

See discussions, stats, and author profiles for this publication at: <https://www.researchgate.net/publication/331173364>

# The Evaluation of Teacher Dispatching Program For Indonesian Children's Education In Sabah Malaysia

Conference Paper · January 2019

DOI: 10.2991/icoie-18.2019.130

CITATIONS

0

READS

109

3 authors, including:



Ivan Hanafi

Universitas Negeri Jakarta

16 PUBLICATIONS 129 CITATIONS

[SEE PROFILE](#)



Totok Soefijanto

Universitas Paramadina

12 PUBLICATIONS 12 CITATIONS

[SEE PROFILE](#)

Some of the authors of this publication are also working on these related projects:



Minimum Service Standards Capacity Development Program (MSS-CDP) - Asian Development Bank [View project](#)



Development Boarding School Islamic [View project](#)

# The Evaluation of Teacher Dispatching Program For Indonesian Children's Education In Sabah Malaysia

1<sup>st</sup> Rita Dewi Suspalupi  
*Educational Management Department*  
*Universitas Negeri Jakarta,*  
Jakarta Indonesia  
[ritadewisuspalupi@gmail.com](mailto:ritadewisuspalupi@gmail.com)

2<sup>nd</sup> Ivan Hanafi  
*Educational Management Department*  
*Universitas Negeri Jakarta,*  
Jakarta Indonesia  
[ivan.hanafi@gmail.com](mailto:ivan.hanafi@gmail.com)

3<sup>rd</sup> Totok Amin Soefijanto  
*Educational Management Department*  
*Universitas Negeri Jakarta,*  
Jakarta Indonesia  
[totok.soefijanto@gmail.com](mailto:totok.soefijanto@gmail.com)

**Abstract**—The purpose of this study is to evaluate the teacher dispatching program for Indonesian children's education in Malaysia. Currently, there are 53,687 children of Indonesian citizens in Malaysian Sabah plantations that have difficult access to education. Since 2006, the government of Indonesia has periodically sent teachers to provide education services for Indonesian children in Sabah Malaysia. This research uses the qualitative approach with the evaluative method. The research model used is a model developed by Stufflebeam, namely CIPP model (context, input, process, product). The results of this study indicate that the implementation of the teacher dispatching program for Indonesian children's education in Sabah Malaysia in some aspects has not yet reached the evaluation criteria and needs revamping, but in general the program is running well and must be continuously implemented to provide the right of quality basic education services for every Indonesian citizen without discrimination.

**Keywords**—Program Evaluation, CIPP, Teacher dispatching

## I. INTRODUCTION

The Law of the Republic of Indonesia Number 20 Year 2003 states that the state is obliged to provide nine years compulsory education for every citizen within the territory of the Unitary State of the Republic of Indonesia and abroad. Based on the data from the Consulate General of the Republic of Indonesia in Kota Kinabalu and Consulate of the Republic of Indonesia in Tawau in 2015, the number of Indonesian school-aged children in Malaysia is as many as 53,687 people. Of these, 24,856 have been provided with education, while the remaining 28,831 have not received education services [1].

The problem of difficult access to education in Sabah is due to the provisions of the Malaysian government in the 2001 Labor Deed and 2001 Education Deed that every migrant worker and foreign student must have complete legal documents. Most descendants of Indonesian migrant workers born in Sabah have no official documents so they cannot attend a Malaysian national school. To carry out the mandate of the Constitution, since 2006 the Indonesian government through an agreement Annual Consultation with the Malaysian government has each year assigned teachers to educate Indonesian children in Malaysia who have not been touched by educational services. Teachers are the most important component in achieving the needs of social value which is expected of an education [2]. So the Indonesian government seeks a professional teacher dispatching

mechanism for the achievement of the purpose of comprehensive education services. In the academic year 2016/2017 the number of Indonesian teachers serving in Sabah Malaysia is 322 persons, with details as shown in Table 1.

Teachers' quota sent every year based on an agreement with the Malaysian authorities is the number of teachers repatriated in the same year. Indonesian teachers are hired to teach for two years, due to the effectuation of the Multiple Entry Visa, which includes Teaching Permits and Resident Permits for only one year and can be extended for another year [1].

Well-prepared teachers are the strongest factor that affects student achievement even when compared to background factors and social status [3]. A good educational program will be futile if not supported by the availability of professional teachers. Teachers are role models and motivators for their students. Indirectly they will inspire and influence the lives of their students. Teachers' understanding about the needs of a child, will certainly produce an optimal approach in teaching life skills that will lead to success for the child in the future [4].

The role of teachers in addition to teaching should also be able to foster the spirit of the students to move forward and develop themselves [5]. Teacher is the leading soldier in opening the horizon to enter the world of science. It is important for the Indonesian government to be able to send dedicated and competent teachers in accordance with the mandate of the legislation in order to make education services effective and sustainable.

