
Developing Of Lectures Process Evaluation Tool Of Elementary School Teacher Study Program

Antonius Edy Setyawan^{1□}, Nelly Wedyawati², Warkintin³

¹²³Dosen Program Studi PGSD STKIP Persada Khatulistiwa Sintang
edysetyawan.200286@gmail.com,

Abstract. Research objectives of this study is how to develop the lecturer's performance evaluation tools, activities, interests and motivation lectures. The research methodology is carried out in accordance with the stages of development of the evaluation tool model: (1) needs analysis, (2) determination of indicators and grids, (3) problem development, (4) expert review, testing, (5) analysis of test results, and (6) product assembly. conclusion from research that is: (1) Indicators of evaluation tools for lecturers' performance, activities, interests, motivation of lectures with a review of literatures and focus group discussion (FGD) activities with several peers. (2) dimensions lecturer's performance tool: work ability, work initiative, work quality, work accuracy, behavior and appearance, communication, nationalism. (3) dimensions activities: readiness in lectures, existence in lectures, accuracy of completing tasks. (4) dimensions interest: attention in lectures, fulfillment of facilities, pleased in lecturing activities. (5) dimensions for motivation: instrinsik, entrinsic, achievement. (6) all evaluation tools valid and reliebel except lecturer performance there are 3 invalid and revised. (7) results from large-scale trials indicate that all evaluation tools are valid and reliebel. The general conclusion is that the lecture evaluation tool for the PGSD program is valid and reliebel and can be used.

Keyword: Indicators, evaluation, lecturing process, elementary school

INTRODUCTION

Evaluation has benefits for the people who involved in a program. In general, the aspects of education that can be evaluated include inputs, processes, and outputs. Aspects of inputs that need to be evaluated are the selection process, input quality, educational facilities / infrastructures. The aspect of the process that needs to be evaluated is the acquisition of the score of each lecture, the achievement index, and the time required to complete the study (Supratikna, 2012) there are three terms that refer to the main activities in the classroom assessment activities, ie assessment, measurement and evaluation.

Assessment of learning outcomes is a crucial activity in the process of education. All the processes in formal education institutions will ultimately lead to learning outcomes that are realized quantitatively in the form of value. Student learning outcomes are not always easy to

assess. As is known, the learning objectives include cognitive, affective and psychomotor domains. In Assesing the students learning outcomes are not always easy. The domain of knowledge (cognitive) and attitude (affective) is relatively difficult to observe, although it can be measured. Therefore, in the process of assessment of learning outcomes the first step should be started from the formulation of learning objectives that allow to be observed and measured (observable and measurable

By applying the instrument, the data is reflect the achievement of learning objectives in a learner. This data should be processed and interpreted so that it becomes meaningful information. In addition, based on the data the assessor can make determination about the position or status of a learner, such as up or not up the class, graduate or not and so forth. Evaluation is an identification activity to see if a planned program has been achieved or not, is

valuable or not, and can also see the level of efficiency of its implementation.

Lectures as a learning process in higher education need to be planned, implemented, and evaluated regularly. Planning, implementation, and evaluation of lectures are usually dominated by lecturers. However, the lecture assessment still focuses on assessing student learning outcomes. (Rusilowati, 2017) evaluation is a very important part of the learning process, but the faculty often banned of its process. Lecturers need to be encouraged to carry out evaluations not only for students but also for themselves. evaluation of lectures by students to assess the performance of lecturers also need to be still driven implementation.

Learners are very interested in the lecturing. By observing the performance of lecturers, students have learned to do scientific activities that are useful to develop their ability as an observer. (Arifin, 2009) the benefits of evaluation results for students can be used to: (a) generate interest and motivation to learn; (b) establish a positive attitude toward learning and learning; (c) help learners understand better; (d) assisting learners in choosing the right and proper learning method; and (e) knowing the position of learners in the classroom.

