

**DEVELOPMENT OF MECHANISM EVALUATION
MODEL OF TEACHER CREDIT NUMBERS
ASSESSMENT PROCESS (PAK) AT THE EDUCATION
OFFICE OF SLEMAN DISTRICT**

Sugeng Saefudin, University of 17 August 1945 Semarang, Indonesia

PUBLIC POLICY INTERNATIONAL CONFERENCE (PPIC)

**Shaping Indonesia's Future: Empowering Human Resources to Create
Quality Public Policies and Welcoming All Parties**

UNTAG Semarang, Indonesia

Abstract

This study aims to evaluate by knowing and obtaining an overview of the mechanism of the credit score assessment process and promotion/position of teachers at the Education Office of Sleman Regency with the aim of helping to improve policy implementation and its development. The method used in this research is descriptive using a qualitative approach, data collection techniques with interviews, observations, and study documentation. The results of the study indicate that there are still many teachers who experience problems in the process of submitting a credit score assessment. For the flow in submitting a credit score determination, the teacher submits a Proposed List of Credit Score Assessment (DUPAK) through the secretariat team who will then get a register number for later an assessment process based on the file that has been sent, after getting the score, the Credit Score Determination Letter will be printed. , then before being signed the Head of Service will go through a validation process first by the secretariat team and ensure the results to the assessment team, if it is a final decision, then a signing process will be carried out by the Head of the Education Office to become a Teacher Credit Score Determination Letter. Through the evaluation of the mechanism for the credit score assessment process, it is hoped that an easier and simpler path can be found through an online application by prioritizing socialization to the prospective teacher who proposes the PAK. In general terms, in submitting through the "SI PAKLE" application, the teacher first uploads the

files requested by the application, then certain original files are sent to the Secretariat Team to ensure that they are correct. The process in this application is carried out independently for both the proposer, the assessment team, and the secretariat team. It is hoped that this will facilitate the smooth running of the PAK process.

Keywords: Evaluation, mechanism, process, credit score, PAK

1. INTRODUCTION

The task of a teacher in his professional field as one of the functional positions attached to it is required to have a Beginner Teacher Induction Program certificate and an Educator Certificate by going through the procedures for obtaining the two certificates and the consequences attached to them. Both certificates are an absolute requirement before participating in the process of obtaining a functional teacher position. Then in the process of increasing the level in the rank as a functional position, the teacher is required to meet a minimum credit score. This will spur teachers to be active and creative in developing their professionalism, which is not only for teaching, educating, and guiding their students, but also for their careers.

The Regulation of the Minister of National Education Number 35 of 2010 regulates the Technical Guidelines for the Implementation of Functional Teacher Positions and their Credit Scores in the context of implementing the Regulation of the State Minister for Empowerment of State Apparatus and Bureaucratic Reform Number 16 of 2009 concerning Teacher Functional Positions and their Credit Scores and the Joint Regulation of the Minister of National Education and Head of the State Civil Service Agency, Number 14 of 2010 and Number 03/V/PB/2010 concerning Instructions for Implementing Teacher Functional Positions and Credit Scores. Based on these regulations, the implementation of the teacher's process for obtaining functional positions and credit scores is expected to run according to applicable regulations. On the one hand, the teacher also really understands the regulation so that what is submitted in the Proposed List of Credit Score Assessment (DUPAK) will be in accordance with what is produced, namely the Credit Score Assessment Decision Letter (SK PAK). From the service

side, the Committee and the assessment team at the Education Office in processing and verifying are running according to the provisions that have been set as guidelines in the process until the issuance of the PAK SK.

However, the perception of teachers who propose PAK sometimes differs from that of the Assessment and Verification Team, which makes teachers regret that a lot of the evidence attached to the PAK proposal does not pass the assessment, to the detriment of the teacher. According to the Sleman District Education Council, there are several factors that are considered to be a supporter in the promotion process or teacher credit score assessment, including motivation, self-management, portfolio, PAK provisions, administrative files, activity, socialization, procedures, support system, and none. supporting factors. Of these factors, there are at least three that are most often mentioned by teachers as having many problems, namely portfolio, teacher activity, and administrative completeness. In terms of the provisions of PAK Guru, the existence of provisions requiring written and scientific works is considered to be the main obstacle. Sometimes there are teachers who already have works that are even at the national level and still cannot get grades, because the format is not in accordance with the provisions in book 4 of the PAK Guidelines. They thought that the assessment team was too strict in implementing the credit score scoring guidelines.