TABLE I. DATA OF THE NUMBER OF INDOONESIAN TEACHERS IN SABAH MALAYSIA

No	State	Task Period	Total
1	STAGE 3	Nov 2011– 2016	15
2	STAGE 4	May 2013– 2017	51
3	STAGE 5	June 2014– 2016	64
4	STAGE 6	November 2015 - 2016	93
5	STAGE 7	September 2016	99
Total			322

<sup>a</sup>. Data source: Guide and Profile of Teacher Dispatching Program for Indonesian Children's Education in Malaysia in 2016

The Indonesian teacher education and delivery service program has been running for more than ten years. Through this program, the Indonesian government seeks to provide

access to education while developing the potential of students in Sabah Malaysia [1]. Based on data from SIKK (Kota Kinabalu School of Indonesia) as an education service coordinator in Sabah, the percentage of Indonesian children who are served by education each year is not large. In the last three years, in 2014 it increased by 8.9%, in 2015 increased by 2.4%, and in 2016 increased by 9.8%. After ten years, the percentage of Indonesian children who are served by education in Sabah is still relatively low at 46.29% [1].

Based on that, the evaluation of teacher dispatching program for Indonesian children's education in Malaysia is conducted. The evaluation of this program uses the qualitative approach with an evaluation model developed by Stufflebeam, namely CIPP (Context, Input, Process, Product). The focus of research includes: 1. Program policies, objectives and targets; 2. The resources used in program implementation including the design of activities, human resources, and financing 3. Implementation of the program including recruitment, debriefing, departure, competency development, monitoring and assessment processes; 4. Program implementation outcomes including education services for Indonesian children in Malaysia and potential development for learners;

## II. METHODS

The purpose of this research to evaluate the program. The theory of program evaluation has 6 characteristics: comprehensive linking, core concepts, tested hypotheses about how evaluation procedures produce expected outputs, applicable procedures, ethical requirements, and a common framework to direct the practice of program evaluation and carry out research on program evaluation [6]. Program Evaluation is about understanding the program through a routine, systematic, deliberate gathering of information to uncover and identify what contributes to the "success" of the program and what actions need to be taken in order to address the findings of the evaluation process [7].

The basic purpose of evaluation is to render judgments about the value of the object under evaluation. Other purposes include providing information for program and organizational improvement and to make decisions, working to better society and to improve and sustain democratic values, encouraging meaningful dialogue among many diverse stakeholders, as well as adding to our knowledge concerning the application of social science theory, and providing oversight and compliance for programs [8].

Evaluasi program should construct activities, descriptions, and judgments in ways that encourage participants to rediscover, reinterpret, or revise their understandings and behaviors [9]. Evaluations can check the success level of programs related to the program environment and provide a "judgement" whether the program is forwarded, suspended, upgraded, developed, accepted or rejected. The success criteria of the program implementation is based on an assessment of the outcome or the process itself is related to the program's initial objectives.

Evaluations in the program have different functions in accordance with the background of the evaluation, the most common reason for doing evaluation are to identify needed improvements to the evaluand (formative evaluation); to support decisions about the program (summative evaluation);

and to enlarge or refine our body of evaluative knowledge (ascriptive evaluation as in 'best practices' and lesson learned' studies and almost all evaluations by historians) [10]. From a variety of definitions it is synthesized that program evaluation is a systematic and continuous process of collecting, describing, interpreting and presenting information to be used as a basis for making decisions, preparing policies and further programming.

The evaluation model used is CIPP model (context, input, process, product). This model was first introduced by Stufflebeam. Corresponding to the letters in acronym CIPP, the model's core concept are context, input, process, and product evaluation. Context evaluation assesses needs, problems and opportunities as based for defining goals and priorities and judging the significance of outcomes. Input evaluation assesses alternative approaches to meeting needs as a mean of plans to guide activities and later to help explain outcomes. Product evaluation identifies intended and unintended outcomes both to help keep the process on track and determine effectiveness [11].

Stufflebeam and Shinkfield classify the evaluation into 4 types in terms of the decision alternatives taken and the stages of the program being evaluated [6]. From the 4 stages (context, input, process and product) of evaluation, each stage of evaluation contains decision making information. The CIPP model is a model that has a fairly complete component as a policy setting tool, a product evaluation should assess intended and unintended outcomes and positive and negative outcomes. A product evaluation should gather and analyze stakeholder's judgment of the enterprise [6].

The study was conducted at the Directorate General of Teachers and Education Personnel of Ministry of Education and Culture and Community Learning Center (CLC) and several schools where Indonesian teachers teach in Sabah Malaysia. Research data was obtained through interviews, observation, and collecting supporting documentation. Interviews were conducted with 13 informants who were directly involved in the program implementation, including program managers, principals, teachers, and students. Research observations were carried out both directly and with participants. The data analysis procedure used in this study consists of three activities that occur simultaneously, namely data reduction, data display and conclusion drawing/verification [12].