The principle of assesment must be educative, authentic, objective, accountable, transparent and integrated. The instruments in assessment are consists of process assessment as form of rubric and / or result assessment in the form of portfolio or design work. An attitude assessment can use observation assessment techniques. Assessment of the mastery of knowledge, general skills, and special skills is made by selecting one or a combination of sharing techniques and assessment instruments. The final result of the assessment is the integration between the various techniques and assessment instruments used. (Jabbarifar: 2009) Assessment is a process that includes four basic components: 1) Measuring improvement over time. 2) Motivate students to learn. 3) Evaluate teaching methods. 4) Rank student ability in relation to group evaluation as a whole.

The quality of lecturing process can be determined by two factors, namely lecturers and students. Factors that need to be evaluated from lecturers subject are (1) lecture design, (2) syllabus of lecture, (3) lecture content, (4) lecture materials and (5)

lecture method, Matiru, Mwangi & Schettle (in Rusilowati: 2008). The lecture design and syllabus are the components to support the lecturer's routine duties in planning. The contents of materials and lecturing methods are the supporting components of lecturers' duties in managing and administering lecture duties. The performance and competence of lecturers in giving lectures play an important role in improving the quality of universities. Factors that need to be evaluated from student subject include activity, interest and motivation of student when follow lecture.

Evaluation of lecturing process in the Prodi PGSD STKIP Persada Khatulistiwa from 2013 to 2017 that the percentage of graduation per semester for social science category is still low. From the minimum there is still below the GPA <2.75. so that students can not freely get a job at a government or private institution that requires a minimum GPA is > 2.75 then it is necessary to analyze by evaluating the process of lectures at the university in order to increase the quality of college teaching and teaching competence lecturers.

Evaluation should be done comprehensively, from the availability of input quality, facilities / infrastructure, managerial leadership, admissions process and lecturing process. Lectures as a learning process in college need to be planned, implemented, and evaluated regularly. stated that the observations and evaluations were able to give them concrete suggestions for improving teaching and evaluation useful for students participating in teaching (Divall: 2012)

Planning, implementation and evaluation of lectures are usually dominated by lecturers. In essence, the evaluation of students' learning outcomes is done at least three times, the Middle Semester Examination (UTS), and the Final Semester Examination (UAS), and other evaluations that do not contarvene with the applicable regulations. The final grade (letters of quality) of the course or the final evaluation of a subject matter shall only be considered valid if the subject concerned is registered in the Student's KRS. The value listed in the List of End of Vote Counters (DPNA) is signed by the Course Lecturer. Students are active / registered in the semester corresponding to the KRS and DPNA semesters. All final grades (letters of quality) of subjects or final evaluation of a subject

that does not meet the requirements of point (1) above shall be declared null (failure)

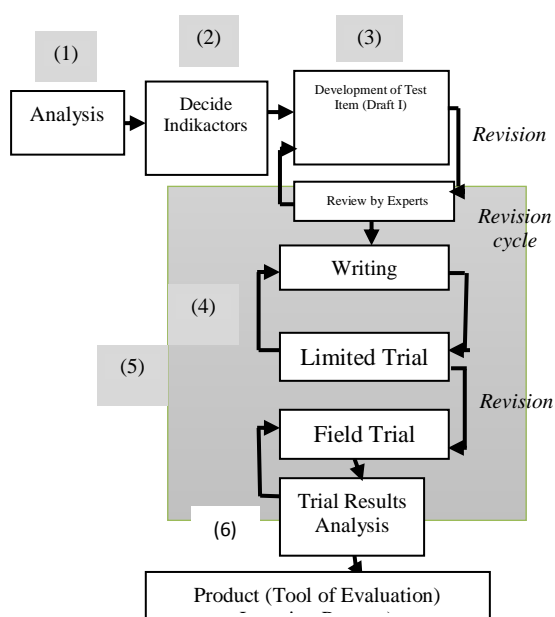
Achievement index (IP) is a number that shows student achievement or progress in one semester. IP is calculated at the end of each semester. The calculation formula is as follows (rounding down if less than 0.05, rounding up if equal / more than 0.05). Cumulative Achievement Index (GPA) is a number that shows student achievement or progress cumulatively from the first semester to the last semester that has been taken. GPA is calculated at the end of each semester. The calculation formula is as follows (rounding down if less than 0.05, rounding up if equal / more than 0.05). GPA is used to determine the study load next semester.