Then in terms of service in the PAK proposal process in the views of the teachers, it is very varied. There are those who according to the teacher are fine, there are those who feel that the service is not suitable, because they are thrown here and there, there are also those who complain about the response of the officers who serve which are deemed unsatisfactory, and so on. The administrative process for promotion and credit score assessment is considered to be slow and still convoluted. There are still many teachers who complain about their promotions which are still pending. These various views become a record for re-evaluating service methods and mechanisms in the process of Teacher Functional Positions and Credit Score Assessments that have been running and better steps in the following year. In line with that, the Department of Education has also planned the service of Teacher Functional Positions and their digital Credit Score Assessment through the procurement of the Credit Score Assessment Management Information System (SIM

PAK) application. With the PAK SIM, it is hoped that it can reduce the complaints of teachers in the previous PAK service as an effort to provide excellent and better service.

Yustinus Farid Setyobudi in "The Role of the Community in Public Services in accordance with Law No. 25 of 2009 concerning Public Services" said that excellent public service is one of the demands of society in the reform era in terms of government which requires transparency, elimination of collusion, corruption, and Napatism (KKN), and bureaucratic reform. In the Minister of State Apparatus Empowerment Regulation Number PER/15/M.PAN/7/2008 concerning General Guidelines for Bureaucratic Reform, it is explained that one of the goals of bureaucratic reform is to build, shape the profile and behavior of the State apparatus with the ability to provide excellent service. It will be seen that public services have a very strategic role as one of the functions of government in addition to regulation and empowerment. Public service is a system, in the sense that the public as applicants or service users must be given the widest possible access related to the process of problem solving and decision making in the administration of public services. The principle of openness has an important role to build quality public services. Starting from the Ministerial Regulation above, it is explained that the specific goal to be achieved is a bureaucracy that is transparent (open) and can provide excellent service to the community, with the hope that the general goal of Bureaucratic Reform is a change in mindset (mindset) and work culture (culture set).) and the government management system. This principle of openness must be one of the main foundations in the practice of governance, that the task of public service itself is one of the main tasks of the government in serving the community. Efforts to realize openness in the implementation of public services are a must in the context of the implementation of public services that are open, accountable, effective, and non-discriminatory. The application of the cultural value of openness will also encourage increased public participation in monitoring and evaluating the implementation of public services.

Demands for change are often directed at government officials regarding the quality of services provided to the community (teachers). For people who have dealt with the bureaucracy always complain and are disappointed with the service of the apparatus in providing services, the Sleman district

government, in this case the Education Office, must be able to provide services to the community where one of the government's tasks is to provide public services in addition to increasing empowerment and development activities with services. Public service which is the basis of excellent service will be able to create a government agency that is ready to compete and always ready to develop in the face of any changes that occur in society, both from human resources and from the mastery of science and technology so that these services can provide the satisfaction that is the hope of the community. by Boediyono (1999:75) that public services are declared excellent when the service satisfies customers.

This development towards good governance can also be seen from the development of bureaucratic services to the community. The existence of public complaints related to the behavior and activities of public officials (bureaucracies) is an indicator that government services are considered to be still sluggish, less responsive to complaints and community needs, less open, less efficient and often commit corruption, collusion and nepotism (KKN). Thus, violent protests often occur, demonstrations from the community/public that result in a crisis of trust and a crisis of authority that deviates from the situation that should be.

The above conditions are still relatively rare in public services at the bureaucratic level of the Education Office of Sleman Regency, which are considered to be still sluggish and less objective. This can be seen that sometimes there are people (teachers) who wait too long, even being thrown here and there in search of information. This condition is due to the presence of employees or officials who are less proactive in providing information to the public, which causes the community to get excellent service, so that policies and reforms are needed. Bureaucratic reform is a process of improving or changing institutions in the government system towards good and clean governance.