The research approach uses the qualitative approach. Qualitative research is defined as the collection, analysis and interpretation of comprehensive narrative and visual data to gain insights into a particular phenomenon of interest [13]. The method used is the evaluative method that is by comparing a certain event or activity in detail based on predetermined criteria or standards. The research data was obtained through interviews, observations, and collecting supporting documentation. Research Design of Teacher Dispatching Program For Indonesian Children's Education in Sabah Malaysia as shown in Fig. 1.

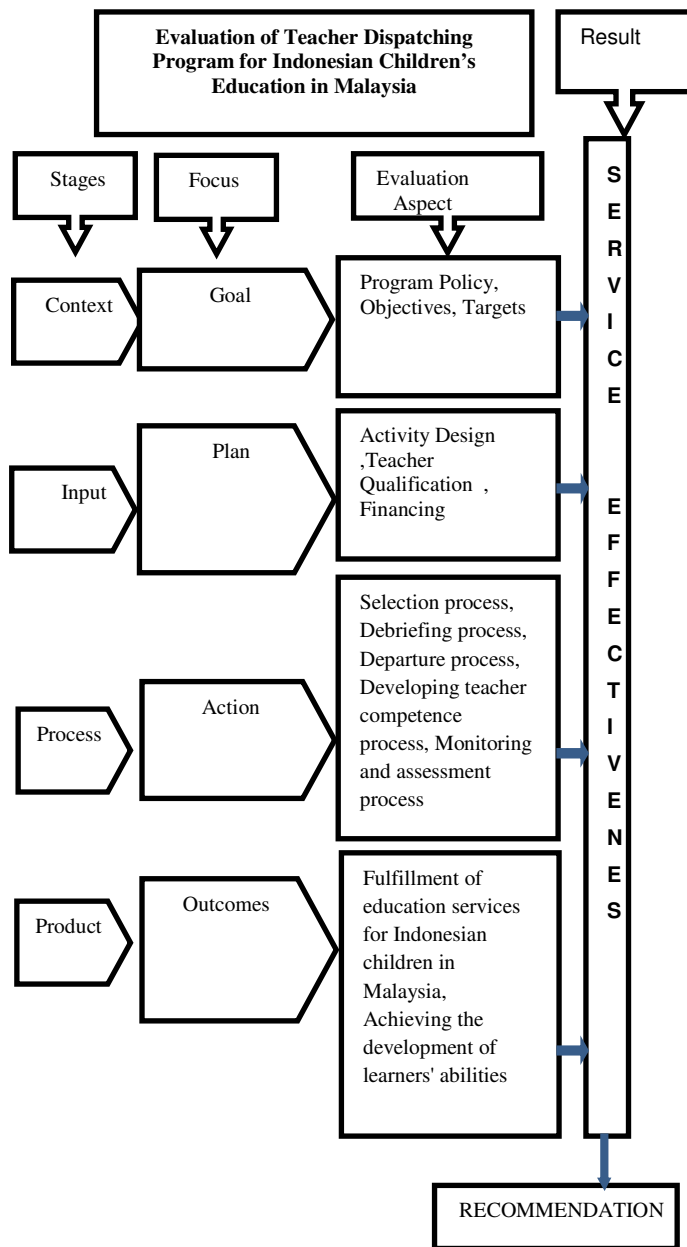


Fig. 1. Research Design of Teacher Dispatching Program For Indonesian Children's Education in Sabah Malaysia.

Context Evaluation is conducted at the stage of assessment to produce information for planning decisions. Context evaluation will look at the contextual conditions, the community expectations, and the vision and mission of the institution will be evaluated.

Input Evaluation, is conducted in the early stages of producing information for the decision of the strategy implementation of the program (structuring decision). The input evaluation will see the input condition of both raw input and instrumental inputs. Raw inputs are inputs that are processed into outputs, which for educational institutions are students, learners; Instrumental inputs such as teachers, facilities, curriculum, management, are supporting inputs in program implementation.

Process Evaluation, is done during the program to produce information about the implementation of the

program; the evaluation process will look at how the program works, the participation of the participants, resource persons or teachers, the performance of teachers/instructors on the teaching and learning process in the classroom, how the funds are used, how the teachers and students interact in the classroom, what percentage of success has been achieved, and expected success at the end of the program. The type of decision is implementation (implementing decision).

Product Evaluation, is done at the end of the program to determine the success of the program, the extent to which goals have been achieved, the constraints encountered and solutions, the success rate of the program including: effectiveness, efficiency, relevance, productivity, and so forth. Product evaluation produces information for the decision of program continuation (recycling decision). Product evaluation is also the accountability of the leader of the program to which the stakeholder is responsible.