The purpose of this research are to: (a) develop the evaluation instrument of the lecture process to measure the performance of lecturer of PGSD study program in giving lectures at STKIP Persada Khatulistiwa Sintang; (b) develop a lecture evaluation instrument to measure the activities of PGSD students when attending lectures at STKIP Persada Khatulistiwa Sintang; (c) develop a lecture evaluation instrument to measure student interest in PGSD when attending lectures at STKIP Persada Khatulistiwa Sintang; (d) develop development of lecturing evaluation instrument to measure student motivation of PGSD when attending lectures at STKIP

Persada Khatulistiwa Sintang; (e) to know the validity and reliability of the evaluation instrument of lecturing process of PGSD students in STKIP Persada Khatulistiwa Sintang.

METHOD

The research design of this research is a research and development (R & D) with Design research following the design of Borg and Gall in (Sugiyono, 2015). Because the evaluation tool is a tool in evaluating the process and learning outcomes. To evaluate lecturing process evaluation tool developed is non test. The step of developing an evaluation tool is preceded by needs analysis followed by problem development (form of statement), problem test and assembly of evaluation tool. Needs analysis begins with a preliminary survey of real conditions in the field. (Rusilowati, 2008) The development procedure is depicted in Figure 1. Research location, conducted at Teja Khatulistiwa Sintang High School of Education and Science (STKIP) Sintang located in Sintang city of West Kalimantan and pilot design through two stages namely individual test and field test. Individual testing through expert PGSD evaluation experts; while field test was tested on 50 PGSD students and limited trial on PGSD students of Semester II, IV, VI amounted to 100 (one hundred) persons. Technique of taking subject of field trials with purposive and cluster sampling



Picture 1. Stages of Instrument Development

The types of data collecting are qualitative data and quantitative data. Qualitative data are inputs from experts and quantitative data in the form of response answers (score coding) students to non-test assessment tool. Method of data analysis is done by using triangulation mix-method design that is by analyzing simultaneously from qualitative data and quantitative data and also data of combination. Then use the results of his analysis to understand the research problem. The basis of this data analysis design is the lack of one type of data will be complemented by other data types. Quantitative test is done statistically to know the level of validity and reliability of instrument evaluation of lecturing process. Meanwhile, qualitative descriptive analysis was conducted on non test data.

RESULT AND DISCUSSION

1. Introduction Study

Activities from field studies include literature studies, field studies and descriptions and analysis of findings. In this section, there are several theoretical studies which are the basis of the research, namely PGSD student lecture evaluation theory, student lecture assessment to PGSD, determinants of the quality of lecturing process, learning activities, attitudes toward learning, and student learning outcomes.

2. Development Stage

Development stages follow the stages of development of the evaluation tool model following the steps: (a) needs analysis, (b) determination of indicators and grids, (c) development of item (draft I), (d) expert review, (e) draft II, (f) limited trials, (g) draft III writing, (h) field trials, (i) analysis of

test results and (j) Product (evaluation tool) (Rusilowati 2014: 183)

The stages of determining indicators and evaluation grids based on literature review and focus group discussion (FGD) activities with several colleagues were obtained indicators of hypothesis lecture evaluation tool. The results of the determination of indicators and the grid of the development instruments are presented in the following tables:

- a. Performance of Lecturers in giving lectures
Lecturer's performance is a description of the work done when giving lectures as a responsibility. The grid of PGSD lecturer performance instruments is presented in table 1.
- b. Activity is a student activity during the course. Operationally the activity is the score obtained by the student after answering the questionnaire instrument of student activity during the course of a lecture. The grid of PGSD lecturer performance instruments is presented in table 2.
- c. Interest is a character that is structured through experiences that encourage individuals to look for objects, activities, understanding, skills for the purpose of attention or mastery. Operationally the definition of interest is one's curiosity about the state of an object. Interest is a score obtained by students after answering the questionnaire instrument of interest in following the lectures in the form of scale. The grid of PGSD lecturer performance instruments is presented in table 3.