From the presentation of the problem and the focus of the problem, it can be concluded that there needs to be an evaluation of the implementation of service mechanisms in the process of Teacher Credit Score (PAK) within the Education Office of Sleman Regency for better services. So there needs to be a system policy, method and mechanism for better and easier internal

services, both for teachers as proposers and for the assessment team and verifier team in the process of assessing teacher credit scores.

2. RESEARCH METHODS

This research study is located in Sleman Regency. Sleman Regency is one of the regencies in the Special Region of Yogyakarta that has implemented e-government to improve and improve its government services with various digital applications.

The method used in this research is qualitative. Qualitative research can be interpreted as a process to try to get a better understanding of the complexities of human interaction (Cathrine Marshal, 1995 in Sarwono, 2006). Qualitative research method is an investigation process to understand human problems in words by reporting the views of informants in detail and arranged in a scientific setting (Creswell, 1994 in Patilima, 2011). Qualitative research is research that intends to understand phenomena about what is experienced by research subjects such as behavior, perceptions, motivations, actions and others holistically and by way of description in the form of words and language, in a special context that is natural and with utilizing various natural methods (Moleong, 2011).

This research is a type of exploratory descriptive research with a qualitative approach. Descriptive research aims to describe the nature of something that is ongoing when the research is carried out and examine the causes of a particular symptom.

Data collection is one of the most important stages in research. Correct data collection techniques will produce data that has high credibility, and vice versa. Therefore, this stage cannot be wrong and must be carried out carefully according to the procedures and characteristics of qualitative research (as discussed in the previous material). This is because errors or imperfections in the data collection method will have fatal consequences, namely in the form of data that is not credible, so that the results of the research cannot be accounted for. The results of such research are very dangerous, especially if they are used as a basis for consideration for making public policies.

Data collection by means of documentation study. Documentation studies in the form of pictures, policies, articles, reports and so on. The mechanism for the Teacher Credit Score Assessment (PAK) is managed and developed by the Division of Educators and Education Personnel of the Sleman Regency Education Office. Informants are also teachers who propose PAK. The researcher himself is part of the secretariat team managing the PAK Department of Education who also participates as one of the “SI PAKLE” admins. Technical analysis of the data is descriptive analysis.

In qualitative data analysis, the results of observations of the data are built with words that are needed to be described and summarized (Patilima, 2011). According to Matthew B. Miles and Michael Huberman (in Patilima, 2011) qualitative data analysis has the following lines:

1. Data Reduction

Data reduction is defined as the process of selecting, simplifying, and classifying data that emerges from field notes.

2. Data Display (Presentation)

Presentation of data is a collection of information that is arranged so as to provide the possibility of drawing conclusions and taking action.

3. Conclusion (Verification)

The last part is drawing conclusions based on the research questions and objectives.

3. THEORETICAL FRAMEWORK

From various descriptions of theories and understandings of the variables of public administration theory and policy evaluation theory in the mechanism of the Credit Score Assessment process, to the Credit Score Assessment process, the theory and understanding of the relationship between the variables mentioned above are as follows:

1. Policies related to the Mechanism of Credit Score Assessment for Teachers

The policy of obtaining a credit score assessment process is a tactic and strategy aimed at achieving a goal in teacher career development in the field of education. With the policy regarding teacher functional positions and credit scores, the mechanisms and procedures in the service sector for submitting teacher credit score assessments will be clear and understood by teachers. With clear procedures and mechanisms, the teacher will receive services in accordance with the desired expectations.

The credit score assessment process policy can be measured through indicators: Identification of the objectives to be achieved, tactics or strategies of various steps to achieve the desired goals, provision of various steps to achieve the desired goals, provision of various inputs to enable the actual implementation of the tactics or strategies.

2. Evaluation of the Mechanism of the Credit Score Assessment Process for Teachers

Evaluation according to the theory of Charles O. Jones in Aprilia (2009) is "evaluation is an activity which can contribute greatly to the understanding and improvement of policy development and implementation". policy implementation and development). So it is hoped that the results of the evaluation of the credit score scoring mechanism can solve the problems experienced by management teachers to get their credit score assessment.