### III. RESULTS AND DISCUSSION

#### A. Program Policies, Program Objectives and Program Targets.

First, the program policy: The teacher dispatching program for Indonesian children's education in Malaysia is implemented based on the mandate of Law No. 20 of 2003 on National Education System, that the central and local governments are required to provide quality education services for every citizen without discrimination. These citizens are the Indonesian citizens who live in and outside the territory of the Republic of Indonesia. In connection with the Indonesian teacher program in Sabah, the government implemented the mandate of Law no 20 of 2003 in the form of Regulation of the Minister of Education and Culture policy no 7 of 2012 on salary and incentives for educators assigned to Indonesian educator units in Sabah. This regulation is set to support the implementation of the Indonesian teacher dispatching program to Sabah, but the scope is not holistic, only on salaries and incentives and has not managed the overall program management. This is relevant to the concept of education policy. Policy often used synonymously with notions such as goals, plans and program [14]. Educational policies are established to address educational issues and be used as a reference to achieve the ultimate goal of an educational program based on planning.

Policies related to Indonesian teachers are also regulated by the Malaysian government. This regulation is set forth in the 2011 Guidelines of Malaysian Ministry of Education which among other things regulates residence and work permits that Indonesian teachers must comply with and the obligation of the Indonesian government to ensure the welfare of Indonesian teachers while on duty in Sabah Malaysia. This policy becomes a form of Malaysian government support for the teacher dispatching program for Indonesian children's education in Sabah Malaysia. Based on the results of the research analysis on the implementation of the program, program organizers do not have a comprehensive form of policy in managing more detailed management of education services in Sabah including the management of teachers therein. The education service in Sabah Malaysia which has various specifications will require its own policy. As stated in the concept of policy is defined as relatively stable, purposive course of action followed by an

actor or set of actors in dealing with a problem or matter of concern [15].

Secondly, the objectives of the program are: 1. provide education services for Indonesian children who do not have access to education; 2. develop the potential of Indonesian children in Malaysia; and 3. foster the value of unity, to build a sense of nationality and to install personality and pride as an Indonesian citizen. These three objectives have a clear formal juridical foundation that is the mission of the Ministry of Education and Culture which is contained in the Strategic Plan of 2015-2019. In particular, the main goal of the teacher dispatching program for Indonesian children's education in Sabah Malaysia is within the mission of the Ministry of Education and Culture, the first of which is to create a strong education and cultural actors, and the second mission is to realize widespread, equitable and fair access, the third mission is to realize the learning quality and the fourth mission is to realize cultural preservation and language development [16]. Based on the results of the research the three objectives of the program can be defined, elaborated and understood by all parties involved in the program. A good understanding of program objectives will bring together the views of organizers and program implementers in running the program and facilitate in measuring achievement. This is in line with the opinion of Sallis, Goal are often expressed in a measurable way so that the eventual outcomes can be evaluated against them [17].

Thirdly, the program's targets: The targets set out in the teacher dispatching program for Indonesian children's education in Sabah Malaysia are sending a total of 100 primary education teachers and 14 secondary education teachers each year. Based on the results of research, every year the goal for elementary education teachers is always reached that is a hundred people per year. But the dispatch of secondary education teachers in 2017 is suspended because the quota of secondary education teachers who are tied to assignments in SIKK (Indonesian School of Kota Kinabalu) is still adequate. The goal in this program is the number of Indonesian teachers sent each year to Sabah Malaysia. The number of targets set by the program organizer must be relevant to the needs and conditions set by the Malaysian government. The terms of the Malaysian government include restrictions on the number of Indonesian teachers deployed not to exceed the number of Indonesian teachers who were discharged in the same year. Teacher work permits are only issued for assignments in legalized or licensed CLCs (Community Learning Centers). Based on the results of the research analysis, the targeting of the program must be done precisely by considering various binding external constraints in an effort to achieve the program objectives optimally. This is consistent with the results of Golstein's research, see evidence that when learning outcomes are made the focus of targets, those who are affected will change their behaviour so as to maximize their 'results', even where this is dysfunctional in educational terms [18].

#### *B. Activity Design, Teacher Qualification and Financing.*

First, the activities design: The design of activities prepared by the providers of teacher dispatching programs for Indonesian children's education in Malaysia is set out in the form of activity guidance. Based on the research, all activities in the program completely have an activity plan (guidance)

which includes: guidance on selection activity, guidance on briefing activity, guidance on departure activity, guidance on coaching activities, and guidance on assessment and monitoring activities. Based on the results of the research analysis, the design of activities in the teacher dispatching program for Indonesian children's education in Sabah Malaysia has a crucial and comprehensive role, namely as a technical guide in carrying out the whole activity so that it can be said that the activity plan is part of the planning function. Planning is a broadly defined behavior that includes making decisions about objectives, priorities, strategies, organization of the work, assignment of responsibilities, scheduling of activities, and allocation of resources among different activities according to their relative importance [19]. The design of the activities contained in the guidelines in every teacher dispatch program activities for Indonesian children's education in Sabah Malaysia contains elements of the planning, starting from the targets of the activities, the schedule of activities, the parties involved as well as the technical scenario of the activities implementation.