Table 1. *Instrument Latticework of PGSD Lecturers*

Dimensi	Indikator	Item
Working Ability	Ability in classroom leadership	1,2
	Ability in managing the teaching and learning interaction	3
	Ability in doing assessment	4,5
Initiative	Using Teaching Media	6,7
	Using Various Teaching Methods	8
	Manage the learning achievement orderly	9,10
Working Quality	Planing a program for learning activity	11
	Doing learning outcomes assessment	12

	Carrying out lectures	13
	Implementing the results of research in lecturing	14
	Using ICT in lecturing for self development	15
Working Accuracy	Mastering materials, structure, concept, and knowledge in PGSD	16
	Mastering competence achievement in PGSD	17
	Doing the lecturing process based on the schedule	18,19
Behavior and Lecturer Appearance	Behave in accordance with legal, social, and cultural norms	20
	Uphold the attitude of pluralism/tolerance	21,22
	Showing themselves as honest, noble, and role models for students	23
	Showing themselves as a steady, stable, mature, wise, and authoritative person	24
	Showing work ethic, high responsibility, pride to be a lecturer, and confidence	25
	Uphold the code of profession of professors	26
Communication	Carry out guidance services	27,28
	Implementing new things in the lectures	29
	Provide feedback to students	30
	Open minded to receive feedback for improvement in learning	31,32
Nationalism	Adapt in a place that has socio-cultural diversity	33
	Being objective and non-discriminatory due to gender, religion, race, physical condition, family background and social status	34

Table 2. *Latticework and Indicators for Students's Activity in Attending Lecture.*

Dimension	Indicators	Item
Lecturing	1. Physically preparation in lecturing	1,2
Preparation	2. Mentality preparation in lecturing	3,4
	3. Emotionality preparation in lecturing	5,6
	4. Intellectually preparation in lecturing	7
Existence in lectures	5. Paying attention to lecturers' explanations actively	8
	6. responding to what the lecturer delivered actively	9
	7. Asking the lecturer actively	10
	8. Answering the lecturer's question actively	11
	9. Giving feedback to the lecturer	12
Timing in doing task	10. Do the task given by lecturer	13
	11. Submit the task on time	14

Table 3. *Latticework and Indicators for Students' Interest in Attending Lecture*

Dimension	Indicator	Item
Attention in lectures	1. Make a note	1,2
	2. Has effort to understand the materials	3,4
	3. Has self awareness to study at home	5,6
	4. Doing usefull thing in spare time	7,8
	5. Attendace in lecturing	9,10
	6. Having discussion with classmates	11
	7. Visiting library	12,13
Fulfillment of Facilities/Infrastructure	8. Having book for refences	14,15
	9. Buying books for references	16,17
Pleased in Lectures Activities	10. The feelings of college students while studying	18,19
	11. Students' response during lectures in groups	20

- d. Motivation is a process undertaken to move a person so that his behavior can be directed to real efforts to achieve the goals that have been set. Operationally the definition of motivation is the score obtained by the student after answering the motivation questionnaire instrument in following the lecture.