While the mechanism is a series of work tools used to solve problems related to the work process and the interaction of one part with other parts. This mechanism cannot be separated from various policy indicators related to the process of assessing teacher credit scores whose regulations follow the rules and regulations issued by the central government and their derivative provisions.

This mechanism is the steps drawn up by the teacher's credit score assessment manager which is based on policies related to the credit score assessment process through circulars that are submitted to teachers before carrying out the processing of submitting their credit score assessment.

4. RESULT AND DISCUSSION

The mechanism is that all symptoms can be explained on the basis of mechanical (machine) principles. All events are the result of moving matter can be explained according to the rules. This school also explains all events based on the cause of work (efficient cause), as opposed to the cause of the goal (final cause). Nature is thought of as a machine whose whole function is determined automatically by its parts. The mechanistic view in cosmology was first put forward on the basis of atoms moving in empty space." (Surajiyo, 2018:120).

Evaluation is a measurement or improvement in an activity carried out, such as comparing the results of activities that have been planned. From there the purpose of the evaluation, so that the plans that have been made can achieve the goals that have been set and can be implemented. It can also be interpreted that the results of the evaluation itself are intended for re-planning and then function as an administration and management function, the last one is to combine and collect data with standards that are in accordance with the objectives to be achieved. (<https://raharja.ac.id/2020/11/13/>).

In the current era of information technology advances, the speed and accuracy of handling teacher constraints in PAK problems can encourage the realization of responsive managers so that the management and development of PAK process mechanisms can be carried out optimally. The Sleman District Education Office is required to be able to maximize the existing human resources in the service of the PAK mechanism in an effective, empowered, and effective manner. For this reason, monitoring and evaluation are needed to monitor the performance of the PAK process management mechanism at the Education Office of Sleman Regency, as well as find solutions to the obstacles and obstacles faced by the PAK proposing teachers.

The implementation of the Regulation of the Minister of National Education Number 35 of 2010 regulates the Technical Instructions for the Implementation of Teacher Functional Positions and their Credit Scores which are applied at the Education Office of Sleman Regency running in accordance with the applicable provisions, which is more technically the Head of the Education Office issues a circular regarding the proposal, schedule, and the files prepared by the PAK proposer and managed by each

level under the Guidance of the District Education Office, namely the Kindergarten, Elementary, and Junior High School levels with the scheme of the PAK process mechanism as below.

The schematic diagram of the credit score assessment process at the Sleman District Education Office above shows a fairly long stage for teachers in the struggle to obtain PAK or even to be able to get a promotion to their position. The flow of these stages is a mechanism that begins with the submission of PAK proposals by the teacher in accordance with existing rules. Second, the PAK proposal file will be registered by the Secretariat Team by providing proof of registration to the PAK proposing teacher. Third, the files that have been submitted and have been registered will be distributed by the secretariat team to the Assessment Team for assessment. Fourth, the process of assessing the PAK file by the Assessment Team. Fifth, the results of the assessment of the PAK file by the assessment team are submitted to the secretariat team for verification. Sixth, the verification results will be the PAK Results. Seventh, the results of the PAK are submitted for signing to the Head of the Service. Eighth, the PAK which has been signed by the Head of the Service will then be handed over to the teacher who is entitled to the PAK.

The series has also been understood by the relevant parties, because previously there was also socialization by the secretariat team and the assessment team to the teachers. Likewise, if there is an error in the PAK Results, it can still be revised again. When the PAK Result signing process is complete, then through an invitation, the teacher who submits and will get the PAK result will be submitted either at the Dinas office or through the Regional Coordinator (former Education Service UPT) in each Kapanewon in Sleman Regency.

The management of the Functional Positions of Teachers and their Credit Scores since 2021 has been handled by the Division of Coaching for Educators and Education Personnel in each section of Educators and Education Personnel, which was previously centered at the Secretariat of the Education Office. This is intended to be able to run in an orderly and smooth manner in accordance with its provisions.

The Secretariat Team is currently verifying the usual PAK files manually and only through the excel application and also direct verification is carried out by the Secretariat Team at the Sleman District Education Office. After completing the assessment of the file by the Assessment Team which is an element of teachers and school principals who have followed PAK technical guidance.