Second, teachers qualification: The qualifications of Indonesian teachers to be assigned to Sabah Malaysia consist of general requirements and special requirements. Both of these requirements form the basis for the program organizers in recruiting prospective teachers to be assigned to Sabah. Teachers who pass the selection are declared to have fulfilled both general and special requirements. Requirements set refer to the Law of the Republic of Indonesia no 14 of 2005 on teachers and lecturers, among others, that teachers must have a qualification of at least undergraduate education or diploma four. Teachers must have four competencies: pedagogic, professional, personality and social. Teachers are preferred to have an educator certificate. Teachers must be physically and mentally healthy and have the ability to realize the goals of national education. Based on the results of the study, the overall requirements set have been applied by the program organizer as the basis for selecting teachers. At each stage of selection activities there are elements of assessment in accordance with the criteria requirements. Teachers who do not meet any of the requirements are disqualified. Program organizers strive to only dispatch teachers according to the criteria to ensure the achievement of program implementation objectives. Teacher qualifications are set in line with the program objectives. This is in accordance with the statement, the systematic assessment of a person's performance or qualification in relation to a professional role and some specified, defensible institutional purpose [20]. This makes the mapping of the needs of teacher qualifications is very important and must be done periodically, to be to optimize the education service and achieve the expected goals.

Third, financing: There are three aspects of financing: budgeting, funding and report making as a form of financial accountability. These three aspects of financing are accomplished in synergy by program organizers. Based on the results of the research, program organizers have prepared accurately and transparently every post of funds provision. The budget is prepared annually through authorization procedures and approval by the ministry of finance. In the aspect of funds provision the data obtained indicates that all program funding comes from the government budget that has clear and transparent allocation. Aspects of the report making

shows that the physical and financial statements are presented well. The financial statements have been checked internally and externally without any irregularities and state losses. The results of the research analysis indicate that the program has performed all three aspects of financing well. Every program must have good financial management. Financial management emphasizes integrity, frugality, a concern for pennies rather than the pounds, and reluctance to borrow, the more it will command internal respect and provide a secure finance base for acting opportunistically, responding quickly to environmental change [21]. Financial management emphasizes the truth, detailed presentation that can be understood by various parties. The well-presented financial statements will respond quickly to the various changes occurring in the program. A positive financial examination of all aspects of financing increases stakeholders' belief in program management during the current year.

### *C. Selection Process, Debriefing Process, Departure Process, Competence Development Process, Monitoring and Assessment Process.*

First, the selection process: Selection of teacher candidates in the teacher dispatching program for Indonesian children's education in Malaysia is done through several stages, namely administrative selection, written selection, interview, teaching simulation and Leaderless Group Discussion (LGD). Based on the results of the study, not all selection stage is run by the program manager. This year's teaching simulation is not held because of the provision for prospective teachers to have educator certificates. The certificate is a guarantee that the teacher selected in the teacher dispatch program for Indonesian children's education in Malaysia is a professional teacher who has mastered pedagogical knowledge. Teachers who are already certified must have good teaching skills, so that simulated teaching tests can be suspended. The selection process should accommodate the various qualifications required and should be tested by experts and professionals in their field. 1. Recruitment and selection processes were developed in response to the needs of the persons involved; 2. Forms for measuring the capacity of assistant teachers were obtained and 3. Processes were tested for quality by qualified experts from expert reviews [22]. The selection process undertaken by the program organizers has accommodated the needs of Indonesian teacher qualifications to be assigned in Sabah Malaysia.

Second, the debriefing process: The process of debriefing aims to prepare prospective teachers before carrying out the task. The program organizers always strive to organize debriefing in accordance with the design within the program. The general debriefing material each year is the same but does not rule out any changes as it adapts to technical needs in Sabah. Debriefing materials synergize in giving description and mentally prepare the teachers before going on duty. Demonstration has an important role, The benefits for the pre-service teachers included gaining more knowledge, having opportunities to discuss difficulties, and receiving useful feedback [23]. The debriefing is well carried out and is the starting point for teachers to strengthen their subsequent devotion in the Sabah plantation.

