tiered education and training programs in order to improve the

competence of Early Childhood Education (PAUD) teachers in Medan City [4].

Competence according to [5] is "knowledge, skills and obligations that must be owned, internalized, mastered and actualized by the teacher in carrying out professional duties". Teacher competency in holistic competence is issued between other pedagogical competencies, competency competencies, social competencies, and professional competencies obtained through professional education.

According to [6] in Learning Quality Improvement Research explaining pedagogic competence is the ability of understanding students, designing and implementing learning, evaluating learning outcomes and developing students to actualize their various potentials.

[7] refer to the opinion of the Asian Institute for Teacher Education, arguing that teachers' professional competencies include the ability to (1) understand and be able to apply the foundation of education both philosophically, psychologically, etc. (2) understand and apply learning theory according to the level of student behavior development, (3) able to handle subjects or fields of study assigned to him, (4) understand and be able to apply appropriate teaching methods, (5) be able to use various learning tools and media and other learning facilities, (6) able to organize and implement teaching programs, (7) able to carry out learning evaluations and (8) able to foster student motivation.

According to [8] revealed that "Personality competency is a competency related to the teacher's personal behavior which in the future must have noble values so that they are scattered in daily behavior".

According to [9] argues that "Social competency is the ability needed by someone in dealing with others". Social competence in this case is related to communication skills, interaction and adjusting to students and other education personnel in the school environment.

II. RESEARCH METHODS

This research is an evaluative research (evaluation research) with a quantitative-descriptive approach. This design was chosen with consideration to evaluate the implementation of education and training at the basic level of Medan City PAUD teachers for the period March 2019. This evaluation was carried out in Medan City, North Sumatra. The implementers of tiered education and training that were evaluated were the Medan early childhood education and teaching staff association Association of Educators and Education Personnel for Early Childhood Education (HIMPAUDI) having their address at Jalan Rotan No. 23 Medan Petisah.

In facilitating the collection, processing and analysis of research data, it is necessary to understand that data sources, types of data, as well as data collection methods and techniques constitute a single entity that mutually supports and influences the evaluation process and results. This research instrument consists of: questionnaire, check list, and interview guidelines.

I. RESULT AND DISCUSSION

The main objective of this study was to research the results of a basic level tiered education and training evaluation for early childhood teachers throughout the city of Medan conducted by HIMPAUDI Medan City in the March Period of 2019. Description of research data produced regarding what data is needed. Data description includes dimensions (1) context; (2) input; (3) process; (4) products. Descriptions for dimensions are carried out with narrative descriptions, while for inputs, processes and products are carried out using descriptive data analysis in the form of averages (averages) and percentages (%). The description of the research data throughout these dimensions is stated as follows.

a. The gap between product dimensions and context dimensions

Based on Minister of Education and Culture Regulation No. 137 of 2014 concerning the PAUD National Standard, the basic level training materials for basic levels are: 1) basic concept of early childhood education, 2) development of children, 3) introduction of children with special needs, 4) ways of learning early childhood (child play), 5) early childhood health and nutrition, 6) ethics and character of PAUD educators, 7) learning planning, 8) learning evaluation, and 9) communication in care. The results of the pre-test for 30 training participants for each level of basic training material are shown in the following table:

Table 3.1 Competency gap of training participants

No	Training Material	Number of questions	Ideal score	Empirical Score	Pre Test Value
1	PAUD policy	5	150	79	52,67
2	Basic Principles of Early Childhood Education	5	150	120	80,00
3	Child development	5	150	84	56,00
4	Introduction of Children with Special Needs	5	150	93	62,00
5	How to Learn Early Childhood (Playing and Children)	5	150	66	44,00
6	Early Childhood Health and Nutrition	5	150	82	54,67
7	Ethics and Character of PAUD Educators	5	150	103	68,67
8	Learning Planning	5	150	62	41,33
9	Learning Evaluation	5	150	66	44,00
10	Communication in Parenting	5	150	69	46,00

total	50	150	745	
Average			82,40	54,93

Based on table 3.1 above, it can be seen that the highest pre test value is 80.00 in the training material about the basic concepts of early childhood, the lowest value is 41.33 in the learning planning material, while the average value is 54.93. Referring to the KKM value (minimal competency completeness) in the 2019 tiered level education training manual that requires that the KKM value be 75, then from the ten training material fields only one material field is stated to meet the KKM value, namely the basic concept of age children early while 9 other training materials do not meet the KKM value.

b. The Effectiveness of the Basic Level Education and Training Program for PAUD Teachers

The effectiveness of the tiered level training program at the PAUD teacher level is based on comparing the value of the pre test and post test scores on the level-level level training material. After education and training, all participants were given post test questions to measure the success of the training program. The value of the training participants' post test is shown in the following table.

Table 3.2 Post Test Value for PAUD Basic Training Participants

No	No. Value Respondents	Pre Test Value	Nilai Post Test	Remarks
1	1	52,00	90,00	Meet the KKM
2	2	54,00	80,00	Meet the KKM
3	3	56,00	76,00	Meet the KKM
4	4	56,00	84,00	Meet the KKM
5	5	66,00	90,00	Meet the KKM
6	6	52,00	82,00	Meet the KKM
7	7	60,00	84,00	Meet the KKM
8	8	50,00	82,00	Meet the KKM
9	9	60,00	80,00	Meet the KKM
10	10	34,00	76,00	Meet the KKM
11	11	52,00	80,00	Meet the KKM
12	12	42,00	78,00	Meet the KKM
13	13	54,00	80,00	Meet the KKM
14	14	56,00	86,00	Meet the KKM
15	15	58,00	86,00	Meet the KKM
16	16	68,00	64,00	Does not meet the KKM
17	17	50,00	72,00	Does not meet the KKM
18	18	54,00	78,00	Meet the KKM
19	19	68,00	82,00	Meet the KKM
20	20	42,00	84,00	Meet the KKM
21	21	60,00	86,00	Meet the KKM
22	22	52,00	92,00	Meet the KKM
23	23	52,00	84,00	Meet the KKM
24	24	48,00	82,00	Meet the KKM