The budgeted funds for the implementation of the Teacher Credit Score (PAK) in Sleman Regency are from the APBD through DPA Activities of the Education Office. Meanwhile, the existing infrastructure facilities are office equipment as well as other activities. The impact of the policies implemented by the Education Office of Sleman Regency in the mechanism of the Teacher Credit Score Assessment (PAK) along with the existing obstacles is an evaluation material for subsequent improvements.

Constraints experienced in the credit score assessment process which is seen as the first constraint factor are from the regulatory/policy side. The regulation referred to here is the assessment of credit scores that are still too strict, such as unrecognized papers and for the components of supporting scores that are difficult to obtain. The second is from the administrative completeness factor. What is meant by administrative factors here is more on administrative order (there are missing documents) and document tracing is not yet available. The third factor is competence. What is meant by competence here is difficulty in writing papers, mastery in ICT, lack of portfolio, and lack of self-development.

The teachers have difficulty and are unable to produce scientific papers, both unpublished and published in various scientific journals. The difficulty in making scientific papers experienced by teachers is caused by many factors, including not having ideas for research, feeling unable to write papers, and not having a good example in school. This means that there are not many teachers who are productive in producing written works in various schools, so they have difficulty finding role models in their respective schools. The teacher's limited time in providing free time for writing and research is also a major problem that causes teachers to find it difficult to produce scientific papers.

Based on the results of observations and inputs from various elements, including Sleman District Education Office Officials, Secretariat Team, PAK Assessment Team, teachers, school principals, and education staff, it can be concluded that there are inhibiting factors in obtaining credit scores and promotions. teachers, both from internal teachers themselves as well as in the mechanism of the credit score assessment process as well as the promotion of functional teacher positions.

This fact is certainly a common concern. Because there are still many teachers who have difficulty in managing the process of promotion of functional teacher positions. Because the opportunities for promotion to functional positions and promotions to the teacher rank are very open and the stages are in accordance with the time period. In fact, according to the provisions, if every teacher is able to fulfill the minimum accumulated credit score, a functional promotion at each stage can be submitted at least after occupying the last position for at least the last 1 year, while a teacher promotion can be submitted at least after 2 years in office. final.

The increase in functional positions and the assessment of teachers' credit scores for kindergarten, elementary, and junior high schools in Sleman Regency are still experiencing obstacles, both internal and external. The inhibiting factors internally and externally include the teachers still do not really understand the existing rules and that can be the cause of repeated mistakes in the process of submitting a credit score assessment. Then the teachers also experienced obstacles and were unable to produce scientific papers, both unpublished and published in various scientific journals, there were still many principals as the highest leaders in schools in Sleman Regency who experienced delays in functional promotions and promotion levels. teachers, the role of the administrators of the Teacher Working Group (KKG) and the management of the Subject Teachers' Conference (MGMP) in each sub-district is not optimal in motivating and facilitating the existence of programs to accelerate the promotion of teachers' functional positions; the Sleman District Education Office is not optimal in assisting teachers through various mentoring programs, workshops, training and the like to accelerate teacher functional promotions and teacher promotions; there are still many teachers who do not understand the regulations and guidelines for submitting teacher functional promotions, especially Book 4 and Book 5; in assessing

the PAK document, the Sleman Regency PAK team still relies on the manual method; apart from written regulations that have not been regulated through Books 4 and 5 that apply nationally, there is no issuance of local regulations that are local policies (local wisdom); many education personnel do not understand the various regulations and guidelines for books 4 and 5 regarding the promotion of functional teacher positions until now. teachers do not get adequate information when the application file for a teacher's functional promotion does not get the expected value or even does not get a grade.

The first source of information in this study is the Sleman District Education Office Structural Official, in this case the Head of the Education Office has instructed the implementation of PAK by referring to the Regulation of the Minister of National Education Number 35 of 2010 regulating the Technical Instructions for the Implementation of Teacher Functional Positions and Credit Scores and technically implementation in the field by issuing a circular from the Sleman Regency Education Office. The Management Team and the Assessment Team have understood the mechanism for implementing the PAK process in accordance with the Regulation of the Minister of National Education Number 35 of 2010 regulating the Technical Guidelines for the Implementation of Teacher Functional Positions and their Credit Scores and the circular issued by the Education Office of Sleman Regency. Most of the teachers already know and understand information related to the mechanism for implementing the PAK process in Sleman Regency.