Third, the departure process: The teacher's departure consists of a series of activities beginning with preparation of

departure administration, then a handover ceremony at Sabah Malaysia, task orientation and placement of teachers. The whole process is carried out by program organizers in accordance with the planning. Teacher placement should be done appropriately, so program organizers determine it based on competency mapping. Teachers who teach in specific demographic areas should have special skills. Indonesian teachers in Sabah are people who have an important role for their students, teachers became "change agents" in part by engaging their guiding teachers in dialogue about how students learn and how best to facilitate their learning [24]. The implementation of task orientation is carried out routinely, because teachers placed in Sabah must have good skills as well as physical and mental readiness. There are high demands required of the teachers personality, which could be characterized as professional, educational, psychological and practical competence [25]. Indonesian teachers in Sabah are the teachers of choice who hold a great moral responsibility. These teachers must have the ability to face the challenges of education services in Sabah.

Fourth, the fostering or developing competence process: Teachers stationed in remote locations should be facilitated to update their abilities while sharing knowledge with their colleagues to form an expert and professional teacher community in shaping superior generations. Professional competence reflects the mature, excellent professionalism which together with teaching competence, motivation and communication constitute the pillar and the guarantee of providing quality education to students and support to younger colleagues, and due operation in scientific research and publishing field [26]. Teaching is a profession that require long-term commitment, especially with the location of the assignment which is quite challenging. Therefore, the program organizers should support and foster as well as develop the competence of teachers. Teachers are most likely to report satisfaction when their schools are organized to support them in their efforts to be successful with students [27]. Although not yet be implemented optimally, efforts to develop the competence of Indonesian teachers in Sabah continue to be held every year based on priority needs.

Fifth, the monitoring and assessment process: The teacher's monitoring is done periodically either daily by the liaison coordinator (LC) or once a year conducted by the central Ministry of Education and Culture. The LC resource of three people is still inadequate to handle the vast area of Sabah Serawak. The addition of LC resource is not recommended with regard to funding issues. One of the more likely attempts is to establish LC as the supervisor coordinator and subsequently select teachers' representatives in each region as internal supervisors for their counterparts.

The monitoring done by the ministry has been well planned and implemented according to the planning. But the monitoring results have not been analyzed optimally. Monitoring is conducted to determine the problems that occur in the field. Monitoring can even improve teachers' performance, In particular, we show that the direct monitoring of teachers, combined with simple and credible incentives based on teacher presence can lead to a large increase in teacher attendance, even if implemented in a difficult environment [28]. Indeed the implementation of monitoring is not just a periodical monitoring of teacher

performance, but also to analyze the problems that occur in the field. Eventually, from monitoring activities input for further program improvement can be obtained. In addition to monitoring, program organizers routinely carry out teacher assessments to determine the character development and competence of each teacher who served in Sabah. The results of this assessment serve as the basis for the extension of the assignment contract. This assessment is not only related to pedagogical element assessment but also to teachers' personal psychology. Moreover, identification of teaching competence with pedagogy alone was not even commonplace during time. A century ago the defining characteristic of pedagogical accomplishment was knowledge of content [29]. Having placed some time in a quite remote place, of course the teacher is psychologically affected. The program organizer must know whether the teacher's psychological changes have negative or even positive effects in the performance of his or her duties.

#### *D. Education Services for Indonesian Children in Sabah Malaysia, and Potential Development of Learnersk.*

First, education services for Indonesian children in Sabah Malaysia: In relation to education service products for Indonesian children in Sabah Malaysia, it includes increasing number of school-aged children who are touched by education services and an increase in the number of primary education graduates. The most noticeable service products are seen from the increasing number of learners and the number of graduates of primary education. There is an increasing trend of learners, in 2015 there is a number of 24,856 people and in 2016 there is a number of 25,688 people. The increase in the number of students has to pursue the total number of Indonesian school-aged children in Sabah Malaysia, which is 53,687 people.

The number of basic education graduates has also increased, in 2015 with a total of 2,505 primary graduates and in the following year of 2016 with a total of 2,768. The greatest number of primary education graduates is through the equality path. The overall effort to increase the number of students and the number of graduates of primary education from year to year resulted in the rate of change even though the number has not been significant. To produce optimal output it must synergize with government efforts to grow licensed CLC in Sabah Malaysia. The licensed CLC will increase the quota of Indonesian teacher dispatch and expand the reach of Indonesian children's education services to remote Sabah fields. In addition, it must also be accompanied by repatriation efforts or repatriation of Indonesian citizens to the homeland. Repatriation will reduce the amount of service burden of school-aged children in Sabah Malaysia.

Based on the evaluation of education services for Indonesian children in Sabah Malaysia it is known that there is an increasing achievement for the number of learners as well as the number of graduates of primary education. In addition, the results of the program's services also resulted in other achievements, namely the opening of dreams and opportunities for Indonesian children in Sabah to continue their education in the country through a movement mediated by teachers in Sabah. It is in harmony with what is delivered by that, The purpose of product evaluation is to measure, interpret, and judge an enterprise's achievements. Its main goal is to ascertain the extent to which the evaluated met the needs of all the rightful beneficiaries [11].