25	25	60,00	70,00	Does not meet the KKM
26	26	64,00	68,00	Does not meet the KKM
27	27	64,00	82,00	Meet the KKM
28	28	46,00	84,00	Meet the KKM
29	29	60,00	86,00	Meet the KKM
30	30	58,00	78,00	Meet the KKM
Average		54,93	80,87	

Based on table 3.2 above, it can be seen that the pre test average value of 54.93 and the post test average value of 80.87 and the average percentage increase of 50.62%. Based on the post test score, the training participants who met the KKM were 26 people or 86.67% while the training participants who did not meet the KKM were 4 people or 13.33%. Based on the results of this acquisition, as a group (classical), it can be said that the training participants have fulfilled the KKM so that it is concluded that the implementation of basic level tiered education for PAUD teachers throughout Medan is effective.

To test whether there is a significant difference between the pre-test and post-test scores of training participants is performed using paired t-tests. At a significance level of 5%, a t-table of 2,045 was obtained, so as to determine the significance of the difference in the pre-test and post-test values, the t-count value was compared with the t-table value of degrees of freedom (N-1). Calculation results obtained tcount = 13.40 while ttable = 2.045, by comparing these two values obtained tcount = 13.40 > ttable = 2.045 thus H0 is rejected and accepts Ha. Ha's acceptance concluded that there was a significant difference between pre-test and post-test levels of basic level education for PAUD teachers throughout Medan.

c. Reaction and Learning Participants in the Training and Implementation Process

The results of the participant's reaction questionnaire on basic level education and tiered training can be seen in the following table.

Table 3.3 Results of the Participant Reaction Questionnaire Against the Implementation of Training

No.	The aspect that was responded to	Student Response		Percentage (%)	
		happy	not	happy	not
1	Participants' feelings towards the Training component				
	a. Training Materials	25	5	83,33	16,67
	b. Training Module	24	6	80,00	20,00
	c. Education Learning Outcomes Test	26	4	86,67	13,33
	d. Training atmosphere in the classroom	25	5	83,33	16,67
	e. Training Method	24	6	80,00	20,00
Average				82,67	17,33
2	Participants' opinions on the Training component				
	a. Training Materials	26	4	86,67	13,33

	b. Training Module	24	6	80,00	20,00
	c. Education Learning Outcomes Test	25	5	83,33	16,67
	d. Training atmosphere in the classroom	24	6	80,00	20,00
	e. Training Method	24	6	80,00	20,00
	Average			82,00	18,00
3		clear	not	clear	not
	Opinions of participants about understanding language used in:				
	a. Training Materials	27	3	90,00	10,00
	b. Education Learning Outcomes Test	25	5	83,33	16,67
Average			86,67	13,33	
4	Opinions of participants about the appearance (illustrations, pictures, layout of images) contained in:				
	a. Training Materials	26	4	86,67	13,33
	b. Education Learning Outcomes Test	25	5	83,33	16,67
	Average			85,00	15,00
5		interest ed	not	interest ed	not
	Opinions of participants about the interest to attend the next tiered training				
		25	5	83,33	16,67
Average			83,33	16,67	

Based on the effectiveness criteria in chapter III, the training participants' reaction was said to be positive if the average percentage obtained by more than 80% was in the category of happy, new, clear, interested, and interested. The participants' reactions were said to be effective if the training participants' reactions were positive for the implementation of the training. Based on table 3.3 above, all indicators of the effectiveness of the training participants' reactions are above 80%. Thus it can be said that all aspects received positive reactions from the trainees.

d. Product Evaluation

Evaluation of product aspects is explained by answering 2 (two) research questions. Both questions are answered with descriptive analysis and narrative analysis using ideal and empirical average percentages. The percentage value of the empirical average is then compared to the research assessment norms that have been established as a tool to determine the quality of the aspects evaluated, which is then used as the basis for drawing conclusions whether or not the indicators of the product aspects are met. The research findings and data analysis found that the percentage of the empirical average of all indicators on product aspects varied.

The results of product evaluation data analysis show that all product aspect indicators are in the middle and good rating norms. The highest average percentage of 65.95% was achieved in professional competencies with moderate assessment norms, while the lowest average of 64.82% was achieved in aspects of pedagogic competence with moderate

assessment norms. The ideal score for evaluating product dimensions is 4440 while the empirical score is 2897 with an average percentage of 65.3%. 9 This percentage shows that the overall results of the research on the product dimension are at the medium rating norm.

II. CONCLUSION

Based on the findings and the results of the research data analysis, some conclusions are as follows:

1. There is a gap between the dimensions of the product and the dimensions of the context in the basic level tiered education program for PAUD teachers in Medan, based on the participants' ability to master the training material.
2. The implementation of a basic tiered education and training program for PAUD teachers in Medan is effectively seen based on increasing the ability of participants before and after the implementation of the training.
3. The reaction of the training participants during the process of implementing the basic level education training program in PAUD teachers in Medan is effective and provides a positive contribution to the implementation of the training.
4. Learning (learning) of participants during the process of implementing a tiered education at the basic level of PAUD teachers in Medan experienced an increase based on a completeness value of at least 75 by 86% of all training participants.
5. Mastery of pedagogical competencies and professional competencies of participants after a tiered education at the basic level of PAUD teacher competency in Medan City is of medium qualification.

Acknowledgment

The author would like to thank the parties involved in this research. The author hopes this research can be useful for researchers who will conduct research on the same topic.

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