Table 4. *Latticework and Indicators for Students' Motivation in Attending Lecture*

Dimension	Indicator	Number Item
Intrinsic Learning Motivation	1. Encouragement and need in learning	1,2,3,4
	2. Desire to succeed in learning	5,6,7,8
	3. Existence of hope and ideals of the future	9,10,11
Extrinsic Learning Motivation	4. An appreciation in learning	12,13
	5. The existence of a conducive learning environment	14
	6. Interesting activity in learning	15
Achievement motivation	7. Work hard for success	16,17
	8. Hope for success	18
	9. Concerns will fail	19,20
	10. Competition	21,22

- e. This draft I is further validated by the evaluation expert and obtained results and summarized in table 5

Table 5. *Latticework and Indicators for Assessment of Lecturing Evaluation Experts*

Criteria	Indicator	Scale Assessment (%)			
		Lecturer's performance	Lecture's Activity	Lecturing Motivation	Lecturing Interest
Scoring Aspect	A. The Linkage of Indicators with Purpose	100	100	100	100
	B. Conformity Questions with Indicators being measured	100	100	100	100
	C. Conformity of Questions with Objectives	100	100	100	100
	D. Language used is good and correct	100	100	100	100

Table 6. *Assesment Results by experts*

Indicator	Comments	Conclusion
Lecturer's Performance	In general the instrument is appropriate, it needs a little improvement, either the writing or the urgency of each item. Detailed comments can be seen in the instrument	Can be used with minor revision
Lecturing Activity	In general the instrument is appropriate, it needs a little improvement, either the writing or the urgency of each item. Detailed comments can be seen in the instrument	Can be used with minor revision
Lecturing Mativation	In general the instrument is appropriate, it needs a little improvement, either the writing or the urgency of each item. Detailed comments can be seen in the instrument	Can be used with minor revision
Lecturing Interest	In general the instrument is appropriate, it needs a little improvement, either the writing or the urgency of each item. Detailed comments can be seen in the instrument	Can be used with minor revision

The conclusions of the lecture instrument evaluation experts state that draft 1. can already be used with minor minor revisions. The revised sections are statements that have not used good and correct language, meaningful statements and statements that are less relevant to the dimensions. After repaired it is obtained draft II. This draft II will be field tested and then analyzed whether the instrument is valid

and the instrument is reliebel. (Kim Bangg: 2016) an evaluation in teaching can provide a systematic and specific plan for diagnosing and improving teaching competence

3. Field test phase / implementation
 a. The trial is limited

A limited-scale trial was carried out in a 50-student class of fourth semester students of PGSD for the lecture activity scale, lecture

motivation and lecture interest in one lecturer for a lecturer-scale performance test. Field trials were conducted on 50 students from PGSD's fourth semester students for the lecture activity scale, and 1 lecturer for the lecturer's performance scale test. Questionnaire designed with Likert scale and analyzed by percentage formula. Wedyawati, N (2017) The common test used to measure attitudes is the Likert scale model test. The Likert test consists of positive and negative revelations. With a continuum range of strongly agree, agree, disagree, and strongly disagree. From the result of questionnaire then analyzed the validity and reliability and obtained the results presented for the instrument instrument performance lecturer table 7 lecture activities presented in table 8, interest of the lectures are presented in table 9 and the lecture motivation is presented in table 10 Validity test is a test used to indicate how far the measuring instrument is used in measuring what is measured. From the analysis on the instrument performance of lecturer with $n = 50$ with r_{tabel} 0,279 obtained that there are 3 item invalid so that item is revised. The result of validity calculation is obtained that all items are bigger than r_{tabel} so that it is concluded that

all items are declared valid. The analysis of the validity of the instrument of the lecture activity, the interest of the lecture and the motivation of the lecture shows the value above the r_{tabel} and is declared valid. Valid means the instrument can be used to measure what should be measured. So it is concluded that the items declared valid can be used for research. Reliability test is used to determine the consistency of the measuring instrument, whether the measuring device used is reliable and remains consistent if the measurement is repeated. Reliability testing method with Alpha method (Cronbach's). Sugiyono (2015) The alpha method is particularly suitable for scale scores (eg 1-4, 1-5). The decision-making criterion uses the limit of 0.6. according to now. That reliability is less than 0.6 is less good, whereas 0.7 is acceptable and above 0.8 is good. From the validity test only valid items are tested reliability and obtained the results of all valid items. From the calculation it is found that all items for lecturer performance instruments reliability, and calculation for lecture instrument instrument, interest of lecture and motivation of lecture also reliability.