The purpose of evaluating the mechanism for the teacher credit score assessment process is to maintain those that are already running well or even improved, as well as to improve those that are still not running optimally. The implementation of PAK is expected to run well and in accordance with applicable regulations and to obtain convenience for both managers and teachers who propose PAK. Teachers' understanding of the policies and mechanisms of the credit score assessment process needs to be continued through socialization. Developments in the credit score assessment process to make it easier for all parties through various service innovations such as the procurement of SIM PAK applications need to be continued.

In various evaluation theories, among others, Bryan & White's Evaluation Theory, Evaluation is an effort to document and evaluate what happened and also why it happened, the simplest evaluation is to collect information about

the situation before and after the implementation of a program/plan. (1987). Evaluation Theory Model Edwin Wand and Gerald W. Brow, "Evaluation is a planned activity to determine the value of something. Evaluation is the process of collecting data to determine to what extent and how easy the objectives are to be achieved. (2009:50). Stufflebeam Evaluation Theory, Evaluation is a process of describing, searching and providing useful information for decision makers in determining decision alternatives. (2007:1). Theory of Evaluation Charles O. Jones, Evaluation is an activity that can contribute a great understanding of value and can also help improve the implementation of policies and their development.

From the theories related to the evaluation, the researcher also has a tendency to use one of the theories from Charles O. Jones in Aprilia (2009) which is "evaluation is an activity which can contribute greatly to the understanding and improvement of policy development and implementation". activities that can contribute a great understanding of value and can also help improve the implementation of policies and their development), but also Ernest R. Alexander's evaluation theory, Actual versus planned performance comparisons, this method examines an object of research by comparing the existing conditions (actual) with the determination existing plans.

Based on the answers of the informants, which were then compared with triangulation and research results according to key informants, it can be concluded that one of the results of the evaluation of the mechanism for assessing teacher credit scores at the Education Office of Sleman Regency is the need for infrastructure facilities that can facilitate all parties in the process of assessing credit scores. can change for the better. If the Human Resources and infrastructure facilities for the implementation of the credit score assessment process are available as needed, then the implementation mechanism will be clearly scheduled, easily accessible and implemented and achieved as expected.

After finding the existing constraints and obstacles through the processing of questionnaire data and input from various elements, various solutions can be obtained to overcome the inhibiting factors and obstacles in the assessment process for determining teacher credit scores and promotion of teacher functional positions. Therefore, it can be found various aspirations that can be captured from various parties regarding the efforts that can be made to

overcome various obstacles that arise in the promotion of functional positions of teachers at the Education Office of Sleman Regency. Focusing on work programs in the form of workshops, training, workshops, as well as special assistance to each teacher so that they are able to make teachers able to produce scientific papers in the form of articles in scientific journals, articles in mass media, and books published by major publishers nationally, as well as other innovative works related to the development of the teaching profession. Mobilizing and optimizing the empowerment of the roles of the management of the Teacher Working Group (KKG) and the management of the Subject Teachers' Consultation (MGMP) in each sub-district / Kapanewon in Sleman Regency in motivating and facilitating the existence of programs to accelerate the promotion of functional teacher positions.

Make improvements in digitizing the service for promotion of teacher functional positions and teacher rank levels and their credit numbers through applications or Management Information Systems (SIM) that can be accessed anytime, and from anywhere; provided that it is connected to an electronic device connected by Internet technology. With this application, it will make it easier for teachers to prepare to upload all the required documents on a regular basis and can be done anytime and anywhere. They can also find out in a transparent manner how far the process of evaluating their application files has reached; if there is a failure or lack of files; they can also find out the reasons given by the assessor team directly through the application. For the assessor team, the application will also make it easier for them to conduct online assessments so that they do not have to experience any more difficulties as when conducting manual assessments. Checking for plagiarism can also be done by relying on various similarity test applications such as turnitin, and other applications. Even better, checking for plagiarism is already included in the SIM so that it will be faster in the assessment and verification process. The Education Office of Sleman Regency will immediately issue a written regulation regarding additional rules that are not or have not been regulated in national regulations related to the requirements and process for the promotion of functional positions for teachers and their credit scores. The Sleman District Education Office must also set service standards for teacher functional promotions and credit scores starting from the requirements, mechanism, determination, revision process,

implementation time, until the issuance of the Decree. ultimately not in line with the expectations of the teachers accompanied by supporting evidence.