Second, the development of learners potential: The development products of learners potential include the development of life skills and the development of national values and love of the country. Both of these are achievements outside the academic aims to equip learners to competently meet the needs of his life in the future. In addition, the development product of learners potential aims to build the character of nationalism in Indonesian children abroad. The mastery of life skills of Indonesian children in Sabah has grown tremendously since Indonesian teachers arrived. In between school time, children are taught various skills such as sewing, wood crafts, screen printing, cooking and machine engineering. The provision of skills taught by Indonesian teachers sharpens the interests and talents of children in the oil fields. Some of these field children excel and win various national and international events.

The outcomes measurements of learners potential development should analyze the extent to which the objectives achieved in addition to running effectively, efficiently and satisfactory for the user. Quality of use can be used to measure usability as the extent to which specific goals can be achieved with effectiveness, efficiency and satisfaction by specified users carrying out specified tasks in specified environments [30]. The development of nationalism and love of the motherland is the second criterion in developing learners' potential and its achievement is seen from the mastery and the use of Indonesian language in everyday life in school and understanding of Indonesian culture. By knowing their nation, the children will grow a sense of love towards their homeland. The love of the homeland will encourage them to return to Indonesia.

In line with the research results of Nurbolat BOGENBAYEV, which reveals that children who know their traditions and customs will become patriotic generation and nationalists [31]. Offering a national upbringing while training history comprehensively makes the new generation familiar with nation's traditions, customs, and leads them to absorption of them. This new approach, which brings up the new generation patriotically and knowledgeably, has its purpose education of the national spirit. The generation that receives this national upbringing will become truly national citizens [31]. The love of the homeland is the main key to restore the identity of Indonesian children as a whole Indonesian nation even though they are born and raised in other people's country. Based on the evaluation of product development of the nationality and homeland value, there has been a positive change in the behavior and understanding of Indonesian children in Sabah Malaysia. The recognition of identity of Indonesian nation will motivate Indonesian children in the Sabah field to return with their family back to Indonesia to develop self-potential and organize a better future in Indonesia.

#### IV. CONCLUSION

1. Program policies, although not comprehensive in scope, are met and can be elaborated properly. Program objectives are understood and implemented by program organizers, while program targets cannot be fulfilled in part by program organizers due to limitations on teacher allocation.

2. The resources used in the overall program implementation of both the design of activities, human resources and financing have met the program criteria.
3. Implementation of the program on the selection, debriefing, competence development, monitoring and assessment meet some evaluation criteria but need improvement in the implementation while the teacher departure activities have met all the criteria standards.
4. The results of the program implementation, namely education services for Indonesian children in Malaysia and the potential development of learners is achieved and meets the evaluation criteria. The teacher dispatching program for Indonesian children education in Sabah Malaysia in some aspects has not reached the standard criteria, but in general the program has been running well and must still be implemented as mandated by the Constitution of the Republic of Indonesia number 20 year 2003, which gives the right of quality basic education service for the citizens of Indonesia without discrimination.

The results of the evaluation of the teacher dispatching program for Indonesian children's education in Sabah, Malaysia, some have not met the standard criteria and need improvement. The program must continue to be carried out in accordance with the mandate of the law number 20 of 2003, namely giving citizens the right to quality basic education services without discrimination. Program recommendations are as follows:

1. Program providers should have a more comprehensive policy specifically related to teacher management.
2. The coordinator is assisted by the teacher's representative as an internal supervisor so that optimal supervision reaches the remote areas of Sabah.
3. Government should correct the command line between the coordinator and the teacher to be linear.
4. Program providers take care of permits to add Community Learning Centers with legality, thus increasing the teacher's quota.
5. Presenting a more holistic monitoring report accompanied by the results of data analysis from the instrument.
6. The government has an active role in supporting the initiative of teachers to seek scholarships and partner schools to return the nation's children to their homeland.