Table 7. Validity and Reliability Analysis of Lecturer Performance

Number Item	Instruments of Lecturer Performance	
	Analysis Validity	reliability
1,2,4,5,6,7,8,10,11,12,13,14,15,16,17 18,20,21,22,23,24,25,26,27,28,29,30,31,32,33,34	Valid	0,95
3,9,19	Tidak Valid	reliabel

Table 8. Validity and Reliability Analysis of Lecturing Activity

Lecturing Activity Scales						
Information	Pearson Correlation	n	r_{tabel}	Information	Cronbatch' alpha	> 0,6
All item	1	50	0,279	Valid	0,981	reliabel

Table 9. Validity and Reliability Analysis of Lecturing Interest

Lecturing Interest Scales						
Information	Pearson Correlation	n	r_{tabel}	Information	Cronbatch' alpha	> 0,6
All item	1	50	0,279	Valid	0,988	Reliabel

Table 10. Validity and Reliability Analysis of lecturing motivation instrumen

Lecturing Motivation						
Information	Pearson Correlation	n	r_{tabel}	Inf.	Cronbatch' alpha	> 0,6
All item	1	50	0,279	Valid	0,995	reliabel

By using valid and reliable instruments in data collection, it is expected that the results of the research will be valid and reliable. So valid and reliable instrument becomes the absolute requirement to get valid and reliable result. From the results of the analysis of limited-scale testing, evaluation tools in the revision and obtained a draft III insrumen PGSD lecture evaluation.

b. Large-scale trial

The draft III of PGSD lecture evaluation evaluation was tested

extensively. Trial conducted on students amounted to 100 people semester II, IV, VI PGSD. 100 test subjects were drawn from two lecturers who taught different subjects. The results of validity and reliability for draft III concluded that all valid evaluation tools and reliebel so that draft III is a tool instrument that is feasible to be used in evaluating the lecture process. The conclusion of draft III that

Scales	Dimension	Indicators
Lecturer's Performance	1. Working Ability	a. Ability in classroom leadership b. Ability in managing the teaching and learning interaction c. Ability in doing assessment.
	2. Initiative in Working	a. Using Teaching Media b. Using Various Teaching Methods c. Manage the learning achievement orderly
	3. Working Quality	a. Planing a program for learning activity b. Palnning assessment of learning outcomes c. Carrying out lectures d. Implementing the results of research in lecturing e. Using ICT in lecturing for self development.
	4. Working Accuracy	a. Mastering materials, structure, concept, and knowledge in PGSD b. Mastering competence achievement in PGSD c. Doing the lecturing process based on the schedule.
	5. Behavior and Lecturer Appearance	a. Behave in accordance with legal, social, and cultural norms b. Uphold the attitude of pluralism/tolerance c. Showing themselves as honest, noble, and role models for students. d. Showing themselves as a steady, stable, mature, wise, and authoritative person. e. Showing work ethic, high responsibility, pride to be a lecturer, and confidence.
	6. Komunikasi	a. Carry out guidance service b. Implementing new things in the lecture c. Provide feedback to students d. Open minded to receive feedback for improvement in learning.
	7. Nationalism	a. Can do adaption in the working place/campus with various social culture b. Being objective and non-discriminatory due to gender, religion, race, physical condition, family background and social status.
	8. Lecturing Preparation	a. Physically preparation in lecturing b. Mentality preparation in lecturing c. Emotionality preparation in lecturing d. Intelectualtiy preparation in lecturing
Students' Activity	9. Existance in Lecturing	a. Paying attention to lecturers' explanations actively