The Education Office provides education staff with adequate knowledge and understanding in various schools of various regulations and guidelines for books 4 and 5 regarding the promotion of functional positions of teachers. This is done so that they are able to assist teachers in preparing administrative files in their respective internal schools for promotion of functional positions for teachers and their credit scores.

The Sleman District Education Office through the Field of Educating Educators and Education Personnel encourages teachers, principals, and education staff to take the time to discuss and prepare regularly the agenda for submitting teacher functional positions and their credit scores for each teacher in each school, so that promotions functional teachers and their credit scores can run well, orderly and smoothly.

Based on the processing of data and information from informants regarding suggestions for overcoming various obstacles in the promotion of teacher functional positions and their credit score assessment, the majority of teachers in Sleman Regency are still experiencing difficulties in applying for teacher functional promotions and assessing their credit scores. There are many factors that cause this, both the internal factors that teachers experience and external factors from outside the teacher that have contributed to the slow movement of teacher functional positions and their credit score assessment in Sleman Regency, including complaints about various services related to credit score assessment. Once again, this is an evaluation material for the implementation of the teacher credit score assessment process at the Sleman District Education Office. This research related to the evaluation of the mechanism for assessing teacher credit scores is the result of a study conducted at the Education Office of Sleman Regency, because based on a search of previous studies, the researcher did not find that this research topic had been conducted before at the Education Office of Sleman Regency.

This research is expected to be useful for various parties as a strong basis in determining various policies to facilitate and speed up the process of assessing credit scores and promotion of functional positions of teachers. The main problem related to the number of teachers in Sleman Regency who are

stagnant or stalled and slow in assessing credit scores and their functional positions lies in the mechanism of the credit score assessment process from a regulatory perspective which is considered to be still not understood and makes it difficult to apply for credit score assessments, as well as the ability of students to assess credit scores. teachers in producing scientific work which is still lacking. This means that in a minimum period of 2 years and or more, a teacher does not have a scientific paper, for example or other documents, so that the teacher concerned does not have enough documents or portfolios that are able to meet the main and supporting requirements, so that the teacher concerned cannot apply for a promotion. teacher functional and credit score.

The online-based PAK Management Information System (SIM) application "SI PAKLE" for managing credit score assessments and teacher functional promotions has become a necessity. All submitted files must be digital based, so that it will facilitate digital data management. This is synergistic with the vision and mission of Sleman Regency which supports the realization of the smart city concept. Even in the future, this online application should be conceptualized as valid nationally or integrated with the PAK SIM currently owned by the Ministry of Education and Culture, so that the process mechanism will be interconnected under one control, namely the Ministry of Education, Culture, Research and Technology. Likewise, human resources are continuously provided with provisions to participate in various technical guidances that support the management of the PAK.

As an Academic-regulative recommendation, the Technical Guidelines relating to the Assessment of Credit Scores (PAK) for functional positions and teacher rank levels that apply nationally, need to be detailed again. The rules that have not been regulated in the provisions from the center, need to be rewritten in more detailed rules, so that there is no double interpretation. There are still frequent differences in the meaning or interpretation of the provisions that occur between fellow assessment teams, the assessment team and the teachers or the secretariat team, in interpreting the provisions and guidelines of the teacher PAK which can result in losses for the teachers themselves. If there are still rules that have not been regulated in the existing provisions, they still need to be equipped with more complete guidelines to complete general rules and regulations that do not yet exist. There is still a

need for updating the various existing provisions, in order to motivate teachers. One of them is to provide opportunities for highly productive teachers to produce scientific writings, both published in scientific journals and mass media, as well as in the form of books; may apply for a promotion in the functional position of a teacher by skipping positions or non-regularly. The amount of credit points for scientific papers published in accredited national scientific journals SINTA 1 to SINTA 6, as well as reputable international journals Q1 to Q4; the need for grading; and are not awarded with the same credit score.