#### REFERENCES

- [1] Ministry of Education and Culture. Teacher Dispatching Program For Indonesian Children's Education in Sabah, Malaysia. Jakarta : Kemdikbud, p.5-8, 2016 (in Indonesian)
- [2] O. Tarhan, "The State Of In-Service Training Of Teachers And Teacher Training In National Education Councils", *Procedia-Social and Behavioral Sciences* Vol 197, p.378, 2015
- [3] L. D. Hammond, "Teacher Quality and Student Achievement: A Review of State Policy Evidence", *Education Policy Analysis Archives* Vol 8 Number 1, p.33, 2000
- [4] J. R. Patton, M. E. Cronin, V. Jarrrels, "Curricular Implications of Transition Life Skills Instruction as an Integral Part of Transition Education", *Sage journals* Vol 18, p.294, 1997
- [5] M. Blaskova, R. Blasko, A. Kucharcikova, "Competences and Competence Model of University Teachers", *Procedia-Social and Behavioral Sciences* Vol 159, p.465, 2014
- [6] Stufflebeam, and L. S. Coryn Chris, *Evaluation Theory, Models, and Applications*, San Francisco : Jossey Bass, p.50-298, 2014
- [7] A. W. Frye, and P. A. Hemmer, "Program Evaluation Models And Related Theories : AMEE Guide", *Medical Teacher Journal*, No.67, p.289, 2012
- [8] J. L. Fizpartrick, R. J. Sanders, dan B. R. Worthen, *Program Evaluation Alternative Approaches and Practical Guidenes* ,New Jersey: Pearson Education Inc, p.35, 2011.
- [9] E. J. Posavac and R. G. Carey, *Program Evaluation; Methods And Case Studi*. New York: Routledge, p.229, 2016
- [10] M. Scriven, "Key Evaluation Checlist (KEC), USA : Michigan University, p.3, 2013
- [11] D. L. Stufflebeam, G. F. Madaus, and M. S. Scriven, *Evaluation Models Viewpoints on education and human Services Evaluation Second Editions*, Boston : Kluwe Academic Publisher, p.279-297, 2002
- [12] M. B. Miles, and A. M. Huberman, *Qualitative Data Analysis*, California: SAGE Publications Inc, pp.21-22, 1984
- [13] L.R. Gray, G. E. Mills , and P. Asian, *Educational Research: Competencies for Analysis and Applications* ,Boston : Pearson, p.7, 2012
- [14] H. Nudzor, "What is "policy", a problem-solving definition or a process conceptualisation?", *e-journal of the British Education Studies Association*, Vol. 2(1),p.93, September 2009
- [15] J. E. Anderson, *Public Policymaking*, Boston : Hought Mifflin Company, p.2, 2003
- [16] Ministry of Education and Culture. *Strategic Planning of Ministry of Education and Culture*, p.36, Jakarta : Kemdikbud 2016. (in Indonesian)
- [17] E. Sallis, , *Total Quality Management in Education*, London: Hough Mifflin harcourt Publishing Company, p.122, 2009
- [18] H. Goldstein, "Education for All: the globalization of learning targets" *Carfax Publishing*, vol 40, p.11, 2004
- [19] G. Yukl, *Leadership in Organization*, New Jersey:Prentice Hall, p.72, 2010
- [20] The Joint Committee on Standards for Educational Evaluation, *The Personel Evaluational Standars*, London: Corwin Press A Sage Company, p.196, 2009.
- [21] M. Shattock, *Managing Successful Universitie*, Glassglow UK : Open University Press, p.30, 2003
- [22] H. Jiarakom, S. Suchiva, dan S. Pasipol, "Development of Recruitment and Selection Process for Assistant Teachers using Multiple Approaches", *Procedia - Social and Behavioral Sciences* Vol.191, p.783, 2015
- [23] L. L. Amalia and E. D. A. Imperiani, "Coaching To Help Pre-Service Teacher In Designing An Effective Lesson Plan", *Indonesian Journal of Applied Linguistics*, Vol. 2 No. 2, p.279, 2013
- [24] S. Lane, N. Lacefield-Parachini and J. Isken, "Developing Novice Teachers as Change Agents: Student Teacher Placements "Against the Grain", *Teacher Education Quartely*, Vol 30 No.2, p.66, 2003
- [25] K. Cabanova, "Teachers Personality of Various Approbation Orientation", *Procedia - Social and Behavioral Sciences*, Vol 174 No.12, p.2571, 2015
- [26] M. Blaskova, R. Blaskoa, E. Matuskab, J. Rosak-Szyrocka, "Development of Key Competences of University Teachers and Managers", *Procedia - Social and Behavioral Sciences*, Vol.182, p.193, 2015
- [27] B. Olsen, L.Anderson "A Qualitative Investigation Into Urban Teacher Retention and Career Development", *Urban Education*, Vol.42 No.1, p.24, 2007
- [28] E. Duflo and R. Hana. "Monitoring Works: Getting Teachers To Come To School" *NBER Working Paper* No.11880, p.27, 2005
- [29] L. S. Shulman, "Those Who Understand : Knowledge Growth in Teaching" *Educational Researcher*. Vol. 15, No. 2, p.7, 1986.
- [30] N. Bevan, "Measuring Usability as Quality of Use", *Software Quality Journal*, Vol.4 No.2, p.115, 1995
- [31] N. BOGENBAYEV, "The Impact of the Comprehensive Teaching the History of the Medieval Turkic People on National Education", *Procedia-Social and Behavioral Sciences* Vol 141, p.1008, 2014