		b. responding to what the lecturer delivered actively c. Active in questioning d. Active in answering/response/comments e. Giving feedback to lecturer
	10. Timing in doing task	a. Do the task given by lecturer carefully b. Submit the task on time
	11. Attention in Lecturing	a. Make a note b. Has effort to understand the materials c. Has self awareness to study at home d. Doing usefull thing in spare time e. Attendance in lecturing f. Having discussion with classmates n g. Visiting library
Students' Interest	12. Fulfillment of Facilities / Infrastructure Pleased in Lecture Activities	a. Having relevance refences for PGSD b. Often buying relevance references for PGSD 1. Having positive response when attending the lectures 2. Having positive response when attending groups activity in lecturing
	Intrinsics Learning Motivation	a. Encouragement and need in learning b. Desire to succeed in learning c. Existence of hope and ideals of the future.
Learning Motivation	Extrinsics Learning Motivation	1. An appreciation in learning 2. The existence of a conducive learning environment 3. Intersting activity in learning
	Motivasi berprestasi	a. Work hard for success b. Hope for success c. Concerns will fail d. Competition

CONCLUSION

1. Instrument evaluation of lecturing process for the performance of PGSD lecturer produces dimension: (1) ability of work produce indicator: able to lead class, able to manage interaction belajar mengajar, and able to execute assessment result learn. (2) work initiatives produce indicators: use instructional media, use varied methods, orderly administer assessment of learning outcomes (3) quality of work produce indicators: plan learning programs, plan assessment of learning outcomes, conduct lectures, apply research results in learning, ICT in learning to develop themselves. (4) the accuracy of work produces indicators: mastering the material, structure, concepts in the field of PGSD, mastering the achievements of PGSD field competencies, completing the teaching program on schedule. (5) the behavior and appearance of lecturers produce indicators: behave in accordance with legal norms, social and culture, uphold the attitude of pluralism / tolerance, displaying themselves as honest person, noble character and role model for students, Showing self as steady, stable person , mature, wise and authoritative, Demonstrating work ethic, high responsibility, pride to be a lecturer and confidence. (6) Communication produces indicators: Implementing counseling services, Implementing new things in lectures, Providing feedback to students, Open in receiving feedback for improvement in learning. (7) nationalism produces indicators: able to adapt in a place that has socio-cultural diversity, act objectively and not discriminatory due to gender, religion, race, physical condition, background, family and social status.
2. Instrument evaluation of lecturing process for PGSD Student activity when attending lectures produce dimension: (1) readiness in lecture with indicator: physical readiness in lecture, mental readiness in lecturing, emotional readiness in lecturing and intellectual readiness in lecturing. (2) the existence of the lecture produces active indicators to pay attention to the lecturer's explanation, actively respond to what the lecturer says, actively inquire, actively give answers / responses / disclaimers, give input to the lecturer. (3) the accuracy of completing the task of generating the indicator: carrying out the tasks assigned by the lecturer sincerely and collecting the tasks on time.

3. Instrument evaluation of lecturing process for PGSD Students' interest in following lectures produces dimensions: (1) attention in lectures produces indicators: possesses notes, tries to understand lecture materials, awareness about home study, awareness of students to fill free time by study, attendance in lectures, doing discussion with friends, and library visits. (2) fulfillment of facilities / infrastructure produces indicators, has relevant reference books in the field of PGSD and routinely buys relevant reference books in the field of PGSD, (3) is happy in lecturing activities resulting in indicators having positive responses during lectures and has a positive response when following lecture group activities.
4. Instrument evaluation of lecturing process for PGSD Student Motivation obtained dimension; (1) intrinsic learning motivation produces an indicator of the incentives and needs in learning, the desire and desire to succeed in learning and the hope and aspirations of the future. (2) extrinsic learning motivation to produce indicators: the existence of awards in learning, available learning environment conducive and the existence of interesting activities in learning. (3) achievement motivation produce indicators; working hard for success, hope for success, concerns about failure and competition.
5. Instrument evaluation of lecturing process developed, among others: lecturer performance, student lecture activity, lecture interest and motivation of the lecture declared valid & reliable. This means that the lecture evaluation instrument can be used to measure the lecture process in universities and have the consistency of measuring instruments. The developed lecture evaluation instrument is reliable in the measurement.

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