Then as a practical recommendation, as a breakthrough in the mechanism of the teacher credit score assessment process in Sleman Regency, it can be reached by providing assistance to teachers in Sleman so that they are able to have scientific papers published in scientific journals and can have books that have been published. Then the movement of functional positions of teachers will run well and on time. Especially if there is support for updating the rules regarding the opportunity for a jump in position. Various work programs that can guarantee the success of teachers in producing scientific papers, books, and innovative works must be encouraged and synergized together; for optimal results. On another aspect, there is a need for digitalization efforts in the process of applying for teacher functional positions so that the process is guaranteed to be more transparent, systematic, effective and efficient, and its movement can be monitored at any time by each proposer or teacher himself.

Reinforcement Socialization and internalization of various regulations related to the regulation of teacher functional promotions and guidelines for books 4 and 5 regarding teacher promotions; to teachers, school principals, education staff, school supervisors, and the PAK assessment team in an integrated manner. This is done so that they are able to assist teachers in preparing administrative files in their respective internal schools for promotion of functional positions for teachers.

There needs to be a website-based Teacher Credit Score Management Information System Procurement Program (SIM PAK) which can aim to simplify and speed up the work of the Assessor team and the secretariat at the Education Office of Sleman Regency in the process of assessing teacher credit scores.

5. CONCLUSION

The development of the Evaluation Model for the Mechanism of the Credit Score Assessment Process (PAK) for Teachers at the Education Office of Sleman Regency, can be concluded as follows:

1. The mechanism for the Teacher Credit Score Assessment (PAK) at the Education Office of Sleman Regency has been running in accordance with applicable regulations, starting from the process of submitting PAK proposals by teachers with files that must be sent as evidence, the assessment process is carried out by a team of assessors who have passed the PAK Technical Guidance. The results of the assessment by the assessment team are final, which are then submitted to the secretariat team through a verification process and produce a PAK Guru which is then signed by the Head of the Service, and continues to be handed over to teachers who are entitled to the PAK results. All of these mechanisms are in accordance with the provisions of Permenpan RB number 16 of 2009 and Permendiknas number 35 of 2010, then technically as a work reference for the management team is to use an official circular issued by the Head of the Education Office of Sleman Regency. This mechanism was implemented after socialization to the parties involved and interested in the process of assessing credit scores for teachers at the Education Office of Sleman Regency.

2. Evaluation of the mechanism for the Credit Score Assessment process is currently running better than the previous year which services will continue to be improved. In the future, developments in PAK management are still needed which can be done digitally, so that there is virtual data/file storage in order to make data tracking easier. In addition, related to the obstacles experienced by teachers in the PAK proposal process, it is necessary to determine the steps to solve these problems. As is the case in determining the value caused by differences in perception, there needs to be provisions that regulate this matter. The Sleman District Education Office needs to develop new innovations to assist teachers through various mentoring programs, workshops, training and the like to accelerate credit score assessments and teacher functional promotions as well as teacher promotions. In assessing the Credit Score Assessment document, the PAK secretariat team at the Sleman District Education Office is currently lacking in human resources and is still using the manual method. So it is necessary to

add and develop human resources for PAK managers and there is a need for an application system that can facilitate the PAK process. Regarding the provisions, apart from written regulations that already exist, but have not been regulated through Books 4 and 5 that apply nationally, there has been no issuance of local regulations that are specific to local policies in Sleman Regency. The evaluation of the mechanism for the credit score assessment process and the promotion of functional teacher positions is expected to improve the things that are still lacking and maintain things that are already running well. So that the results of this evaluation can be beneficial and beneficial for all interested parties in the management and management of credit score assessments as well as promotion of functional positions of teachers at the Education Office of Sleman Regency.

3. Several recommendations as material for evaluation and development of the PAK process mechanism model at the Sleman District Education Office, in addition to intensifying socialization to teachers and education personnel, the procurement of PAK SIM can be one step to simplify and speed up the work of the Assessor team and the secretariat at the District Education Office Sleman is in the process of assessing the teacher's credit score.

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